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For all enquiries relating to this agenda please contact Charlotte Evans
(Tel: 01443 864210 Email: evansca1@caerphilly.gov.uk)

Date: 17th September 2014

Dear Sir/Madam,

A meeting of the **Education for Life Scrutiny Committee** will be held in the **Sirhowy Room, Penallta House, Tredomen, Ystrad Mynach** on **Tuesday, 23rd September, 2014** at **5.30 pm** to consider the matters contained in the following agenda.

Yours faithfully,

A handwritten signature in black ink that reads 'Chris Burns'.

Chris Burns
INTERIM CHIEF EXECUTIVE

A G E N D A

- 1 To receive apologies for absence.
- 2 Declaration of interest
Councillors and Officers are reminded of their personal responsibility to declare any personal and/or prejudicial interest(s) in respect of any item of business on this agenda in accordance with the Local Government Act 2000, the Council's Constitution and the Code of Conduct for both Councillors and Officers.

To approve and sign the following minutes: -

- 3 Education for Life Scrutiny Committee held on 8th July 2014 (minute nos. 1-12).
- 4 Consideration of any matter referred to this Committee in accordance with the call-in procedure.
- 5 To receive a verbal report from the Cabinet Member for Education and Lifelong Learning.

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To receive and consider the following Cabinet reports*: -

- 6 Renewal of Mainstream School and College Transport Contracts;
- 7 Islwyn West Secondary School- Outline of Project Plan;
- 8 Caerphilly Library Service Strategy 2014-2017;

**If a member of the Scrutiny Committee wishes for any of the above Cabinet reports to be brought forward for review at the meeting please contact Charlotte Evans, 01443 864210, by 10.00 a.m. on Monday, 22nd September 2014*

To receive and consider the following Scrutiny reports: -

- 9 Measuring the Progress of Vulnerable Groups of Learners and how Services Work together to Support them and their Families;
- 10 Additional Learning Needs (ALN) Review;
- 11 To record any requests for an item to be included on the next available agenda.

To receive and note the following information items*: -

- 12 Caerphilly Youth Service Strategy 2014-2019;
- 13 21st Century Schools: Gateway Review;
- 14 Education for Life Scrutiny Committee Forward Work Programme;
- 15 Summary of Members' Attendance - Quarter 1 - 8th May 2014 - 30th June 2014.

**If a member of the Scrutiny Committee wishes for any of the above Cabinet reports to be brought forward for review at the meeting please contact Charlotte Evans, 01443 864210, by 10.00 a.m. on Monday, 22nd September 2014*

Circulation:

Councillors P.J. Bevan, Mrs A. Blackman, W. David (Chair), H.R. Davies, C. Durham, C.J. Gordon, D.M. Gray, D. Havard, G. Johnston, M.P. James, Mrs G.D. Oliver, D.W.R. Preece, J. Pritchard (Vice Chair), J.E. Roberts, Mrs M.E. Sargent and R. Saralis

Co-opted Members:

Cardiff ROC Archdiocesan Commission for Education Representative (with voting rights on educational matters)

Mr M. Western

Parent Governor Representatives (with voting rights on educational matters) Mr A. Farina-Childs and Mrs A. Goss

Outside Body Representatives (without voting rights)

Mr P. Jones (NAHT), Mrs J. Havard (NUT), Mrs P. Ireland (NUT) and Mr J. Short (NASUWT)

Caerphilly Governors Association (without voting rights)
Mrs S. Evans (Caerphilly Governors Association)

And Appropriate Officers

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EDUCATION FOR LIFE SCRUTINY COMMITTEE

MINUTES OF THE MEETING HELD AT PENALLTA HOUSE, YSTRAD MYNACH
ON TUESDAY, 8TH JULY 2014 AT 5.30 P.M.

PRESENT:

Councillor W. David - Chair

Councillors:

Mrs A. Blackman, H.R. Davies, C. Durham, C. Gordon, D.M. Gray, D. Havard, M.P. James,
Mrs G.D. Oliver, D.W.R. Preece, J.E. Roberts and R. Saralis.

Cabinet Member for Education and Lifelong Learning - Mrs R. Passmore

Together with:

S. Aspinall (Acting Deputy Chief Executive), K. Cole (Manager, Learning, Education and Inclusion), G. Evans (Interim Manager Community Education), B. Hopkins (Assistant Director), T. Maher (Assistant Director Planning and Strategy), E. Pryce (EAS), D. Hartevelde (EAS), J. Jones (Democratic Services Manager), C. Evans (Committee Services Officer)

Co-opted Members: Mr M. Western (Cardiff ROC Archdiocesan), Mr A. Farina-Childs and Mrs A. Goss (Parent Governors)

APOLOGIES

Apologies for absence were received from Councillors J. Pritchard and P. Ireland (NUT).

1. DECLARATIONS OF INTEREST

There were no declarations of interest made at the beginning or during the course of the meeting.

2. MINUTES

RESOLVED that: -

- § The Minutes of the Education for Life Scrutiny Committee held on 4th June 2014 (minute nos. 1-15, on page nos. 1-7) be approved as a correct record and signed by the Chair, subject to an amendment on Page 2, Minute nos. 6, paragraph 1, in the Report by the Cabinet Member, to advise that it should read five (not six) of the schools selected are within the County Borough.

§ The Minutes of the Education for Life Scrutiny Committee held on 19th June 2014 (minute nos. 1-5, on page nos. 1-9) be approved as a correct record and signed by the Chair, subject to Councillor C. Durham being recorded as present at the meeting.

3. CALL - IN PROCEDURE

There had been no matters referred to the Scrutiny Committee in accordance with the call-in procedure.

4. REPORT OF THE CABINET MEMBER FOR EDUCATION AND LIFELONG LEARNING

Councillor Mrs R. Passmore, Cabinet Member for Education and Lifelong Learning, provided Members with a verbal update on the Youth Service's new Health Education Resource, The Health and Wellbeing Toolkit. The release of the toolkit coincided with National Youth Work Week. The toolkit was originally developed in Caerphilly; however, it has been adapted and implemented across Wales as the definitive Health Resource for all Youth Services. Caerphilly, together with Regional Youth Service partners, have co-ordinated the development of a National development group to oversee further enhancements.

The resource compliments health messages being delivered in schools and other settings and its existence underlines the key role that Youth Workers play in communicating these messages to young people who would either not receive the advice from another source.

The press release was co-ordinated with Public Health, partners in designing and producing the resource. The Directorate have since received numerous requests for copies of the toolkit from non-youth work agencies across Wales, both statutory and voluntary in nature.

The Cabinet Member was pleased to announce that, since opening its doors on 6th January 2014, the new Caerphilly Town Library and Customer Service Centre has proven a popular venue for residents with 111,941 visits, an increase of 138% on the equivalent time period in 2013 at the former Morgan Jones site.

Similarly, the book and non-book resources at the new facility have also proven popular with more than 81,000 items having been borrowed compared to 54,000 the year previous, a 50% uplift. Some 40% of the book and non-book loans have been to children and young people.

On a related theme, Members noted that Newbridge Library and Cash Office at the Memo has seen a 156% increase in its visitor numbers and an 80% increase in borrowing since its successful relocation at the end of June 2013.

5. CABINET REPORTS

None of the Cabinet Reports listed on the agenda had been called forward for discussion at the meeting.

REPORTS OF OFFICERS

Consideration was given to the following reports.

6. EDUCATION CAPITAL 2014/15- UPDATE

B. Hopkins presented the report, which identified the allocation of Education Capital budgets for the 2014/15 financial year.

Members were made aware of the severe pressure that the Education and School capital programme was under for 2014-15 and the requirement to fund important statutory works in relation to asbestos and electrical testing at schools during the year. As a result, it had not been possible to fund as many other school capital projects as hoped.

During the 2013-14 financial year, the Education Capital Programme encountered some unforeseen and unbudgeted in-year cost pressures. Therefore, for 2014-15 it had been determined to retain a contingency in both the main element of the Education programme and also the revenue/ capital 50/50 budget. The contingent sums would initially be required to fund slippage works from 2013/14 and any unallocated monies would be reviewed in the Autumn term.

The Chair thanked the Officer for the report and a full discussion ensued.

A Member queried the tendering process for contracts under £10,000. Following discussion, it was advised that the Member seek further information from Procurement and Property Services or request a report be provided to Policy and Resources Scrutiny Committee.

Members discussed the asbestos works detailed within the report. It was highlighted that a detailed report was presented to the previous Committee; Councillor D. Preece requested that Committee Services sent a copy of the Asbestos Report presented to the last Scrutiny Committee.

The Scrutiny Committee thanked the Officer and noted the contents of the report.

7. SUMMARY OF ESTYN INSPECTION OUTCOMES UNDER THE NEW COMMON INSPECTION FRAMEWORK (CIF)- SEPTEMBER 2013 TO MAY 2014

The report informed Members of the judgements made by Estyn inspection teams of Caerphilly schools for the academic year 2013-2014 (where published) and provided a summary of Caerphilly Schools' inspection judgements since the introduction of the new Common inspection Framework in September 2010.

Members noted that the schools included in the report were inspected during the autumn and spring terms 2013-14. Each School was inspected under the arrangements for inspections that came into effect on 1st September 2010.

The report identified the schools and the dates on which the inspections took place and contained a brief analysis of the inspection finding for each school.

Members thanked the Officers for the report and analysed and discussed the data. A Member queried the progress made within a Caerphilly CBC School that had been placed under Special Measures. Officers highlighted that a second visit to the school had recently been undertaken, the results of which were not yet published. However, Members noted that the school in question was making progress towards fulfilling Estyn's recommendations and there were clear signs of improvements.

A Member queried whether the data and outcomes had an impact on the number of parents requesting transfers to alternative schools. Officers confirmed that requests had been received from concerned parents, however, surgeries are provided by EAS to discuss the Inspection Outcomes and offer reassurance to parents, where necessary, on school performance and improvement.

The Scrutiny Committee thanked the Officers for the report and noted its contents.

8. RENEWAL OF MAINSTREAM SCHOOL AND COLLEGE TRANSPORT CONTRACTS

The report sought the views of Members on the proposed changes to the renewal of mainstream school and college transport contracts, prior to its presentation to Cabinet. Members noted that a new framework is under development in preparation for the renewal of the existing contracts.

The report proposed that, following a review of the specification for mainstream education contracts, the existing transport arrangements be replaced with new contracts to commence from 1st January 2015 with a revised specification. The main changes being the relaxation of some areas of the previous contract requirements, particularly with regards to emission standards and the age of vehicles to ensure that the new contracts are affordable and let within available budget provision. Members noted that, due to the number of future expected changes in demand for home to school transport, the proposals would ensure that contracts are packaged and let flexibly and as efficiently as possible.

The Scrutiny Committee thanked the Officer for the report and a full discussion ensued.

Members raised concerns about the proposed maximum age of the vehicles and safety. Officers assured Members that all vehicles used for school transport contracts were to be a maximum of 25 years old at the start of the contract, were to be MOT tested and maintained appropriately. In addition, were concerns were raised about vehicles the Council organised unannounced spot checks in partnership with VOSA and the Police). Members also noted that, it was likely that the contracts would be let to local operators, which would be helpful if replacement vehicles were need due to a breakdown.

Clarification was sought from Officers as to the reasons why comparisons are made against other Local Authority contracts and processes. Members noted that this was in order to benchmark and make sensible decisions based on best practice.

Members sought further information on the contracts for taxis and mini-buses for school contracts. Officers explained that the taxi and minibus vehicles and drivers would be compliant with national legislative operational standards and were used specifically for home to school transport for children with disabilities or special needs. Following discussion, Councillor C. Gordon requested information on the upper age limit of taxi's and mini-buses used on home to school transport contracts. Officers advised that this would be covered in a Special Meeting of Education for Life Scrutiny Committee in September.

Having fully considered the report it was moved and seconded that the recommendations in the report be approved. By a show of hands this was unanimously endorsed.

The following recommendations would therefore be referred to Cabinet for consideration: -

The specification for mainstream school transport contracts is set as follows:

- § All vehicles are single-decked.
- § All vehicles are fitted with seat belts.
- § All vehicles used must be a maximum of 25 years old at the start of the contract.
- § Contracts are limited to a maximum length of 3 years.
- § The introduction of a new contract variation clause, rather than annual reviews.
- § New contracts will commence in January 2015.

9. CAERPHILLY LIBRARY SERVICE STRATEGY, 2014-2017.

The report advised Members of the Education for Life Scrutiny Committee of the future strategic priorities for the Authority's Library Service between 2014 and 2017, building on the foundations of the 2009-2014 Five Year Development Plan and considerable investment

made by the Authority in its network of Library Facilities and services during the last six-year period.

Members noted that the proposed new Library Strategy was considered in the context of a new Welsh Government Quality Standards Framework 2014-2017, and with particular regard to the Council's Medium Term Financial Planning arrangements in respect of 2015-16 and 2016-17.

The Library Service Strategy would focus on managing the anticipated organisational changes required as part of the Council's Medium Term Financial Plan and upon delivering in two key areas of activity, namely: -

- § 'Reading Together'- Establishing best practice in promoting reading to individuals, families, and communities of place and interest, and improving core literacy skills to aid wider learning objectives.
- § 'Digital e-Services'- Supporting residents to become digitally skilled and enabled to seek work online, access benefits electronically and to become more confident using the Internet for all their information needs.

The Scrutiny Committee was happy to receive the report and pleased with the proposals.

Members discussed the key activities and queried whether developments in technology have caused any significant impact on book loans within the service. Officers highlighted that there have been significant investment in IT stock recently to replace many of the PC's within libraries and the service is currently developing a Library App, which would provide users with access to the library catalogue and other services available online.

Members noted there have been some improvements in visits and better use is being made of the professional team, with reading being targeted in a more focussed way and an increase in themed activities within libraries during half terms, however, there is always room for improvement.

Having fully considered the report it was agreed that the Caerphilly Library Service Strategy be endorsed and its acceptance be recommended to Cabinet. By a show of hands this was unanimously agreed.

10. REDUCED FUNDING FOR ADULT COMMUNITY LEARNING 2014-2015

It was agreed that, as this item contained a recommendation to Cabinet, it should be received at this part of the meeting and not as an item for information, as detailed on the agenda.

The report provided Members of the Education for Life Scrutiny Committee with information on the reduction in funding for Adult Community Learning in the 2014/15 academic year and provided options for consideration for future delivery of the service.

Members noted that Adult Community Learning faces significant reductions to the budget in 2014/15 academic year. Members considered the financial and personnel implications as detailed within the report and expressed concerns that a number of posts may be affected, although they were advised that actions would be undertaken in line with the Council's Redeployment and Redundancy Policy.

Following detailed consideration, Members expressed their concerns that the grant funding had been reduced and reference was made to the impact on the low-income residents living in the county borough.

Members were informed that the reduction in grant funding as outlined in Table 1 although confirmed by the Welsh Government (WG), Coleg Gwent and Coleg Cymoedd, was dependant on Caerphilly achieving the targets for delivery detailed in the grant agreement.

Members noted the impact of the reduction in funding on Management, Administration and Venue costs required to run eligible courses.

There were a number of courses previously funded by the grant that now do not qualify for grant funding. Paragraphs 4.5/4.7 detail options for charging learners and increasing room hire charges to try to maintain provision.

The Scrutiny Committee supported the proposals as outlined in paragraphs 4.5 and 4.7 of the report, as set out below, and recommended their approval to Cabinet:-

- (i) In order to mitigate the impact of the reduction in tutor hours, it be considered that the Service offers courses on a cost recovery basis. It is estimated that the cost would be £4 per hour per learner with an additional £3 per hour per learner for accreditation, if required (Courses would continue if they are viable due to the number attending)
- (ii) With regard to the marginal increases in room hire, it be proposed that these fees be increased at a level which remains competitive.

11. REQUESTS FOR AN ITEM TO BE PLACED ON THE NEXT AVAILABLE AGENDA

Members were reminded that a consultation is currently taking place around the Forward Work Programmes; Members were invited to feed directly into this with any requests for reports.

1. Councillor Martyn James requested a report on School Building Contracts under £10,000 and the tendering process. Officers advised that this was an issue for Procurement Services and therefore recommended that a request be made for a report to be brought to Policy and Resources Scrutiny Committee.
2. Councillor Denver Preece requested progress on a report on how the progress of “vulnerable” children within the borough is tracked and the outcomes of interventions made. Officers confirmed that this report will be on the agenda for the Committee in September.

12. INFORMATION ITEMS

The Committee noted the following items for information, full details of which were included within the Officers reports. They were not brought forward for review.

1. Financial Plan Education and Lifelong Learning 2014/15;
2. Education and Lifelong Learning Grants 2014-15;
3. Education for Life Scrutiny Committee Forward Work Programme;
4. Summary of Members Attendance- Quarter 1- 1st January 2014 to 7th May 2014;
5. SACRE Minutes- 5th March 2014.

The meeting closed at 19:38pm.

Approved as a correct record, and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on Tuesday, 23rd September 2014, they were signed by the Chair.

CHAIRMAN



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 23RD SEPTEMBER 2014

SUBJECT: MEASURING THE PROGRESS OF VULNERABLE GROUPS OF LEARNERS AND HOW SERVICES WORK TOGETHER TO SUPPORT THEM AND THEIR FAMILIES

REPORT BY: ACTING DEPUTY CHIEF EXECUTIVE

1. PURPOSE OF REPORT

- 1.1 To provide Members with an overview of the impact of collaborative work being delivered throughout the borough to improve the lives for children, young people, families and communities, highlighting good practice.

2. SUMMARY

- 2.1 This report outlines the work done to support vulnerable groups of learners and the impact on progress made. The strength of current strategies being implemented lies in the effective collaborative approach between key partners. Strong working relationships exist between Families First Programmes, Flying Start, Communities First, Youth Service and schools, which results in streamlining services and more targeted support.
- 2.2 Education has the ability to empower people to make better life choices, be ambitious and confident about work, and contribute substantially to breaking the cycle of deprivation. The challenge is that we have the second highest percentage of pupils in Wales who are eligible for Free School Meals, and our figures demonstrate that these children are outperformed by children who are not in receipt of Free School Meals.
- 2.3 Poverty can have a negative effect particularly on the long-term opportunities and outcomes for children and young people throughout their life including education and employment opportunities. The choices that parents make can significantly influence their child's life opportunities and the multi-agency approach with Families First, Flying Start and other programmes recognises the support that families need to overcome the impact of poverty. Initiatives to tackle the wider areas of child poverty are included in our joint partnership document 'Caerphilly Delivers'.
- 2.4 The Directorate of Education and Lifelong Learning seeks to develop a network of learning communities which will provide an inclusive range of quality accessible services and opportunities to help meet the needs of adults, children, young people and their families and the wider community – thus promoting a culture of lifelong learning and wellbeing. To achieve this vision, services are guided by the aspiration that all children, young people and adults:-
- have a flying start in life
 - have a comprehensive range of education and learning opportunities
 - enjoy the best possible health and are free from abuse, victimisation and exploitation
 - have access to play, leisure, sporting and cultural activities

- are listened to, treated with respect and have their race and cultural identity recognised
- have a safe home and a community which supports physical and emotional wellbeing
- are not disadvantaged.

2.5 The Directorate's goal is that every child should have the best start in life, and the opportunity to achieve success as a young person and adult.

3. LINKS TO STRATEGY

- Children and Families (Wales) Measure 2010
- Child Poverty Strategy for Wales
- Child Poverty Strategy 2014 – 2017 (UK)
- Youth Service Strategy (CCBC)
- Caerphilly Community Strategy (CCBC 2004), as well as cross cutting themes such as 50+, Sustainable Development and the Council's Strategic Equality Objectives (2012-2016)
- Single Integrated Plan (CCBC 2013 – 17)
- 2013/14 Improvement Objective 2: Improving Job Opportunities by Implementing the Council's Passport Programme
- Outcome Agreement 5 (2013 – 16): Tackling Worklessness and Raising Household Income
- Corporate Improvement Plan
- Engagement and Progression
- In addition the Local Service Board has identified tackling poverty as one of its key priorities
- Improvement Objective - Develop an effective and accessible Youth Service that supports the personal and social development of young people.

4. THE REPORT

4.1. Flying Start is a child focussed, tackling poverty, intervention programme for 0-3 year olds delivered in 19 areas currently and expanding to a further 6 areas in 2015-16. The maximum number of 0-3 year olds targeted currently is 2,246 increasing to 2,483 in 2015-16.

4.1.1 The programme begins antenatally with the health and parenting support that gives families the tools they need to begin their journey through parenthood. A massive success in 2013-14 has been the joint working with the midwifery team who notify the Health Outreach team of all breastfeeding mums on discharge from hospital. This enables all families to be contacted with the offer of support in the earliest days and has increased the take up and maintenance of breastfeeding.

4.1.2 Childcare for 2-3 year olds offers funded places part time 5 days a week, before the child starts their Foundation Phase place. The take up of places is high (89%), and attendance is improving (77%).

4.1.3 Family support offers a range of parenting programmes to suit parents' needs at different ages and stages of their child's development. Results show that parents improve their parental capacity following the course. They also maintain or improve it when measured again 3 months following the end of the course.

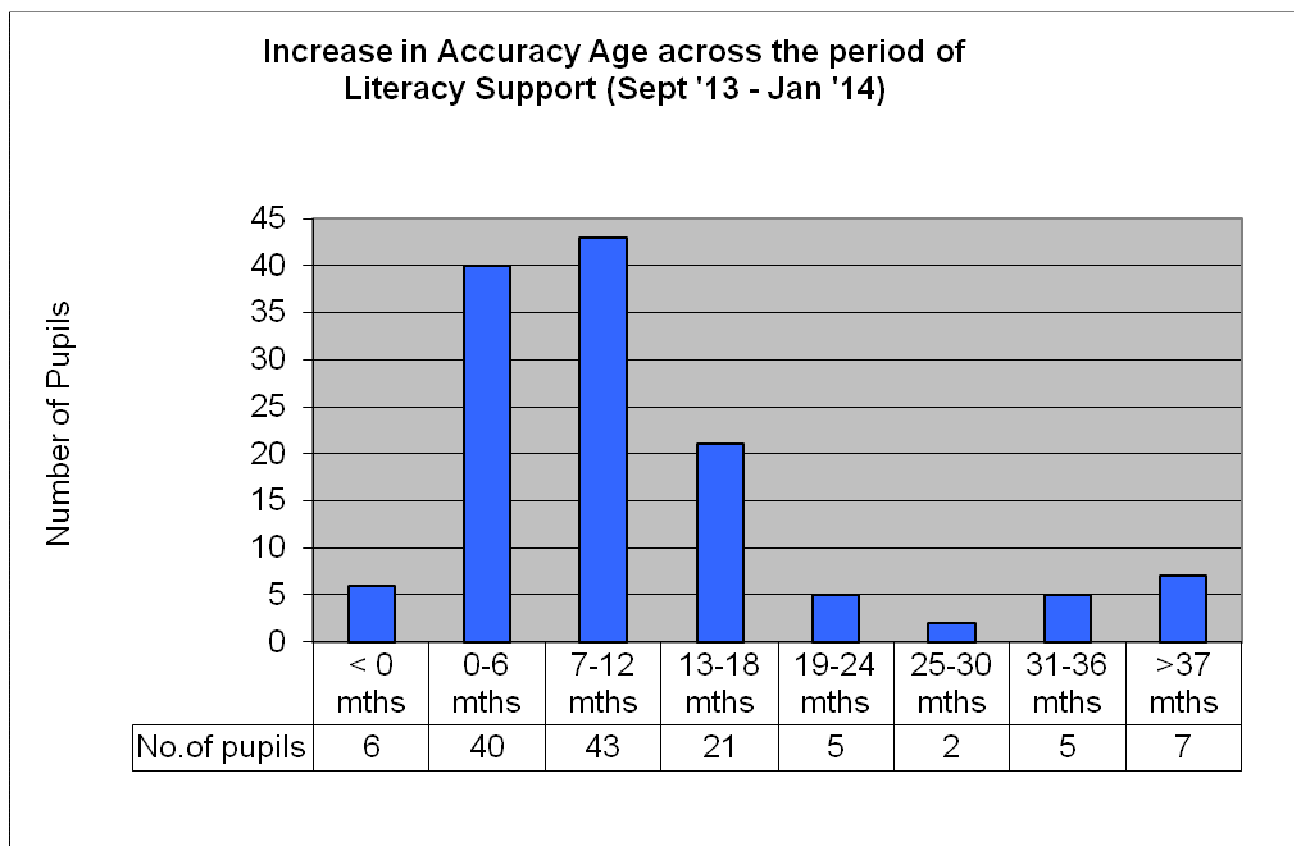
4.1.4 Flying Start aims to make a difference to children's development, which is nationally measured through the SOGS (Schedule of Growing Skills) assessment. GL Assessment has been commissioned to independently analyse the SOGS results for the cohort of children 2011-13. The annual programme summary report 2013-14 (Appendix 1) gives more detail on all impact statistics for the programme.

- 4.1.5 The Flying Start programme works collaboratively with Families First and Communities First and its database has been developed to include the Families First programme which enables effective transition for families.
- 4.1.6 Case studies show some of our families' stories. They are real examples of the different circumstances that families found themselves in and how the right provision supported them to become more resilient. The stories are shared with other families who are new to the programme in order to break down fears and barriers to accessing the support they might need.
- 4.1.7 The transition between Flying Start and the Foundation Phase has continued to improve and has meant that children have much more success at this stage. Critical data is shared and specific programmes maintain continuity of provision. Families, in particular, are supported in this important time.
- 4.2 Both national and global research shows that there is a significant link between socio-economic background and educational performance. The Welsh Government's statistical bulletin, "Achievement and Entitlement to Free School Meals in Wales", published every March, shows that the performance of pupils eligible for free school meals (FSM), which is a measure of socio economic deprivation, is lower than for their non eligible counterparts at all key stages. The Welsh Government therefore uses the percentage of pupils eligible for free schools meals as a proxy indicator of deprivation for both individual schools and local authorities.
- 4.2.1 According to the latest available figures for the percentage of pupils eligible for FSM, Caerphilly is the 2nd most socio economically disadvantaged LA in Wales. This contextualisation is not used to reduce ambition, nor to set limiting targets, but to show that if Caerphilly performance is higher than 21st, then performance is better than expected. Our aspiration is still to overcome the link between deprivation and poor attainment. Full information on performance up to 2013 was provided in the Standards Report presented to Scrutiny on 14th January 2014.
- 4.2.2 Outcomes for pupils in the Foundation Phase, Key Stages two and three in 2014 are outlined in the table below. A full performance report will be presented once full comparative data is available (October 2014)

Phase/ Stage	Expected Level	Target Range	Caerphilly 2014	Caerphilly 2013	Difference Caerphilly	Wales 2014
FP	FPI (O5+)	80-90	88.5	85.0	+3.5	85.2
KS2	CSI (L4+)	79-88	85.8	84.2	+1.6	86.1
KS3	CSI (L5+)	70-83	77.6	73.5	+3.9	81.0

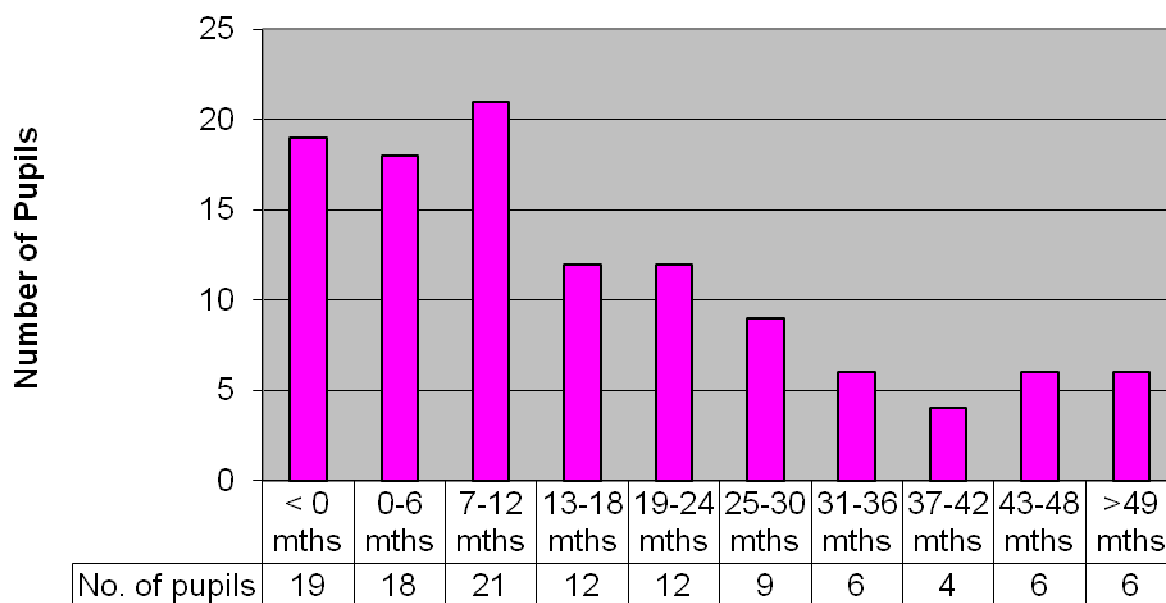
- 4.2.3 Performance in the **FPI** has improved by 3.5% points from 2013, remains above the national average and is towards top end of the target range. Performance has improved consistently since the introduction of this indicator.
- 4.2.4 Performance in the **KS2 CSI** has improved by 1.6% points from 2013, remains slightly below the national average and is towards the top end of the target range. Performance has improved consistently since 2007.
- 4.2.5 Performance in the **KS3 CSI** has improved by 3.9% points from 2013, remains below the national average and slightly above the middle of the target range. Performance has improved consistently since 2007.

- 4.2.6 In Key Stage 2, LA officers identify and target pupils to receive additional literacy intervention in Year 4. In 2012-13, 132 pupils were identified across 25 schools, including Welsh medium. The Literacy programme is delivered by specialist Literacy teachers who also deliver the support for pupils with Specific Learning Difficulties (SpLd).
- 4.2.7 NFER standardised reading scores are used to identify pupils who will receive the intervention programme. Pupils with standardised scores (SS) between 74 and 84 are identified for the purpose of this intervention.
- 4.2.8 Pupils with SS 74-84 were not included if they were on the SEN Register above School Action or were already placed in a Specialist Resource Base provision. A minimum of 4 pupils in a group is required.
- 4.2.9 At the beginning of the 16-week programme, all pupils are baselined using the York Assessment of Reading and Comprehension (YARC) tool. The aim of the intervention programme is to increase individual pupils' comprehension levels and address issues focusing on their reading accuracy and rates. The intervention programme is based on the schools' curriculum and is shared with staff. This supports building capacity within schools and enhances the range of strategies they are able to offer to support learners.
- 4.2.10 Outcomes for pupils who received the intervention between September 2013 and June 2014 indicated 82% of pupils made a minimum of 4 months progress in their reading accuracy and rate.



- 4.2.11 76% of pupils made a minimum of 4 months progress in their comprehension age.

Increase in Comprehension Age across the period of Literacy Support (Sept '13 - Jan '14)



4.2.12 Based on their rates of progress prior to intervention, this indicates pupils made double the rate of progress following implementation of the programme of support.

33% made between 7-12 months progress in 16 weeks in reading accuracy.

16% made between 7-12 months progress in 16 weeks in reading comprehension.

4.2.13 Factors which impacted on progress rates included pupil absence, and school based activities which limited some pupils' access to regular intervention group sessions.

4.2.14 In 2014-15 based on the NFER reading results, using the same criteria as above, 210 pupils have been identified across 55 schools to receive the Literacy intervention programme.

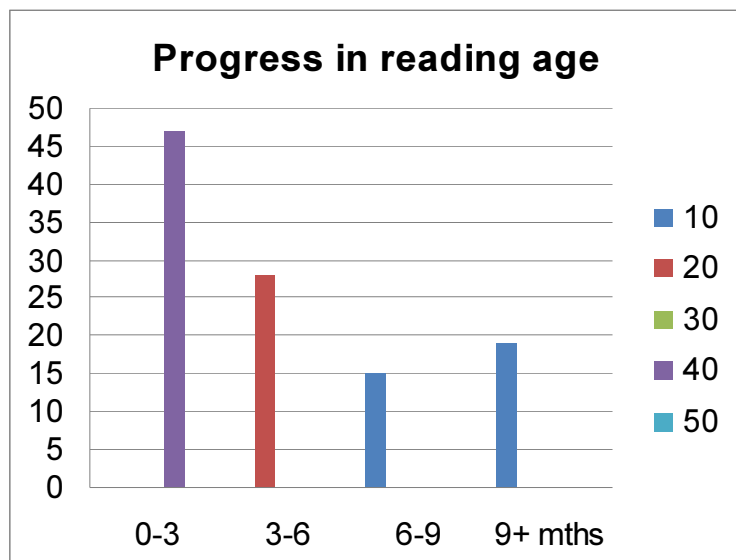
4.2.15 The Catch Up Literacy Programme is very structured and follows a set pattern. Trained Catch Up staff deliver the programme within schools.

4.2.16 The intervention programme ran between May and July 2014 for identified Year 6 pupils with the aim of boosting their reading skills levels prior to entry into the Secondary setting.

4.2.17 The focus was on Year 6 pupils with standardised scores (SS) between 75 and 84, based on the NFER reading results. All pupils identified received 2 Catch Up session per week. 117 pupils were identified for intervention across 26 schools, including Welsh medium.

4.2.18 Pupils identified are baselined at the beginning and end of the programme using the Salford Assessment.

4.2.19 Pupil progress can be seen in the graph below which demonstrates the impact of the intervention.



- 4.2.20 Over the 3-month intervention period 42.77% (47 pupils) made between 0-3 months gain in their reading age. All results are shared with schools. Where pupils regressed or showed very limited improvement the staff member refers to the school SENCo to ensure the needs of the pupil are clearly identified.
- 4.2.21 Factors impacting on the outcomes for pupils identified in this intervention programme included underlying significant SEN issues, school based activities impacting on pupils attending regular sessions, the length of the programme implemented and pupil attendance issues.
- 4.2.22 In 2014-15, Year 6 pupils will be the target group. Standardised scores (SS) between 78 and 87 will be used to identify pupils to receive support. This will be based on the NFER reading results. The intervention programme will be delivered for a significantly longer time (September-March).
- 4.2.23 The change in identification of pupil standardised scores will capture those pupils who are at the top of the below average standardised score range and those pupils who have standardised scores which are just into the average range. It is anticipated that this will boost the basic skills of these pupils to consolidate their reading abilities.

At present 220 pupils with standardised scores between 78-87, across 33 schools have been identified.

LA intervention programmes have become increasingly focused and specifically targeted to achieve maximum outcomes. Data is used well for identification and tracking so that pupil groups and programmes may be adjusted for most impact. Staff in schools are trained and equipped to continue with these strategies following the withdrawal of LA staff direct support. Whilst care is taken to support the families of these pupils within the school setting, other networks and projects seek to further engage with them in the community.

- 4.2.24 Alongside the work done within schools in liaison with the EAS, LA officers have challenged schools to raise their expectations, particularly in relation to vulnerable pupils. The performance and needs of every individual pupil in years 10 and 11 are discussed and appropriate learning pathways and interventions are identified.
- 4.2.25 The progress of all pupils is tracked and their progress is categorised and colour coded.
- 4.2.26 Termly visits allow for discussion with school colleagues on the progress for each individual pupil across both year groups. A range of school staff maybe involved in the process including the Head Teacher, Head of Key Stage, Head of Year and the Heads of English and Mathematics.

- 4.2.27 Pupils' progress is categorised based on a range of factors. This categorisation may change during the term due to attendance, health issues, SEN issues, behaviour and intervention programmes implemented. The focus is to maintain the performance levels of pupils identified and to monitor the intervention programmes implemented from the school for those requiring additional support. Equally, the performance of more able and talented pupils is also challenged.
- 4.2.28 Schools select intervention programmes which best support learners identified. Such interventions may include additional Basic Skills support, intensive programmes, transport, after school sessions and incentives to attend school.
- 4.2.29 Pupil outcomes for 2012-13 demonstrated the success that some targeted pupils achieved following significant intervention from the schools and service providers. These included some pupils achieving L2+. 2014 data is currently being analysed to measure impact.
- 4.2.30 Currently, 370 pupils in year 10 and 234 pupils in year 11 are in receipt of intensive intervention following the most recent summer term visits.
- 4.2.31 Where multiple factors are identified which are impacting on pupil progress, follow up work is carried out by the LA officer to support the pupils identified. This may include liaison with Education Welfare Service (EWS), Educational Psychology Service (EPS) or Education Other Than At School (EOTAS) providers. Actions are then addressed with the schools at subsequent meetings.
- 4.2.32 During the autumn term, following GCSE results, all schools are revisited to review how each individual pupil in Year 11 performed according to the predictions made by the school. Analysis of 2014 is underway.
- 4.2.33 Outcomes from these visits inform the schools decisions in the selection or continuation of intervention programmes to be implemented for subsequent year groups.
- 4.2.34 The LA is about to conduct a mapping exercise with EAS to establish the impact of support on these particular vulnerable learners.
- 4.3 Families First is dedicated to taking the whole family approach in order to improve the lives of children. It focuses on preventative work and early intervention throughout the borough. The aim is to empower families to become more resilient and to give them the support they need at the time when they need it. The packages of support provided are bespoke to individual family needs. These can range from providing basic literacy and numeracy in the home to build confidence to progress, to receiving a coordinated family package of services and support through the Team Around the Family Model, known as the Supporting Family Change project.
- 4.3.1 There are a total of twelve projects in the Families First Programme and no project works in isolation. All were initiated based upon local need and the vast majority have been strategically commissioned projects and made up of one or more organisations to promote partnership working. All projects aim to work collaboratively with those in Flying Start and Communities First areas to maximise resources, reduce duplication and highlight good practice.
- 4.3.2 The principal focus of the Families First Programme is to support families through early interventions at the preventative stage.
- 4.3.3 Central to the Programme is the Team Around the Family model called the Supporting Family Change (SFC) project which coordinates groups of professionals from a range of agencies to provide bespoke support packages to meet whole family needs. The SFC project also provides intensive support to families in highest risk of being known to Social Services.

- 4.3.4 As part of the Families First Programme which further promotes the joined up approach is the development of the Joint Assessment Family Framework (JAFF). Although still in development stage, the JAFF is essentially a common holistic assessment framework for referrals which brings together a range of agencies and their expertise in the identification of needs and the most appropriate ways to address them.
- 4.3.5 The impact of the Families First Programme is demonstrated by the outcomes for families and as the Programme continues to develop, the longer term impact is increasingly being built upon.
- 4.3.6 Almost all of the families who have engaged with the Programme have improved their literacy and numeracy skills, with one dedicated project evidencing 97% of children and 93% of parents; a total of 41 children displayed improved speech and language.
- 4.3.7 The Programme encourages “distance measured” tools. Some projects are now measuring progress at three month intervention to see if families have sustained their learning and or changes from the previous intervention packages. Increased take up of provision and engagement has continued to increase with many families progressing from that initial engagement in the home and or community to engaging more with schools.
- 4.3.8 A total of 51 young people and parents were sign posted to “back to work initiatives”, and there have been six parents and young people who have found employment as a result of the Programme provision; 44 became active volunteers and some of the new and expectant parents have attained GCSE’s.
- 4.3.9 Referrals to the SFC model have increased (243) over the last year and a range of packages were provided for issues ranging from the re-engagement of children and young people in school and full time education, family engagement, parenting support as well as health and social related needs for families.
- 4.3.10 Parents who have participated in the Parenting programmes and individual family support provided have valued the provision with a total of 96 parents reported an improved relationship with their child and 83 reported improved parenting capacity. The Disability element of the Programme has further streamlined its work under the ISCAN (Integrated Services for Children with Disabilities) model, and 126 children progressed to attend universal provision after intervention without any additional support.
- 4.4 As stated in 4.3.1, all projects work collaboratively with the Communities First Teams. From 1st April 2012 Communities First was renewed as a Community Focused Tackling Poverty Programme.
- 4.4.1 The programme continues to have a geographical focus, concentrating on the most deprived communities in Wales, but there is now increased focus on ensuring the most vulnerable individuals, families and groups in those communities are supported. There is a clear expectation that the programme’s resources will be devoted primarily to those most in need. In some cases this will include people living outside CF boundaries who can properly benefit from specific projects or activities supported by the programme.
- 4.4.2 The programme is based on 52 Clusters (groups of Lower Super Output Areas) across Wales, identified through the Welsh Index of Multiple Deprivation. Within Caerphilly there are four clusters:
- Caerphilly Basin
 - Mid Valleys East
 - Mid Valleys West
 - Upper Rhymney Valley
- 4.4.3 The overall aim of the programme is to tackle and reduce poverty in the most deprived communities. As such a new Outcomes Framework focused on three themes has been

developed. This is currently being re-aligned by Welsh Government with those of the Families First and Flying Start programmes to develop a Collaborative Framework for the three key anti poverty programmes.

- 4.4.4 The scope of the Communities First programme is wider than that of Flying Start and Families First, CF being a 'cradle to grave' provision with delivery broader than children, young people and families. It's also aimed at addressing both the cause and effect of poverty. Throughout the first year of delivery in 2013/14 a huge range of projects have been developed and carried out across the Communities First themes of Prosperous, Learning and Healthier Communities. In total the programme delivered 157 projects engaging with 3,143 individuals over this period.
- 4.4.5 The following projects whilst funded by Communities First are a collaboration between Communities First, the Youth Service and Schools.
- 4.4.6 The Youth Participation project engages and supports children and young people who are hardest to reach to participate in groups throughout the borough, developing opportunities for accreditation and skills development as well as having a view on the services they receive. This includes the Junior forum, Junior PACT's and the Youth Forum.
- 4.4.7 Children's University supports children and young people from CF areas in out of school activities in cultural, learning and sporting events to increase aspirations and encourage young people to reach their full potential. Students gain specified 'credits' for approved out of school activities to demonstrate achievement against pre-determined targets to demonstrate commitment to learning.
- 4.4.8 Family Transition works closely with the Families First, Family Engagement project to develop activities tailor made to the needs of the family identified through both the Family Engagement and Families Together project. The sessions aim to provide families with the support and information they require to both access specialised services, volunteering and training for employment. Promoting positive, personal development, confidence building, health and well being advice.
- 4.4.9 Communities First delivers Parent Learning ****what learning**?** E.g. OCN sexual health, child psychology, for the Parent Network groups funded by Families First and Flying Start. This provides accredited training to the parent groups in an area of their choice. Communities First also provides health support and activities to the groups.
- 4.4.10 CF also provides front line support for the Caerphilly Passport Programme, resulting in over 50% of participants from CF areas.
- 4.5 The statutory Youth Service in Caerphilly currently engages over 7,000 young people predominantly between the ages of 10 to 19 which is equivalent to 20% of the youth population which is amongst the highest engagement level of local authorities in Wales.
- 4.5.1 Youth provision is managed and delivered by 31 full-time and 200 part-time staff, operating in up to 100 different locations, 28 of which are premises that house 10 youth centres of excellence and 18 satellite clubs.
- 4.5.2 The current core budget is £1,588,000 and has a focus on providing universal provision. This budget is then innovatively matched by a range of grants that total to £1,225,681. The grants include Community First, Family First and Welsh Government which then enable the Service to develop targeted youth work.
- 4.5.3 One of the priorities for Service development is increasing the number of young people securing local and national accreditations. In 2012/13 the number of young people achieving national accreditations was 70, and in 2013/14 this increased to 399. This highlights the percentage of young people engaged by the Youth Service achieving a national accredited outcome increased from 1% to 5%. For local accreditations over the same period the number

of young people achieving moved from 628 to 2331, again this highlights the percentage of young people engaged achieving a local accreditation has increased from 7% to 29%.

- 4.5.4 To facilitate collaboration, the coordinators of all Programmes meet formally, along with Supporting People. Currently the group complete a mapping exercise of service delivery across the three Programmes, the Youth Service and also Supporting People. It is envisaged this will enable the consideration of further collaborative working, and opportunities to maximise resources and develop new opportunities.
- 4.5.5 An innovative programme is due to commence in September 2014. A joint initiative between Communities First, the Youth service and Schools has successfully secured funding from Communities First to match the Pupil Deprivation Grant of four secondary schools in the borough. The project aims to develop an early intervention process to support young people who are eligible for free school meals to overcome the barriers to learning and realise their potential to improve educational outcomes and help to prevent young people from becoming NEET. Increase parent/carers involvement in their child's education to improve pupil attainment and raise aspirations and Increase participation in school and community life to support the holistic needs of the family.
- 4.5.6 Four youth workers will provide one to one support for vulnerable young people at risk of disengagement. In addition, Four Family Link Workers will support parents to access appropriate services to assist them to overcome barriers to participation in their child's education. A Parent Forum Development Worker will establish a forum to consult parents on issues that effect their child's education as well as facilitating learning opportunities for parents. Dedicated classroom space has been provided by each school and refurbished using Community Regeneration budgets
- 4.5.7 All programmes detailed in the report have begun to have an impact on vulnerable groups of learners within the borough. Evaluation of how we work together to ensure the maximum effect is a constant feature. Officers work together in an open, collaborative climate and debate fully how strategies should develop and identify aspects of work which need to change. Full evaluation of the impact on learners is critical and the deployment of resources is directed by this. Some programmes are less embedded than others and, therefore, require longer for delivery before the full impact can be assessed. The interlinking of these programmes and streamlining of bids for funding have had a positive effect on how needs are targeted and the outcomes for vulnerable children and young people have undoubtedly begun to improve. This is further demonstrated by the improvements seen in the performance data for 2014.
- 4.5.8 In addition to all the strategies implemented to date, the priority to improve educational attainment for all learners remains. Despite a continued rise in attainment in all indicators, removing barriers to learning for vulnerable pupils is an ongoing challenge. It is imperative that all partners continue to work in a focused way to ensure the best outcomes and value for money.

5. EQUALITIES IMPLICATIONS

- 5.1 The Flying Start programme monitors demand for Welsh medium provision in order to plan and be able to offer sufficient provision through the Cylchoedd Meithrin non-maintained contracted settings. Contracted settings have sufficient places to meet the current demands but this is continuously kept under review. All childcare and family support provision must be sufficient, appropriate and accessible for children with additional needs, as well as community based to be accessible to the families in the new local Flying Start areas.
- 5.2 Many individuals and groups who fall under the protected characteristics and wider issues covered by the Council's Strategic Equality Plan, are often affected to a greater extent by poverty and the related causes; therefore, Communities First will have positive impact on those individuals and groups.

- 5.3 There are Equalities implications to options listed in Section 4 that must be recognised in order for proper consideration of the options to be made. It is likely that despite these issues, difficult decision will have to be made due to the current need to make such significant savings, however these implications must be recognised and understood as part of the process.
- 5.4 Any reduction in provision will potentially have a greater risk for those young people in minority groups in the community as service reductions could potentially increase their sense of isolation and vulnerability, by reducing their ability to interact with young people from different backgrounds.
- 5.5 Any wider consultation on service reductions will have to be made in line with the Council's approved Public Engagement Strategy and the guidance in the Equalities Consultation and Monitoring document to ensure that the views of those potentially affected are taken into account in the decision-making process.
- 5.6 The Youth Service demonstrates its contribution to the Council's Strategic Equality Objectives through targets, consultation and monitoring in the Youth Service Strategy, the Directorate's Service Improvement Plans and information provided for inclusion in the annual monitoring and improvement reports for Equalities and Welsh language to the relevant Commissions.

6. FINANCIAL IMPLICATIONS

- 6.1 Currently there are no direct financial implications as the 3 Programmes are Welsh Government funded as part of the national Strategy to tackle poverty;
- a) Flying Start (£4.78m revenue and £0.8m capital 2014-15),
 - b) Families First (£3.1m),
 - c) Communities First (£3.8m).

- 6.2 However, as with all externally funded schemes there is a risk that should the grant cease there could be the potential for staffing losses.

7. PERSONNEL IMPLICATIONS

- 7.1 There are no personnel implications within this report. All consultation comments have been included.

8. CONSULTATIONS

- 8.1 The views of all consultees listed have been incorporated in this report.

9. RECOMMENDATIONS

- 9.1 Members of the Education for Life Scrutiny Committee are requested to note the content of this report and progress made.

10. REASONS FOR THE RECOMMENDATIONS

- 10.1 To keep Members updated with the progress of vulnerable learners and how services work together to support them and their families.

11. STATUTORY POWER

- 11.1 Children and Families Measure (Wales) 2010.
- 11.2 Local Government Measure 2009
- 11.3 Education Act

Author: Keri Cole, Manager, Learning, Education and Inclusion
Consultees: Cllr Ken James - Cabinet Member for Regeneration and Planning
Cllr Rhiannon Passmore - Cabinet Member for Education and Lifelong Learning
Pauline Elliott - Head of Regeneration and Planning
David Thomas – Equalities and Welsh Language Policy Officer
Mike Lewis – Accountant, Education Finance
Directorate Senior Management Team
Corporate Management Team

Appendices:
Appendix 1 Flying Start programme annual summary report 2013-14
Appendix 2 Families First Marketing Cards
Appendix 3 Communities First – Fynnon Data Extracts

Flying Start programme annual summary report 2013-14

The Caerphilly Flying Start programme offers the 4 core entitlements in all areas:

- Enhanced Health Visiting provision
- Parenting programmes and individual family support
- Early Language Development
- Funded Childcare place for 2-3 year olds

Flying Start original areas pre-expansion (Wave 1) are:

- Upper Rhymney
- Lower Rhymney
- Abertysswg
- Fochriw
- Phillipstown
- Part of Bargoed
- Hengoed
- Lansbury / St James
- Graig y Rhacca
- Pantside

Wave 2 expansion areas are:

- Penyrheol 4 - Trecennydd
- Penyrheol 8 - Penyrheol
- Argoed 1 - Markham
- Crumlin 3 - Trinant
- Risca East 2 - Ty Sign
- Bedwas Trethomas Machen 2 – Trethomas
- Aber Valley 3 – part of Sengennydd / Abertridwr area
- Pengam 2 – Fairview
- Cefn Forest 2 – part of Cefn Forest

There is a further planned expansion in 2015/16 (Wave 3):

- St Cattwg 1 – Gelligaer
- St Cattwg 5 – Penybryn / Gelligaer
- Pontllanfraith 5 – part of the Bryn
- Aber Valley 3 – Sengennydd
- Blackwood 2 – part of Blackwood Primary areas (Apollo / Chartist Way area)
- Pontllanfraith 2 – Penllwyn
- Morgan Jones 2 – Churchill Park

CHILDCARE

In Caerphilly County Borough we have a mixture of settings from maintained CCBC and non-maintained settings in both Welsh medium Cylchoedd and English medium playgroups. In Autumn 2012 the tender process was completed to develop a framework for childcare places in the non-maintained sector and to establish gaps in provision needing development of additional CCBC Flying Start childcare provision. There are sufficient childcare places in existing areas in both Welsh and English medium provision to meet current demands. During 2013-14 a further 4 non-maintained settings are offering Flying Start childcare places, taking the total up to 8 English and Welsh medium non-maintained settings across 6 of the expansion areas during 2013-14.

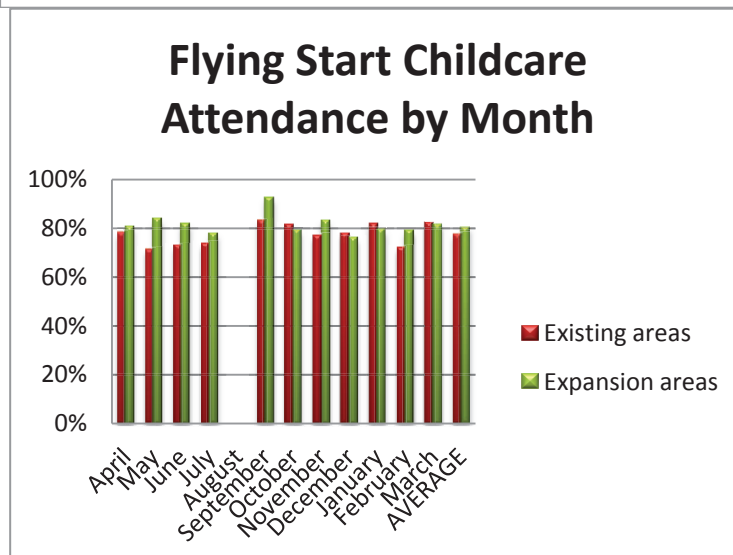
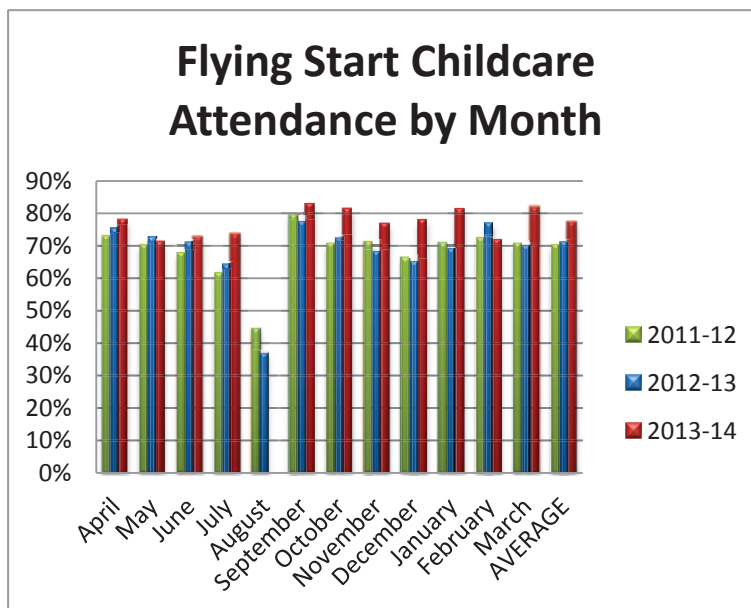
32% of our Flying Start setting leaders, across the maintained CCBC and non-maintained settings, in existing and expansion areas are qualified to level 5, the remaining 13 are working towards Level 5 with the intention of completing by the end of 2014/15. This has reduced from previous years due to expansion and more than doubling the number of settings involved in delivery of childcare (12 increased to 28) as well as qualified staff gaining promotions and needing to train new staff Leaders in the existing settings.

Attendance

The average attendance for Flying Start Childcare in the existing areas is 77%, a 6% increase on last year's results. The attendance in the expansion areas is 80%.

During 2013-14, 70% of children entitled to Flying Start attended 75% or more of sessions offered.

The childcare attendance in our existing areas has increased gradually over the past 3 years. The average attendance (excluding August) in 2011-12 was 70%, it increased by 1% during 2012-13 and increased again this year to 77%. We believe this is a result of our childcare settings engaging with the local community and establishing excellent links with other agencies as well as close working relationships with Flying Start Health Visitors.



Expansion

During expansion 126 children have accessed the Flying Start Childcare in 8 non-maintained settings across 6 of the expansion areas during 2013-14. Of which, 65% access English medium childcare, whilst the remaining 35% access the childcare through the medium of Welsh.

A total number of 15,498 sessions have been delivered in the expansion areas during 2013-14, of those 12,846 have been attended, which equates to 83% attendance.

Parent/carer views

209 Childcare Questionnaires were completed during 2013-14; exactly the same number as 2012-13. The results show that improvements have been made across all areas:

- 97% of parents/carers rate the quality of staff at the Flying Start Childcare setting as “excellent”, with the remaining 3% rating them as “good”
- 92% of parents/carers rate the quality of activities at the Flying Start Childcare setting as “excellent”, with the remaining 17% rating them as “good”
- 94% of parents/carers rate the overall quality of the Flying Start Childcare setting as “excellent”, with the remaining 6% rating them as “good”
- 80% of parents/carers rate the level of involvement in the Flying Start Childcare setting as “excellent”
- 77% of parents “strongly agree” and 20% “agree” that their child’s speech has improved as a result of attending Flying Start Childcare
- 55% of parents “strongly agree” and 32% “agree” that their child’s behaviour has improved as a result of attending Flying Start Childcare
- 81% of parents “strongly agree” and 17% “agree” that their child’s social skills has improved as a result of attending Flying Start Childcare
- 82% of parents “strongly agree” and 16% “agree” that their child’s confidence has improved as a result of attending Flying Start Childcare

Quality

The quality within the childcare settings has been monitored by the Advisory Teachers through the administration of the Infant/Toddler Environment Rating Scale (ITERS), a tool containing a wide range of statements or ‘indicators’ with which to evaluate the quality of the early years environment in its broadest sense. By highlighting the areas needing development, setting staff along with their Advisor, put an action plan in place in order to improve quality and work on the highlighted areas in a measurable time. Currently, it is difficult to monitor the quality in the non-maintained settings due to the fact that they offer both Flying Start and Early Years Education. In settings where they offer EY Education, the Foundation Phase Advisors carry out the Early Childhood Environment Rating Scale (ECERS) and so makes it difficult for Flying Start Advisors to monitor quality via the ITERS. This is something that we are currently working on and plan to implement the ITERS in all non-maintained setting by 2017.

Transition

It is recognized that transition can be stressful for children and adults and can have a far-reaching impact on children’s emotional well-being and academic achievements. It is recommended therefore that transition be made a priority in all early years’ settings. We aim to develop close and effective links between home and nursery to ensure we provide a smooth transfer from “Flying Start childcare to Foundation phase.” We also aim to ensure relevant information is transferred to ensure continuity in each child’s learning and development via the My Story transition document that each child has in readiness for their transition to school. We want to ensure the children and parents/carers are actively involved in the process of transition and their perceptions about transition are explored and valued. We work closely with the local schools to ensure that transition is smooth and we welcome suggestions on how to improve transition via a questionnaire after every term’s transition. This question found that 100% Nursery teachers reporting good transition of children from flying start settings into Nursery provision. We also received positive feedback regarding transition from Head Teachers:

“Things are working well between our setting and flying start. No improvements to suggest”

“Children who attend flying start tend to settle much better, they also have visits prior to starting in our school, good links exist. Our staff also visit flying start during the term before the children start”

HEALTH

Achievements

We have successfully embedded the Flying Start health visiting enhanced Programme in 18 Flying Start areas in Caerphilly during 2013-14 bringing on some areas early to ensure continuity of provision and meet the expected cap number required.

The Flying Start health team have secured funding from Families First in 2013-14 to widen the delivery by Health Outreach Team to facilitate health groups, such as HENRY and Chatterbox, in non Flying Start areas following referrals.

The Flying Start health team are developing significant links with midwifery. We are now being informed of all breastfeeding mothers in Flying Start areas on discharge, which has allowed the health team to provide support to these mothers resulting in the continuation and improvement of breastfeeding rates for Flying Start families. Relationships have also been established in ante-natal groups with the Caerphilly borough where the Flying Start health team have linked the antenatal groups with Community First programmes for wider support, and this is continuing to develop with generic midwifery.

We have had a significant number of newly qualified health visitors start this year and so have realigned teams with some of the existing experienced health visitors taking on new areas, which have been very challenging, and the newly qualified going into Flying Start cluster teams for support. The team has moved into three cluster areas with team leaders who are non caseload carrying 1 day per week to enable supervision and support to newly qualified and experienced team members. This has enabled greater accountability for paperwork and monitoring of submitted data and moving forward will resolve some of the data issues that have arisen in 2013-14.

Schedule of Growing Skills II (SGS2)

Each child who participates in the Flying Start programme is entitled to have a developmental assessment of their skills at ages 2 and 3, which in addition to identifying any strengths and possible developmental delays, also provides a measure of progress between set periods. A standardised Welsh Government-approved developmental assessment tool, called the Schedule of Growing Skills II (SGS2) was used for these assessments.

The assessments were conducted by a trained Flying Start professional, as close to a child's 2nd and 3rd birthdays as possible. The SGS2 assesses a child's performance across 7 skill areas:

- Locomotor skills
- Manipulative skills
- Visual skills
- Hearing and Language skills
- Speech and Language skills
- Interactive Social skills
- Self-care Social skills.

A child's score on each skill area was placed into one of 3 groups, depending upon their performance:

- Scores that 'met or exceeded' developmental milestones
- Scores 'within one age band' of developmental milestones (including those who 'met or exceeded' developmental milestones)
- Scores 'more than one age band below' developmental milestones.

The data on which analyses for this report are based are Flying Start children's scores on the SGS2 tool at 2 and 3 years. These data have been collected for monitoring purposes for the Flying Start programme. Data have been used for two cohorts of children:

- 2-year-olds assessed in 2011/2012
- 3-year-olds assessed in 2012/2013

A report conducted by GL Assessments compares the performance of Caerphilly's Flying Start children to the performance of all usable Flying Start data in Wales, including the Flying Start Programme for Government Indicator. It also explores the performance of Caerphilly's children on individual skill areas compared to the programme average.

In the 'Building Resilient Communities: Taking Forward the Tackling Poverty Action Plan', the Welsh Government has also set a target for the Flying Start programme: to increase the proportion of 3-year-olds

receiving Flying Start services that have achieved or exceeded their developmental milestones by 5 percentage points from 55% to 60% by 2016.

There is currently only a 1% negative difference between Caerphilly’s results and the Tackling Poverty target.

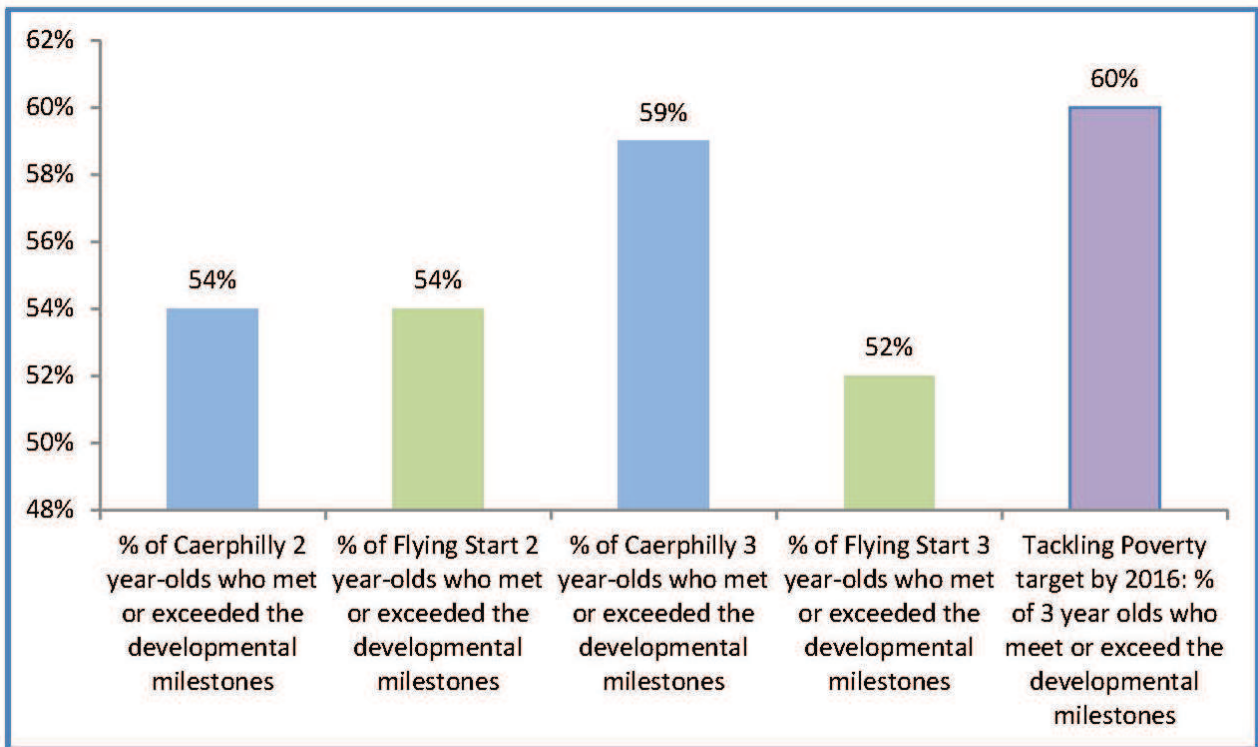


Figure 1: Percentage of Caerphilly Flying Start Children meeting or exceeding developmental milestones in all 7 skill areas at both 2 and 3 years, compared with the Flying Start average and Tackling Poverty target.

The summary of children ‘within one age band’ of developmental milestones highlights:

At 2 years, the children in this category were performing:

- Slightly above the Flying Start average in 4 skill areas: Locomotor, Hearing & Language, Speech & Language and Interactive Social skills.
- In line with the Flying Start average in 2 skill areas: Manipulative and Self-care Social skills.
- Slightly below the Flying Start average in 1 skill area: Visual skills.

At 3 years, the children in this category were performing:

- Above the Flying Start average in 3 skill areas: Locomotor, Manipulative and Self-care Social skills.
- In line with the Flying Start average in 2 skill areas: Hearing & Language skills and Interactive Social skills.
- Slightly below the Flying Start average in 2 skill areas: Visual and Speech & Language skills.

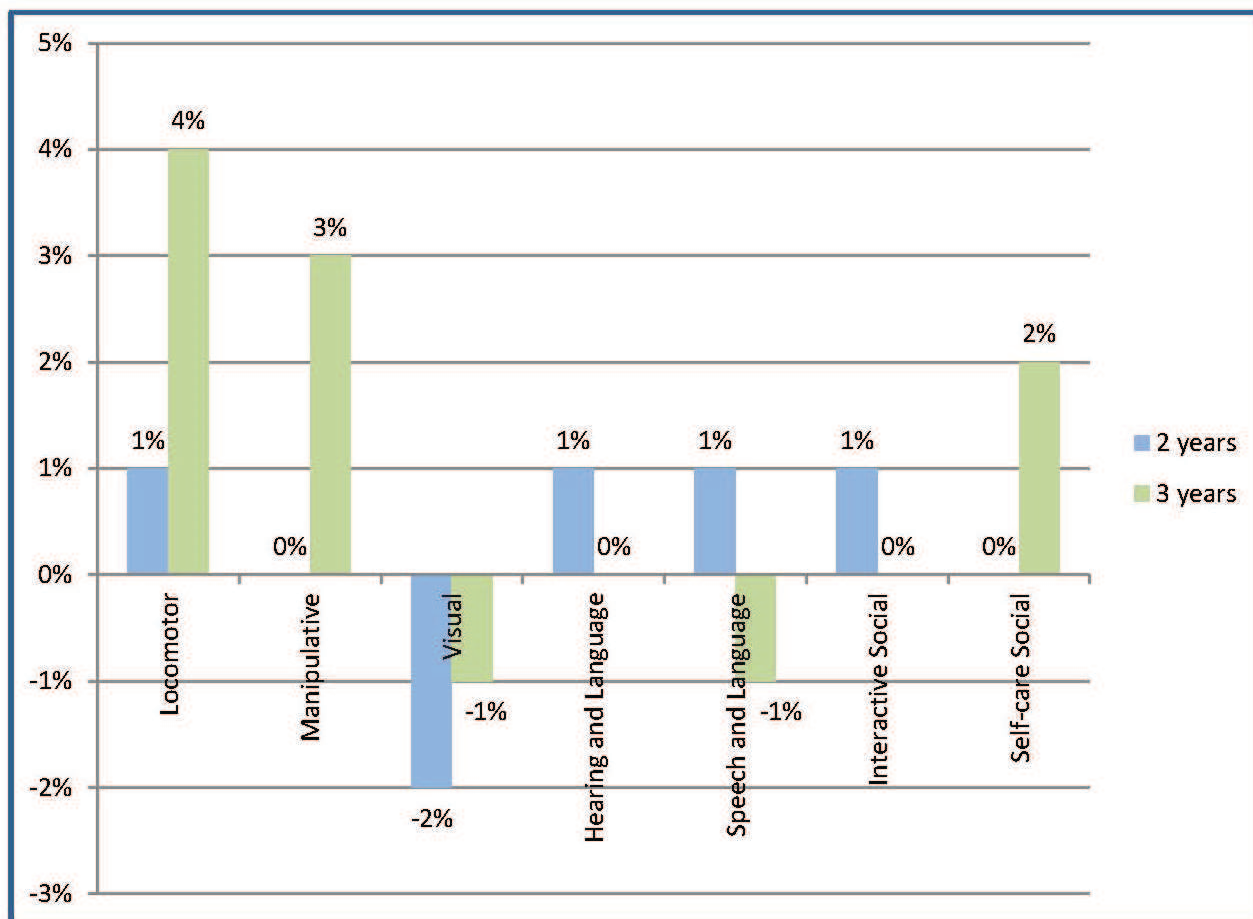


Figure 2: Percentage differences between the Caerphilly Flying Start children who were ‘within one age band’ of developmental milestones at 2 and 3 years compared with the Flying Start averages.

According to the Analysis and Interpretation of Data for the Flying Start Programme 2011-13 conducted by GL Assessments summarizes that in terms of national indicators, the Caerphilly Flying Start programme is showing a good performance (particularly in Self-care Social skills) with 59% of children meeting or exceeding their developmental milestones in all 7 skill areas at 3 years. This compares positively with the Flying Start average of 52% and falls just below the Tackling Poverty target of 60%.

Areas for development

During 2014-15 Pre and post evaluation tools will be developed for bespoke health packages and groups to prove impact

PARENTING PROGRAMMES AND INDIVIDUAL FAMILY SUPPORT

Family Support

Within Caerphilly we strive to ensure that all families that need family support can access it. This is facilitated through excellent partnerships with Families First and Communities First. We also work directly with the TAF co-ordination and our Flying Start Family Support Coordinator facilitates fortnightly multi-agency referral meetings where family support referrals are assessed and allocated to appropriate services for the funding streams, including Flying Start Parenting support and programmes. We link with statutory services in order to ensure partnership working and ensure families access the correct funding stream and that their needs are addressed as well as to reduce duplication.

Parenting Programmes

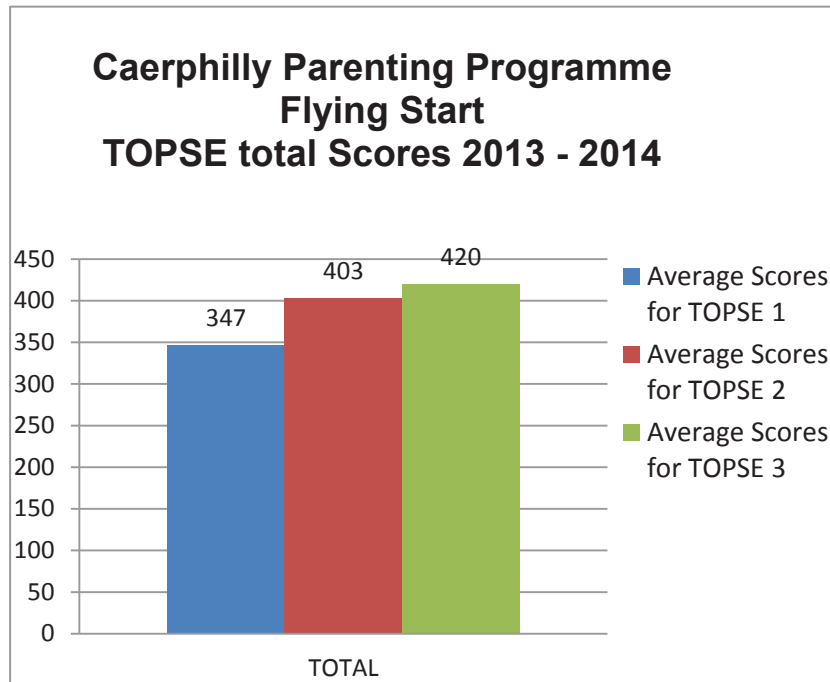
20 Parent Nurture programmes were facilitated by Flying Start through Caerphilly Borough during 2013-14, an increase of 8 since 2012-13. Of which, 7 were facilitated in expansion areas.

125 families (140 parents) enrolled on the 20 PNP courses, of which 90 (72%) families completed 50% of the programme, and 74 (59%) completed 75% or more. The overall percentage of parent completing parenting

programmes has increased this year by 10%, which we see as great achievement, although this is an ongoing target area.

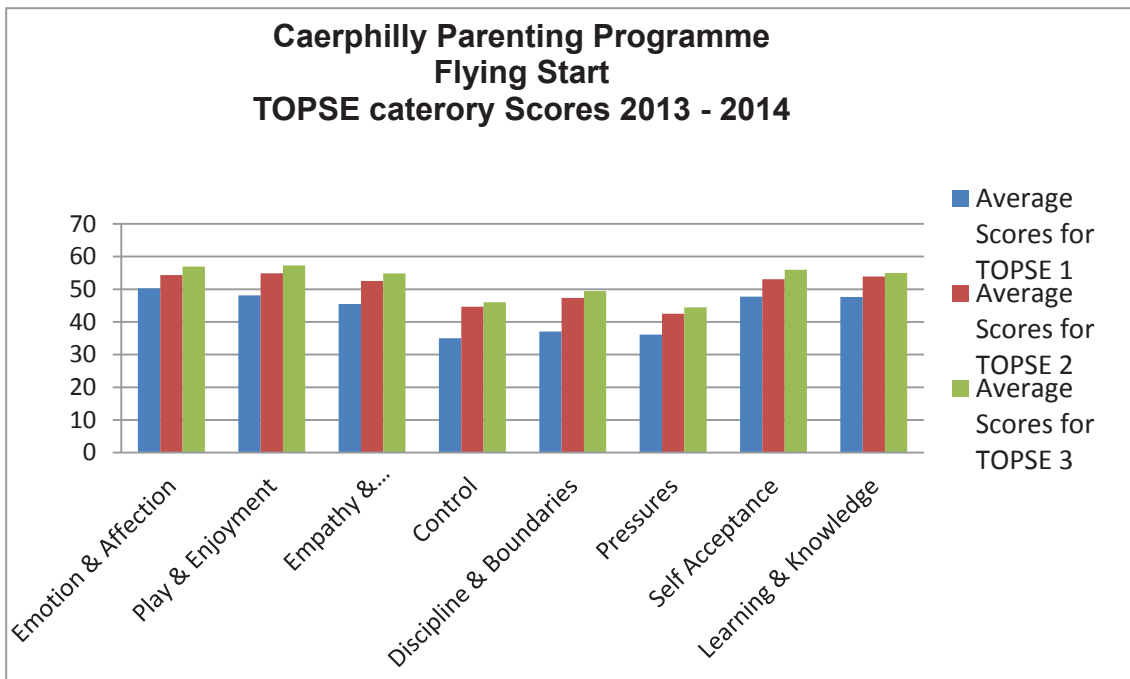
Assessments

The following TOPSE results reflect assessments from all 20 PNP facilitated throughout Caerphilly Borough during 2013-14. 91% of Flying Start families completing the parenting programmes showed improved TOPSE results.

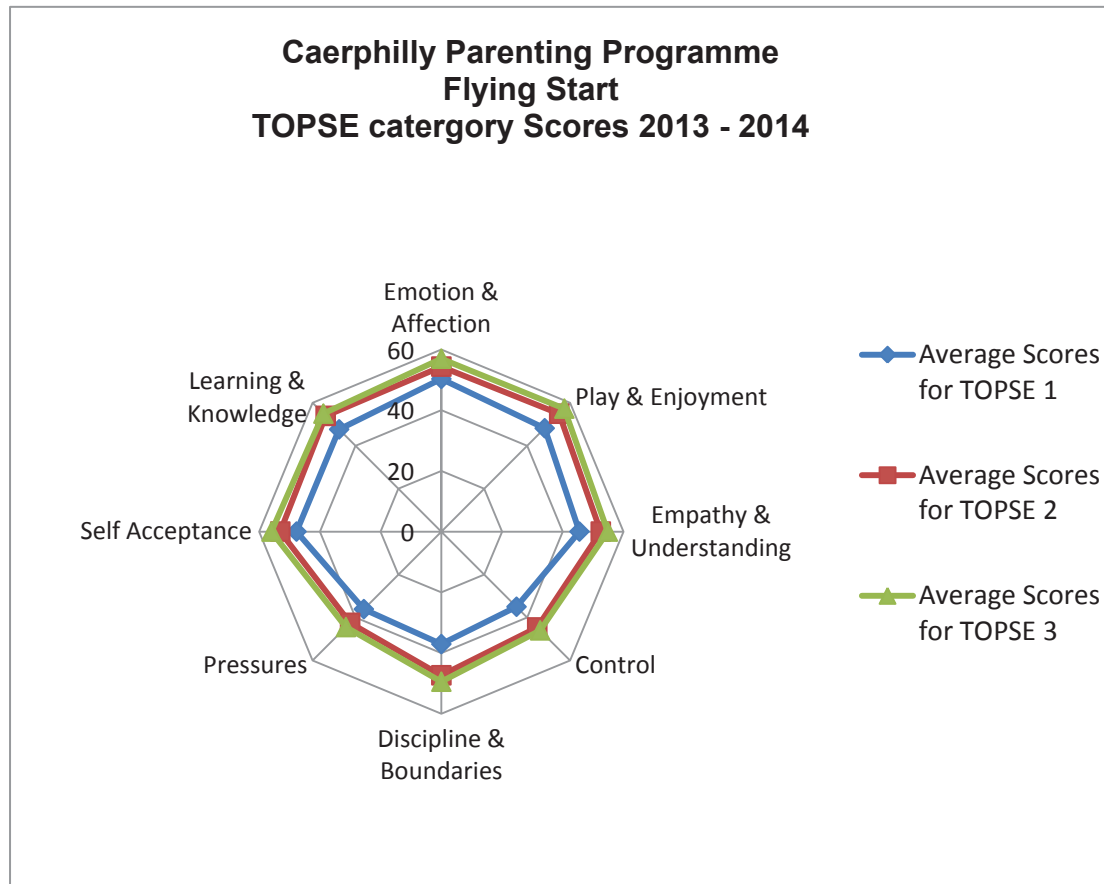


The average score from TOPSE 1 assessments was 347, TOPSE 2 average was 403 and for the TOPSE 3 assessment the average score was 420. Therefore an average increase in score from TOPSE 1 to TOPSE 2 was 59, and from TOPSE 2 to TOPSE 3 was 17.

TOPSE 3 is completed 3 months post intervention and shows if the intervention had a lasting affect on behaviour changes in the home.



**Caerphilly Parenting Programme
Flying Start
TOPSE category Scores 2013 - 2014**



Parent Feedback

End of Parenting Course Questionnaire results from the 20 Flying Start Parenting Programmes facilitated throughout Caerphilly Borough during 2013-14. The average scores are calculated from 91 End of Parenting Course Questionnaires completed.

- 60% of parents/carers rate the quality of the information provided in the lead up to attending the parenting course as “excellent”, and 26% rating it as “good”
- 89% of parents felt that their needs had been addressed by attending the parenting course, 10% felt that their needs had been partly addressed
- 94% of Flying Start families would recommend the parenting programme they attended

Comments received from parents:

- “This course has helped me to understand how my children maybe feeling a lot more”
- “I feel more confident to be more consistent”
- “ really enjoyed the programme, learned a lot of different strategies”
- “I have become more patient with my children. I offer a more positive attitude”
- “I feel I am able to deal with my children’s behaviour in a calm manner”
- “I listen more to my children more and take their emotions into consideration”
- “I am changing as I am more calm when the children are misbehaving and I can talk to them rather than shouting”
- “my family is becoming more positive and less negative”
- “I feel that I can be a better parent and understand my children”
- “I feel I am calmer when dealing with my child’s behaviour”
- “I am becoming more confident and learning to talk more about my feelings”
- “I am able to remain calm in stressful situations and discipline appropriately”
- “we are becoming closer as a family”

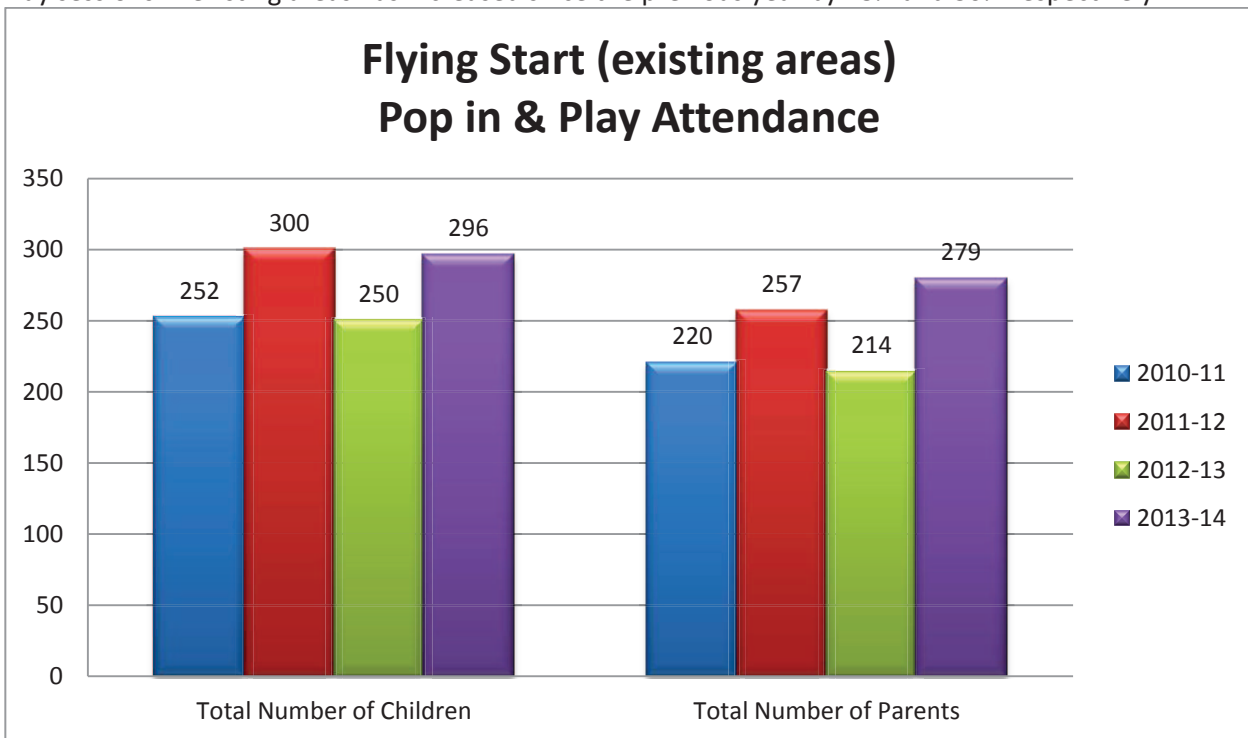
EARLY LANGUAGE DEVELOPMENT

Pop in & Play

Flying Start Early Language Development is delivered through Pop in and Play sessions, which are a continuous programme of courses delivered weekly term time only based on LAP / PEEP and delivered using a scheme

based on a book with story sack per half term. This had successful engagement in each area, as well as developing the parental understanding of how to develop good communication skills with their child.

The graph below highlights that over the past year the number of children and parents engaged in Pop in & Play sessions in existing areas has increased since the previous year by 18% and 30% respectively.



This support has been extended to expansion areas, where a support worker has been employed to support existing parent and toddler groups to take on the Pop in & Play sessions, supporting families to become volunteers. This is working particularly well in the Trinant and Trecenydd areas where 33 families have been supported to engage in the Pop in & Play sessions. Additionally, the post holder is a former Flying Start parent who completed a case Study last year about engagement in Flying Start services and in particular the impact of the Pop in & Play sessions on her children’s development.

We have developed an outcome star that measures the improvement in outcomes from the participant’s perception. During 2013-14, 90% of Flying Start families demonstrated an improved score across all areas of the ‘Outcome star’.

The pop in and play although portrayed as drop in sessions are primarily based around a theme per term and as such tend to run more as structured informal groups supporting speech and language development using the principles of PEEP.

Comments from parents when asked how Pop in and Play has made a difference to their child:

“He is more confident around other children”

“He is the only small child in the family, so with adults constantly, he was very quiet and shy and stayed with mum all the time, now he is outgoing and interacts with others”

“Helped build confidence, learning to share, learning new songs, helping to socialise”

“Yes it has made a massive difference in her as she is a lot more confident when playing with other children, as she was very shy when we first attended. She sings, she dances she shares her toys which in the beginning we found it very hard for her, but she has come on so well”

Yes he loves it, he is interacting more, he loves the songs and he is learning to share”

Comments from parents when asked how Pop in and Play has made a difference to their them as a parent:

“I have a better bond with my son”

“As I have not lived in the area for nearly 20yrs did not have a social circle, it has been lovely to meet other mums and staff”

“Meeting other mothers and groups breaks the day up and makes new friends”

“Happy and confident as a parent, enjoy watching our children play together”

“Gives myself and my child a chance to socialise together”

“Meeting other parents has been good, talking about day to day problems e.g. how to deal with tantrums”

“Its good to share experiences with others”

Comments from parents when asked how Pop in and Play has made a difference to the things they did together:

“The books and activity packs are great to continue the theme from playgroup into the home”

“I haven’t got a lot of creative skills so have picked up a lot of things and crafts”

“Yes we do a lot more activities together, we have brought lots of puzzles which she loves to do. Also she hasn’t had a bottle for a couple of weeks she now has a cup or beaker because she has seen other children in Pop in and Play with theirs and that’s a massive achievement for her”

“It gives us something fun to do together”

“We play a lot more together”

“More fun activities to take home and enjoy”

Comments from parents when asked what they like about their Pop in and Play group:

“They are very friendly, relaxed. Good for child socialising and parents”

“Everyone is so friendly and helpful”

“Love it all, a nice experience for us all”

“It friendly, easy going with flexible structure. Play leaders are helpful”

“I like everything about our group, lovely people. I like to see the children being so happy together, also seeing my child being so happy”

“The playworkers are really nice, I also like to watch my child play with other children of around the same age”

Any other comments:

“We both enjoy the sessions and look forward to a Thursday afternoon. By far the best playgroup in the area”

Speech and Language Toolkit

Caerphilly Flying Start have employed the use of the Wellcomm screening tool, a speech and language toolkit, offering screening and intervention tools for children in the early years. The figures produced highlighted that the need was not in the Flying Start areas that we first anticipated. Therefore, it highlighted areas that were in highest need of resources, resulting in the Health Outreach team facilitating chatterbox sessions where pre and post assessment are completed.

Super Shellby

Additional support in Early Language Development is through the Super Shellby project which supports identified children and families with language delays in the childcare environment. Super Shellby offers language based workshops (puppets etc) to develop parental skills in supporting their child’s language development. They also deliver speech and language activities in the setting with identified children and then support their transition into nursery to ensure they consolidate the language and communication skills. The

children have play plans and specific activities for them in the setting and for parents to do at home with their child to support their learning. This intensive support has improved speech and language in the settings as a whole, and supported children to access the curriculum as well as improved transition links with the school nursery when they turn 3years.

Flying Start setting staff are now working from language plans for children with recognised speech and language difficulties using targets set by the Flying Start Speech and Language Therapist. Stronger links have also been forged between Flying Start and the ISCAN manager and staff teams are becoming more confident in the early identification of additional needs of children in their settings. Every Flying Start childcare setting received full training in Teacher Talking recently and they complete the relevant paperwork for the children highlighted as needing to be 'Teacher Talking screened' with the assistance and input of their setting's Super Shell-by teaching assistant.

Unique achievements through the Caerphilly Flying Start programme during 2013-14

We have provided SENCO training for all Flying Start Childcare staff, which has resulted in staff becoming more confident in the early identification of additional needs of children in their settings as well being clear on the communication pathway and exchange of information through transition to school.

Strong links have developed between Flying Start and the ISCAN service, a TAF for children with disabilities. Flying Start childcare staff teams are becoming more confident in the early identification of additional needs of children in their settings. The ISCAN team work closely with the Flying Start childcare settings to coordinate services, prevent duplication; and provides support to the staff where necessary.

We have employed a Flying Start Safeguarding Compliance Officer whose role is to liaise, support settings and identify those children engaged in the Flying Start programme who are known to Social Services. A key aspect of the role is developing robust safeguarding systems are implemented, thereby ensuring paperwork is shared appropriately within the programme and on transition to school, and that setting staff are involved in multi-agency and core groups. This role also includes training childcare staff on recording and disclosure and provides support to settings with safeguarding files as well as reviewing policies, and ensuring robust tracking and information sharing systems are in place.

ALIGNMENT – Tackling Poverty

Throughout strategic programme planning and frontline delivery there are significant links with the other main tackling poverty programmes (Families First and Communities First).

Within Caerphilly we strive to ensure that all families' needs are met. Therefore by employing partnership and multi-agency working we can ensure that families can access the services they need at the appropriate time. We have been part of the programme collaboration group where the strategic leads from Flying Start, Families First, Communities First, Supporting People and the Youth Service, look at delivery to prevent duplication and maximise collaborate working between programmes. We also link with statutory services in order to ensure partnership working and ensure families access correct funding and that their needs are addressed as well as reduce duplication.

Within Caerphilly we have jointly commissioned the Flying Start Parenting programmes delivery element with Families First. This process has aided partnership working, reduced duplication and maximised resources. We have also worked closely with Families First and in particular the Parenting Programme element, to track families on a central database to avoid duplication and allow for data sharing.

Flying Start Caerphilly have developed an integrated database that holds both Flying Start and Families First data, in order to track families longer term and across all services to avoid duplication and improve delivery of services for families. This may be expanded if suitable in the future to include Communities First.

The three programme managers meet monthly along with managers from Youth and Supporting People to ensure maximisation of programme collaboration, prevent duplication and realise future opportunities to collaborate. There have also been awareness sessions for programme delivery teams on the different programmes for enabling frontline staff networking and collaboration. We organise many events / activities together to enable transition for families on exit of the Flying Start programme.

Statistical release

The Welsh Government publishes a statistical release for Flying Start annually each summer. The second annual report has recently been published and can be found via the link below. The data helps to shape programme development and delivery, although direct comparison between 2012-13 and 2013-14 data may not be relevant as the programme was in the main expansion phase.

<http://wales.gov.uk/statistics-and-research/flying-start/?lang=en>

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The Inclusion and Support project offers support for children and young people who are living with domestic abuse

Liz and her children were unknowingly living with psychological abuse and Liz knew that her children needed support.

Liz had a turbulent relationship with her partner, but never fully realised the true extent of what was going on. Having been to the project Relate, Liz was told that what she was suffering with was domestic abuse. Liz's partner had never physically hurt her; however, what he was putting her through was emotional abuse.

"He would play mind games and was spiteful, taking things special away from the children. The children would never stay with him. Services do not understand psychological abuse."

Liz found out that her local Women's Aid was Llamau and she called them up and explained the situation to see if there was a children's worker. She then self-referred her family to the service, as her problems had not been identified by any agency. Liz was then contacted by the Inclusion and Support Project. They asked questions about the urgency of the situation and collected details.

Her son, Ryan was then supported one to one by the domestic abuse children's worker.

Ryan suffered from the effects of living with domestic abuse; he was untrusting and had no confidence. He was also very worried about his mother and particularly his baby brother, Jacob.

"He was exceptionally worried about Jacob, refuses to have a room on his own. He took on the role of worrying" his mother explained.

Ryan also had difficulties in school; having problems with friendship groups and no confidence to answer in class, afraid of being shot down. He would spend time at his one to one sessions doing age appropriate activities and normal things he would associate with fun. He would draw pictures, do puzzles and make jokes, but all while supporting him to understand his home environment.

"Some little things were the end of the world to him. He was in tears asking, when am I going to see my counsellor" Liz explained.

Ryan would talk about it and when it was difficult he had activities to distract him. He could touch back in to bits that made him uncomfortable; a flexible way of going at his pace.

"Ryan felt he was in a safe environment, he was quite anxious but a lot of time was taken explaining to him what was going to happen."

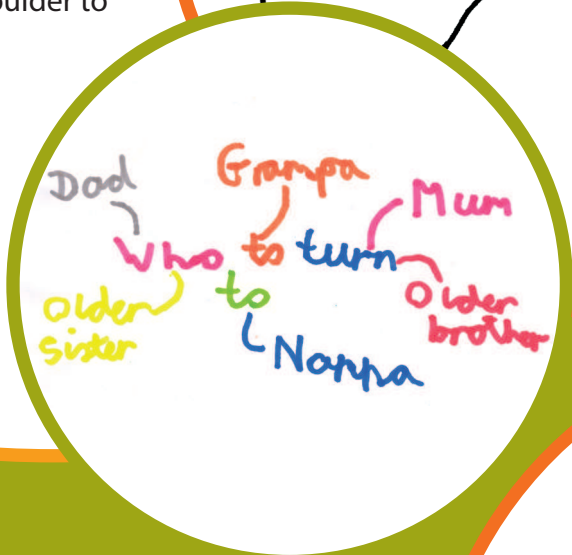
The project helped Ryan calm down and helped him see what was appropriate, particularly in his heightened concern for his brother. He also now knows that he is not a personal target when he is asked to put his hand down in class. Ryan has also started trusting people; he has made new friends and accepts his mother's new partner, who he used to challenge.

Coming to the end of his support, his mother explained that he still relies on what he did with the project, and is very aware that if he wanted to go back at a later date he could. "He's getting better and better and has lost the weight he always had on his shoulder to always need to look after Jacob."

"He doesn't feel like he's on his own and this safety net is so important."

Seeing how much more comfortable Ryan is after the support, his sister is now being supported. Though her coping mechanisms are different, they both know that they are not alone.

Liz feels that without the support of the domestic abuse team in the Inclusion and Support project, her children would be very different. "He's nearly cocky again, he was unrecognisable."



For more information please contact:

Caerphilly Families First
Third Floor, Penallta House
Tredomen Park
Ystrad Mynach
CF82 7PG

Tel: 01443 864809

Email: familiesfirst@caerphilly.gov.uk

Website: www.caerphilly.gov.uk/caerphilly-families-first





The Inclusion and Support project offers support for children and young people who are young carers

Lewis and Loughy had no idea that they were young carers and needed something to help them 'be kids again'.

When Lewis, 15 and Loughy, 14 become involved with the Team Around the Family project, neither of them had any idea that they were young carers. They both care for their mother, who suffers with severe mental health and would often skip school to make sure that she was safe. Lewis would often have upset stomachs and headaches as well as feeling anxious about his mum's health.

As young teenagers, both boys did not socialise often after school, feeling that being at home would be better for their mum. Team Around the Family recognised that they would benefit from additional support and referred them to the Inclusion and Support project, which provided specialist support for young carers.

"Young carers host activities during holidays so we can go out and have fun and we won't panic about who we're caring for. They also host the group

sessions; we go there and we see all the other people that's got the same situations as us. We go there and we know we're not different and we know that there's other people that's in the same situation so we don't have to panic as much." Lewis explained.

"We see other young carers, that gives us a chance to socialise. It's like a youth club, you can play pool, they lay a table out with food which is usually empty by the end of the night! We can just have a chat with our friends."

The project allows the young carers to relax in a safe environment where they can take a break from responsibilities at home. "It's given them the chance to be kids again. Too many kids have to grow up too quickly when they take on a caring role and it's not fair on them, so a big thank you to the project" the boys' father explained.

"I'd be excited to show her all the work we'd done or the milestones we'd reached because it was somebody that was showing me how good I was. I can't express what that did for me personally."

The project ignited in Hayley an active interest in childhood development and play, and the project opened that door for her. Through the support, Hayley was able to help create an Independent Education Plan for Alex to help him in school. His bedtime routine was also perfected.

"Everything has improved tenfold", she explained. "I can put him to bed and I know he's in bed. I started to look at it not as me being a horrible mum but as giving him a gift. That was a huge learning curve for me."

Hayley admits that without the project, she would be asking for respite by now. She was wearing herself and Alex down and was struggling to find joy or any normality. "That was the great thing in retrospect; she wasn't the crutch that I thought, she was really holding up a mirror and showing me, leading me to see it myself."

Hayley is now studying an English literature degree and volunteering as a peer mentor, leading to employment.

"From her coming it was hard and her leaving it was so much better, and it was in a relatively small period of time - around six months. I got to a point where I realised quickly you can access help and to do it, maybe had I gone any further I wouldn't have found help because I was so far gone. There was an element of me that thought I was an epic fail because I had to access somebody, but it's the thing you should be most proud of, to go and access support, so I hope other people do it too because I know the fear and the embarrassment."



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The Parenting Programme and Individual Support engages with parents and families to support parenting skills and capacity

Hayley and her son had become stuck in a cycle and just wanted someone to make her feel normal again.

Hayley was having difficulty with her son who would never sleep through the night. Alex, three years old, was also not in education after having been asked to leave nursery because he had been aggressive. Hayley was exhausted and struggled to stay calm when managing Alex, which led to increased attention seeking negative behaviours. Alex also struggled with his speech.

"I wasn't maintaining the routine at home because I was becoming depressed and pre occupied. It got to the stage where it would be the afternoon and neither of us were dressed, it was so gradual that I didn't see it happening, then I realised I really, really need someone to talk to. I felt completely alone." Hayley explained.

Hayley received support from the Parenting Programme and Individual Family Support project. "They were so lovely and we started talking and they said 'this isn't about us judging you, this is

about us seeing what you need from us and if we can provide that for you', so that felt a lot better because I was expecting Social Services at the door."

"My support worker came each week and I'd make small changes each week, and I would really look forward to our meetings. The biggest help was having someone to chat to." Hayley said.

"She taught me to pick my battles. I was fighting everything and we had got to the stage where there was no fun."

The project taught Hayley various techniques and skills that helped her to look at things from a different perspective and realise that it wasn't her failing as a parent. Her support worker supported Hayley to look at herself differently and realise how much she did for Alex. She also supported her in getting Alex back into education, with the understanding that he was a kinaesthetic learner.

"You don't go into the first meeting and they rip you apart, it is something that is done gradually over time and you get to the bottom of things. It's a very pleasant process and it's not something that is done there and then. Each and every one of us had some sort of support network put in place that had benefited us."

Even though Ceri required more support, Ian and the boys had no idea that they were all suffering as a family. It brought to life that they needed help desperately with school, and that Ian himself needed someone to talk to.

Goals that were decided on together were school attendance, housing and finance. Since working with TAF, the boy's attendance has gone up tremendously and they have relocated to a more suitable house. "This house has been the key to helping with Ceri's recovery and helping us move forward as a family." Ceri now has a disabled ramp and a garden in which she can enjoy her jewellery making, something that she's wanted to do for many months.

The project also helped provide new school uniform for the boys that helped because they no longer felt isolated. "Silly things that most people would look over but to us it meant the world."

Both Ian and Ceri received support from other support networks that enabled them to talk through their difficulties and have emotional support, whereas the boys now attend free-running lessons which has given them their independence back.

The family, very positive, said that it was "purely because of the support put in place from TAF."

"Until you're actually sat there and they work with you to find out what it is that you need exactly, I just thought that we were trying to help Ceri get better, and then you find out that we've all got issues that we didn't even know."

"The help that we've had is tremendous and I would hopefully wish that any family that gets approached to join TAF to take it on board because they will benefit from it."



For more information please contact:

Caerphilly Families First
Third Floor, Penallta House
Tredomen Park
Ystrad Mynach
CF82 7PG

Tel: **01443 864809**

Email: **familiesfirst@caerphilly.gov.uk**

Website: **www.caerphilly.gov.uk/caerphillyfamiliesfirst**



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Team Around the Family co-ordinates support for families with a range of needs during difficult times

Ian and his family had buried their heads, unaware that they were struggling to cope with their caring duties.

Ian and his two sons act as carers to mum, Ceri who suffers with severe mental health problems. Due to her illness, Ceri is unable to be left on her own and her health impacted the whole family; the boys would often be unwell and would miss school to be sure their mum was safe. The family also struggled financially due to Ian missing work to care full time for his wife.

Ian was called into school one day and chatted to their Education Welfare Officer, "she offered to put us forward to a support network to give support to me and the boys and that basically got the ball rolling. Team Around the Family (TAF) got involved and it snowballed from there. All these support networks started falling into place and things started changing for us as a family."

"Even though we were struggling we didn't think that we needed the support. Until you're actually shown the support is

there and you can benefit from it, you just bury your head and just try and get on with it."

A TAF Officer visited the family and talked through some goals that would form their action plan. "There was as much responsibility on us as both parents and service users; it gave us things to do as well." The family also had group sessions with all the support networks to air out any targets that everyone needed to achieve, "it made it good for us because we could see where the support networks were aiming for and also goals we needed to achieve."

The family were always able to suggest their ideas, often having the other Officers picking up on it and saying 'that's a brilliant idea, let's do that'.

Having only been with the project for three months, Emma and her family have already seen changes in that time. "I think we've sussed it with Ben. My support worker knows how to push things, that's what I like about her."

The special thing about the Families First project, Emma explained, is that the support before was for herself, but this was for everybody.

"The best part is having someone around to talk to and they don't judge you, it's nice to get that extra advice. When I talk to her she's helping me with things."

The project has focused on helping Emma with her self-esteem and is taking her on a confidence course. My support worker praises me up all the time and says 'you're so different to the first time I met you'.

She has gained confidence in being on her own and supporting the children and has come a long way in herself.

"I don't really care what people think since I've met my support worker, it's my life."

Emma is confident with working and plans to go back as an apprentice and do her business admin to level two and three, with the hope of getting a job out of it.

Her journey with the help of the project has left her in a place where she feels that life is so much better.

"I wouldn't know what to do if she wasn't here. I am happy. I am really, really happy compared to a few months ago."



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The Supporting Family Change project provides intense support for families who receive a lot of support from services

Emma had gone through a few changes and was struggling to get on, especially with her confidence.

After splitting from her husband and with two sons, aged two and six, Emma was advised by the children's school teacher that she may need a bit of support.

Eldest son, Ben had some behaviour problems and Emma often felt low, suffering from anxiety attacks and depression. Her confidence also suffered; having been married for seven years, being on her own was a big change.

The Supporting Family Change project recognised that she needed that extra support. Emma's support worker wanted to know what goals to set and what she would like to do with her life. "I reeled a lot off" Emma said.

Emma had previously been supported by a different project and got used to having some support. Emma explained "this time it was different because the support worker would phone and come round and it's having someone to talk to about family

and things, just understanding."

Emma and the support worker did a lot of chatting. Ben was a big concern for Emma and has only just started using the toilet with his learning difficulties.

"He's trained now, that's a big relief."

Emma stated that she wished she had the project a couple of years back and when talking about her support worker said, "if I ever want her, she's there. We do make appointments but it's flexible".

The project also helped Emma with Ben's behaviour and with his schooling, as Ben attends school an hour away. Emma said "I'm 31 and I'm going to bed at 7.30pm every day!"

"Ben is totally different; he's come out of his shell a lot."

Her support worker assisted in getting the boys into playgroup for two hours, which Emma thought was a good idea as it gives her a break as well.

Andrew pieced together his life story and through the Advocacy project wrote a letter explaining his worries. "They were a little bit more qualified to cope. The answer I was giving him wasn't good enough. I couldn't give him the answers and that made him angry. Andrew's dealing with a lot of emotions and the things he's been through and the counselling is bringing things up" his grandmother said.

Andrew was supported to manage his frustration, hurt and anger more appropriately and was able to talk and make sense of the gaps in his life. "I think it's helped him accept what's happened with his little brother. It's definitely helped there because that was a big major problem as to why he was playing up."

Andrew often asked his grandparents why Charlie couldn't live with them, and with Sandra's health this was difficult. "I think he's had more of those answers with the counselling because he doesn't seem to go on about Charlie so much" Sandra said. "He didn't seem to grip it, but he obviously seems to be accepting it."

A major help was Families First getting in touch with the adoption team, and as a result Andrew received a letter from Charlie with answers to questions that he had been asking. "He knows he can send letters and cards via the letter box now, if only we'd known this in the beginning."

Andrew always looked forward to the sessions and liked his counsellor very much.

Now that Andrew is getting some closure on Charlie, he is progressing and accepting things better. Sandra admits that there's still so much they need to do and that they have his behaviour to work on, but hopes that in the near future there is more counselling for Andrew. The family will also continue to have Team Around the Family support.

"If he had the choice to keep going he would, he's benefiting from it. Anything that benefits Andrew because he's the most important one in all of this. Obviously this support has helped with the Charlie situation; it has helped him understand more."



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Tredomen Park
Ystrad Mynach
CF82 7PG

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The Inclusion and Support project offers support for children and families around mental health

Andrew had been struggling to accept why his little brother had been adopted and was in desperate need of closure.

Andrew is one of five siblings and lives with his grandparents. In 2012, his younger brother, Charlie was adopted which left Andrew feeling confused, lost and worried. His biggest fear was that Charlie wasn't being looked after, and this led to a lot of emotional and psychological difficulties.

His grandmother, Sandra explained "It's really difficult for him." Andrew's behaviour has been very difficult for Sandra to manage; often turning to harm himself and not sleeping, as he would suffer from nightmares. "He's got a log of anger and he can't cope with it. He's also been making himself sick."

The family received support from Team Around the Family, and with their family action plan in place, Sandra attended support sessions through the Parenting Programme and Individual Family Support Project. "I've been to the family parenting

group. I listen to other mothers and think oh I've got that problem as well. I do find it good." Sandra felt understood, reassured and listened to without being judged. "There's many a day I think I don't know what I'm doing wrong, and having a professional say you're not doing anything wrong, it's just the way it is."

Team Around the Family reviewed the families case, and it was thought that Inclusion and Support Project needed to be involved. Andrew was supported for three months by the mental health strand and attended counselling sessions. "The first two weeks was in the house and then they asked if I minded if he went on his own, so the therapist picks him up from school" Sandra explained.

Dafydd could only speak his mother's language for the first three years and so could not read or write in English when he first came. "The children's English has improved definitely, very much. They miss it so much."

Dafydd, who did not like school in Ibiza has transformed with the help of the project. "He's really engaged with his reading and writing".

Supplementing their difficulties in school, both children found it quite hard to settle in to their new lives with little friends. "Katherine is very nervous like me, she is very shy. It is difficult to make friends", but with the help of Integrated Family Learning the children have also made strong friendships through the group.

Katarina also benefited more than she ever expected, "I didn't know anyone but I've made friends for sure. They've involved me with the leisure centre which I didn't know is close to us, and Dafydd started going to karate". "It was a help for me, especially with English."

Following in Dafydd's footsteps, his sister Katherine also attended and said that it was her favourite time of the week. Katarina told us "she couldn't wait to come."

With many new changes for the family, the Families First Integrated Family Learning project not only helped with the children's learning, but also gave Katarina a chance

to spend precious time with her children. "To have that time together with children, learning together and be involved in that was really good."

She explained "the best part for me was spending time with the children and improving our English for the three of us". Katarina feels more confident about asking questions relating to phonics and handwriting so that she can help the children settle into their new school. Dafydd is more willing to write, speak and express his views, whereas all three have increased confidence in all aspects of literacy and with making friends.

Katarina plans on continuing her studying with English and urges other families to benefit from the support that she received. "It was really, really good. I was surprised that people don't use it more when it is for free, I cannot understand why parents don't use it".



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CF82 7PG

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Integrated Family Learning project offers basic skills so that families can learn together

Katarina and her children learned much more than Maths and English from the project. She was welcomed into the project, and the community.

When Katarina moved to Caerphilly from Spain in May 2013, her children were her priority. Dafydd aged ten and Katherine, aged six, moved back to Wales with Katarina and their Caerphilly born dad because of schooling. "Dafydd was not happy in school, the children were taught in Catalan mixed with French and Latin and he spent most of his time staring up to the ceiling".

On moving to Caerphilly, the children were excited and kept asking Katarina "do they speak our language here?"

She said they feel safer. "They couldn't believe that when they went to class they could understand what they were saying."

The family found out about the Integrated Family Learning project through their new school. When Dafydd brought home a leaflet Katarina thought that it was

something to help the school. She said, "I had no idea it would be like that with the children. After the first time, Dafydd kept saying 'you must, you must, I love it, you must keep on coming', so because of him I kept going".

The family attended the project at their school on Monday afternoons 1pm-3pm. The sessions were split into two parts; the children and parents would work separately and then come together in the second hour to do active things such as play. Katarina and other parents studied English and Maths and learned about what verbs and adjectives were.

Katarina explained "Katherine loves to talk. In Ibiza, although she could understand what was being said, she could not take part in any discussion because she could not communicate."

Anne said that the support she received from the project was vital in helping her give up smoking. The one to one support and encouragement that was provided in the home was crucial to Anne and Lawrence. Anne said "the best bit was the support worker coming and explaining everything, the personal contact".

As well as the advice and information on the stop smoking tablets, the support worker also used a CO2 monitor to motivate Anne and Lawrence. The week after Anne had given up smoking, Anne was asked to test her levels of Co2 using the monitor.

"I was classed as a non-smoker because I didn't have it in my system, so it was very good. When he told me that, I was like 'What, that's brilliant'.

Anne quickly began to realise the difference and noticed herself feeling better. "You see people smoking and think I'm glad I don't do that".

"The smell is really horrible, and I'm now more aware of it. I see smokers now and I think I used to smell like that".

Both grandparents knew that the grandchildren were impressionable and plan on being good role models. "The children know it's bad for you, you try to say to them don't do what I do but when they see you doing it they think, well I can do it".

Anne has now started to crochet a lot while her husband, who is more active, goes out looking for wood for their log burner.

For the future, Anne and Lawrence intend to stay smoke free. The smoking cessation strand of the Health Inclusion project provides that on-going support even after you have given up. Anne said "I wouldn't have been able to do this without the project".



For more information please contact:

Caerphilly Families First
Third Floor, Penallta House
Tredomen Park
Ystrad Mynach
CF82 7PG

Tel: **01443 864809**

Email: **familiesfirst@caerphilly.gov.uk**

Website: **www.caerphilly.gov.uk/caerphillyfamiliesfirst**



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The Health Inclusion project offers Smoking Cessation support that is flexible and effective

Ann and her husband, Lawrence from Crumlin had wanted to give up smoking for years, but looking after their four grandchildren made them think ‘it’s not the right thing.’

Anne and her husband, Lawrence had been long term smokers, both smoking since the age of 16. They had wanted to give up smoking for years, but found it difficult because they enjoyed the habit.

Anne said “I’ve tried loads of times, and when I was pregnant with both girls I gave up, but as soon as I had them I started again”. On the arrival of their four grandchildren, aged seven, six, three and two years old, they both decided ‘It’s time to give up.’

Anne’s grandchildren were her main concern and motivation for giving up, as being a doting grandparent, Anne looks after her grandchildren twice a week while her daughters were in work.

Anne had been to see her doctor about a year ago to ask about a give up smoking group, and was told that they used to have a nurse that run the group, but that that

stopped. The doctor gave Anne an NHS pack, but all the meeting times were in the day, and so that didn’t suit her because of work commitments.

Anne’s determination to set a good example to her grandchildren meant that when she received an email about the Families First Health Inclusion project, she contacted the support worker from the project straight away.

Anne started meeting him during October 2013, Anne admitted ‘I was a bit nervous when I first met the support worker, but he made me feel comfortable.’

“He came to the house after work and went through everything we could take to help us give up. We both decided to take the stop smoking tablets. I didn’t smoke after that. It does take the actual craving away”

"They've shown me that just because you have a baby, your life doesn't end. Things are easier to do than you expect, even though you've got a child".

Angharad has also gained a lot of independence with the project's help, going from relying heavily on her mother's support to going to groups by herself with Evie. It was also a big change for her due the accident. "I'm not the same Angharad as I was before the accident. Because of the brain injury I've had a personality change."

"It felt really welcome because you knew that it wasn't just you in the situation. Everyone had different situations as to why we were here, but we were here for the same reason. You didn't feel so alone and it's nice to have friends in the same situation as you."

"It's made me a lot stronger. I can pick Evie up on my right side now."

The project has provided a lot of emotional support for Angharad. "Without the project, mentally and emotionally I'd probably be more within myself. This has helped me come out of my shell. I can talk to new people and it doesn't bother me. It's showed me that people can like me for who I am and not who I used to be."

Angharad's ambition was to go into musical theatre, and all her qualifications were in performing

arts and drama, however, that ambition was no longer possible as she could not sing or dance. Angharad is now going to university to study psychology and counselling, and wants to become a counsellor.

Her positivity is captivating, claiming "I'm loving life" and that the accident has made her see how people take the little things in life for granted.

The project has done a lot for Angharad and Evie, "Evie loves coming here. It's helped her because she's an only child."

"It's amazing. I look forward to coming here. I love coming here, it's so welcoming. The girls treat you for what they see; they take you on face value."



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The Family Engagement project offers specific group and individual support to young mums

Angharad, 20 from Penpedairheol had no idea what she was going to get from the project, but needed support following a near fatal accident.

When Angharad suffered a near fatal car accident, she was left in a coma for a month. On waking up she couldn't move the entire right side of her body and was unable to walk or look after her six month old daughter, Evie.

Angharad heard about the support from the Family Engagement Project, and started attending when Evie was nine months old. The project workers visited at their family home and told Angharad that she could join in the September. "I had no idea what I was going to get from coming here but it was good, I really enjoyed coming".

Angharad's accident left her unable to pick her daughter up or make her food. Having to learn to walk again was also something that the young mother had to accomplish in the first months of her daughter's life. "I went from being bed bound, to in a

wheelchair, to on a Zimmer frame, to on two crutches, to one crutch, to walking in seven weeks. I wanted to come home to Evie."

The project was something that Angharad looked to for support in this new stage of her life. "I wanted to learn how to cook. All I could cook was a boiled egg and microwave meals. I wanted to learn how to do things for Evie and cope with her behaviour."

Angharad has overcome many barriers whilst with the project, and learned new skills through the many courses that she has attended with them, the latest being DIY. "I do more activities with Evie, they show me what I can do with her and I've learned to cook so Evie isn't forced to eat microwave meals!"

The project also provided Lewis with one to one, support to help him to understand his mother's mental health issues. He was able to discuss his concerns and as a group, chat amongst themselves and figure out how much caring they do.

"I was nervous at first. I felt awkward because I didn't know if there would be people that had the same situation and that they would secretly take the mick. But after the first few sessions I got used to it then and made more friends." Loughy explained.

"We've made new friends, we've even found out there are friends of ours at school that we didn't even know were carers."

Inspired by the others in the groups, the boys soon realised that they could be nothing but themselves; "it showed us to be ourselves and to act the way we would when we were out with other friends."

So much so that Lewis and Loughy have completed a peer mentoring course with the project, helping them more with their panicking and supporting other young carers. Lewis has used this coaching in a role he's already doing in school.

"It's good for us as parents to see that other people have confidence in our children for them to go ahead and do this. It shows how much they've grown in confidence" their father said.

"The project gives the boys a chance to be themselves. For us as parents it's good knowing that they can now get the support that they need, they haven't got to suffer in silence as they were."

The project has also helped the talented boys to pursue hobbies, such as free running, that would have otherwise been impossible. Lewis and Loughy have bright lives ahead of them; "I've got quite high plans for when I'm older." Lewis said.



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Communities First – Ffynnon Data Extracts

Ffynnon Data Extract: Communities First – Education linked items

Cluster - Caerphilly Basin

2013/14
March 2014



communities first *cymunedau yn gyntaf*



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Welsh Government

Caerphilly Basin

Prosperous Communities

- Parent Employment Project
- Caerphilly Passport Project

Learning Communities

- School and Family Link
- Youth Participation Project
- Children's University
- Promoting Accreditation and Raising Aspirations with Young People
- Family Transition Project

Healthier Communities

- Postnatal Programme
- Community Antenatal Sessions
- Streetgames

Prosperous Communities

PC1 Helping People to Develop Employment Skills and find Work

Project 2: Parent employment Project



communities first *cymunedau yn gyntaf*

Project Description

The project will provide support to parents and families to enable the parent/s to find employment and return to work, with the aim of reducing the number of children living in households on income related benefits.

The Employment Support Workers will work directly with parent groups across the Caerphilly Basin, to help support these parents back into employment, through the delivery of tailored advice, support and workshops which will provide the parent with a pathway back into employment.

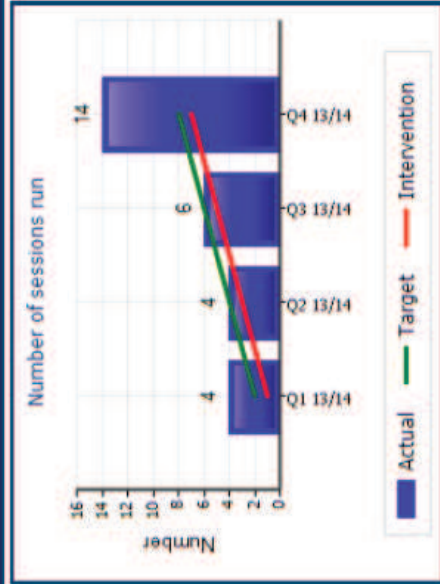
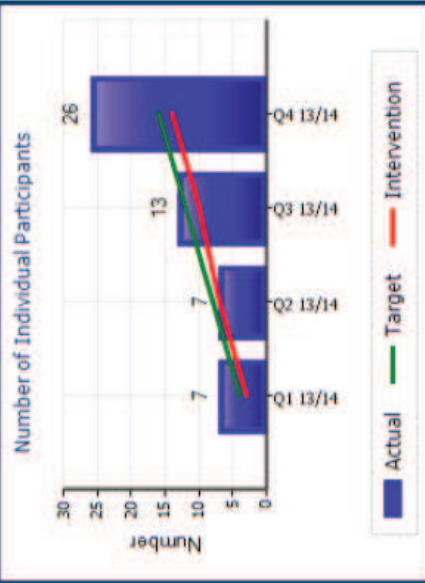
The Employment Support Workers will work directly with partner organisations such as, Flying Start, and the Parent Network. Working with their groups and customers to provide workshops and informal training sessions on Job searches, CV writing, Career plans, Financial and time management

The Employment Support Workers can also run specific workshops and training on employment related skills, such as Customer Service, Interview skills, presentation skills etc.

As well as very basic IT tuition and can help customers create and use e-mail addresses

This can all be run in a safe environment with the provision of childcare essential.

Measuring Effort



Prosperous Communities

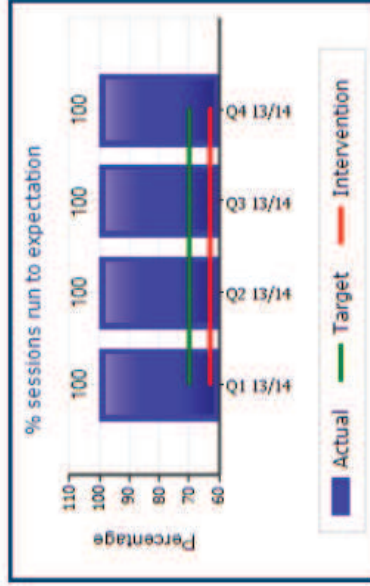
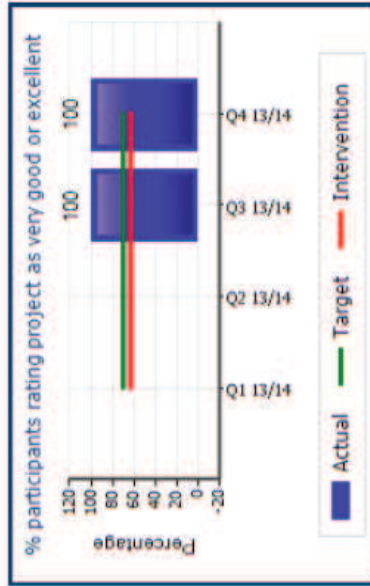
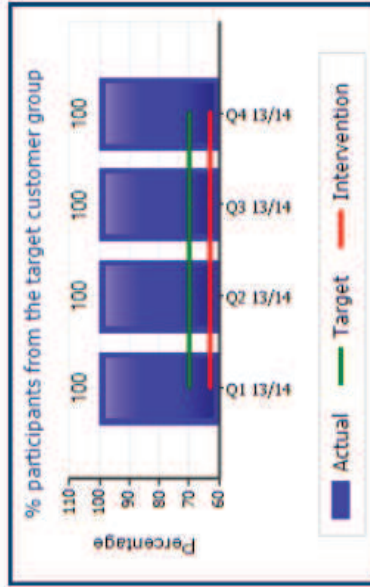
PC1 Helping People to Develop Employment Skills and find Work

Project 2: Parent Employment Project

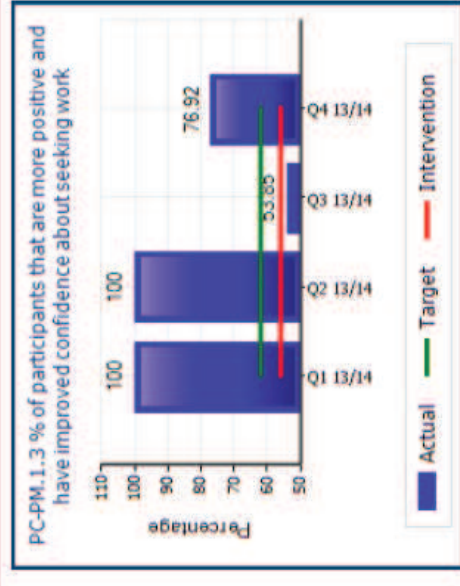
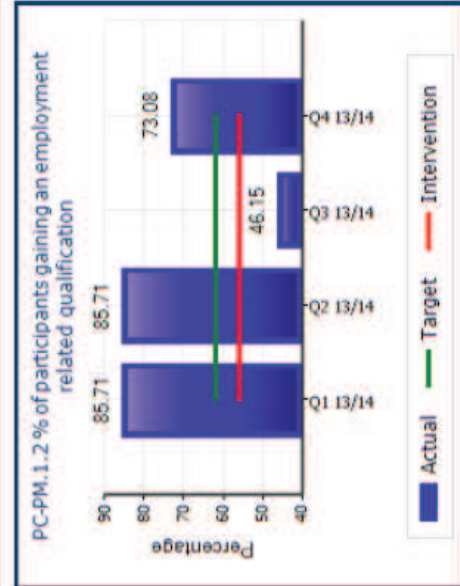
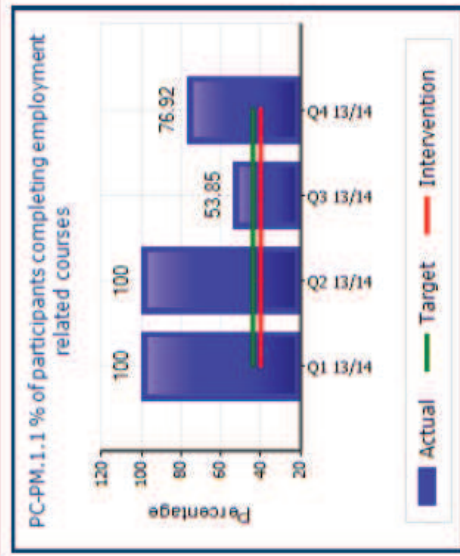


communities *first cymunedau yn gyntaf*

Measuring Quality



Measuring Effect



Prosperous Communities

PC2 Reducing Youth Unemployment and Disengagement

Project 2: Caerphilly Passport Programme



communities first *cymunedau yn gyntaf*

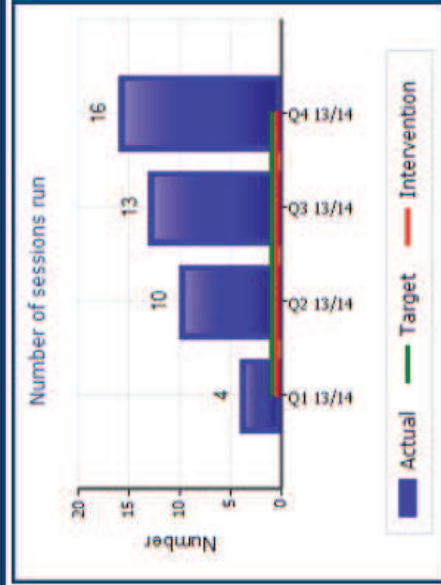
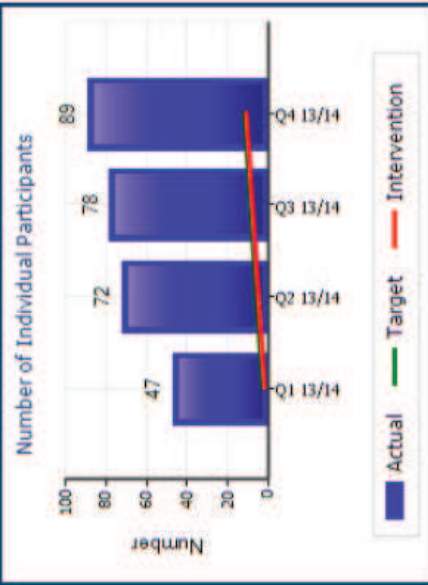
Project Description

The Caerphilly Passport Programme provides an opportunity for young people aged 16-24, who are unemployed and not on the work programme, to get quality work experience and training opportunities with Caerphilly County Borough Council and LSB partners. The programme will run 8 week, 6 months and longer term apprenticeship placement opportunities for young people before being 'passported' into sustainable employment opportunities either within LSB organisations or the private sector.

Each individual referred to the Caerphilly Passport Programme will have an essential skills assessment and diagnostic to ensure the right support and training is provided as part of an 'employability menu'. The youth employment support workers will deliver the workshops in the employability menu which will include:

- What Employers Expect – Basic at work behaviours including use of mobile phones, language, timekeeping etc.
- CV preparation and Update
- Job Search Techniques
- How to apply for a job (including practical session on PC)
- Interview Techniques
- Dress to Impress for Work
- Confidence Building and Motivation

Measuring Effort



Prosperous Communities

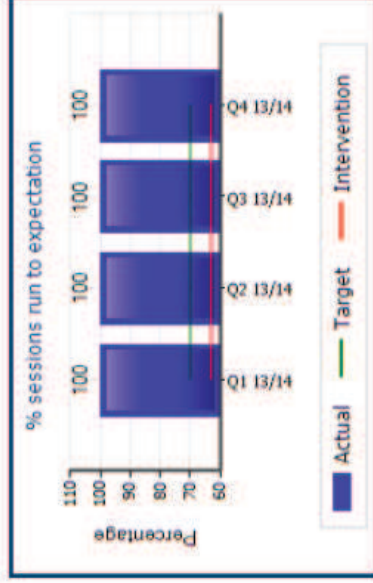
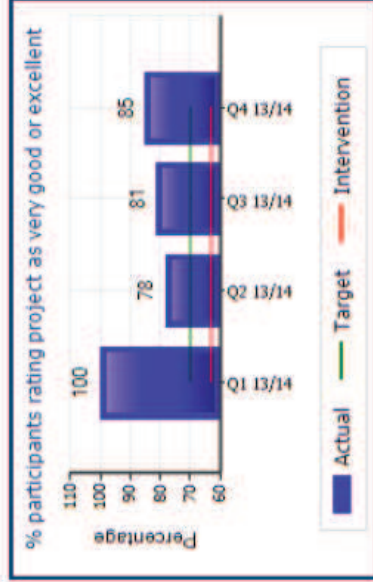
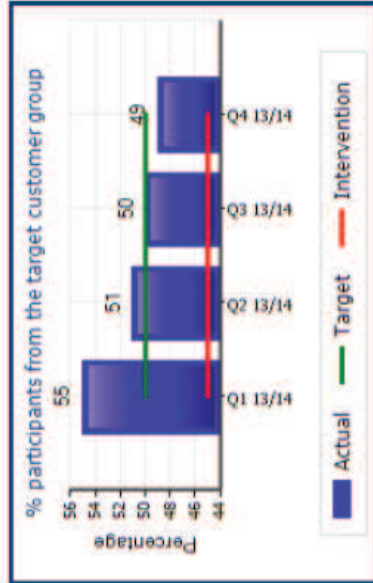
PC2 Reducing Youth Unemployment and Disengagement

Project 2: Caerphilly Passport Programme

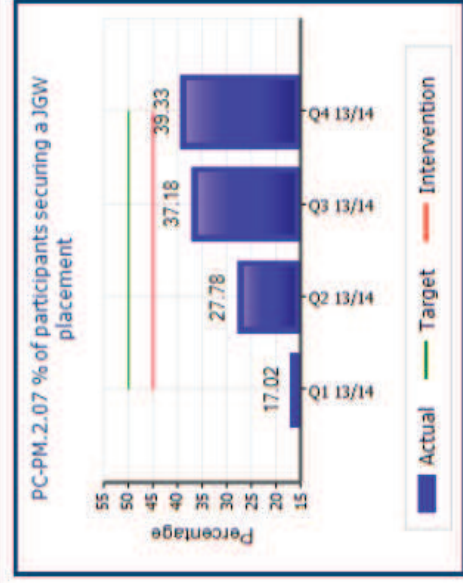
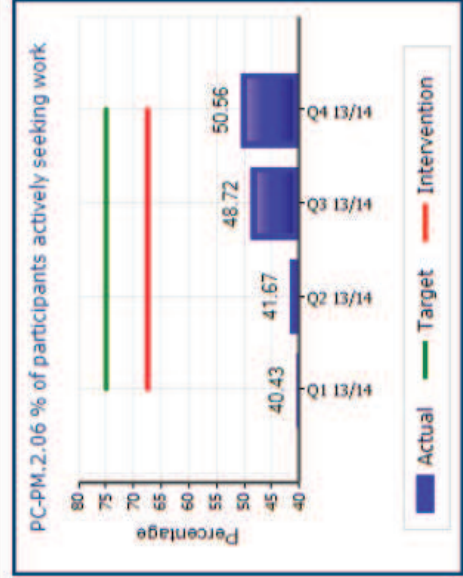
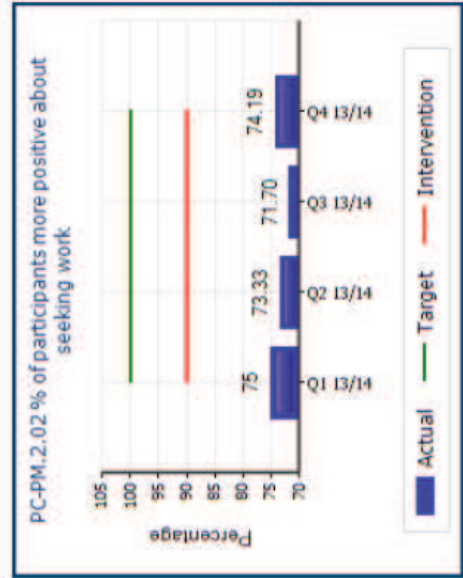


communities first cymunedau yn gyntaf

Measuring Quality



Measuring Effect



Learning Communities

LC2 Supporting Young People to Do Well at School

Project 3: School and Family link



communities first *cymunedau yn gyntaf*

Project Description

Youth and Family Officers working with schools to:

Create a link between school and non engaged families. Give support to children who are experiencing difficulties in school, particularly with behaviour or social skills. Support for children and young people at risk of disengagement. Form working relationships with families of children experiencing difficulties. Seek to improve attendance, behaviour, educational attainment and parental involvement of children who are identified as needing support. Seek support of other agencies that can assist with issues. Ensure that children identified to the link worker are supported through the transition into Key Stage 3, either as a group or individually. Support transition year for year 7,s

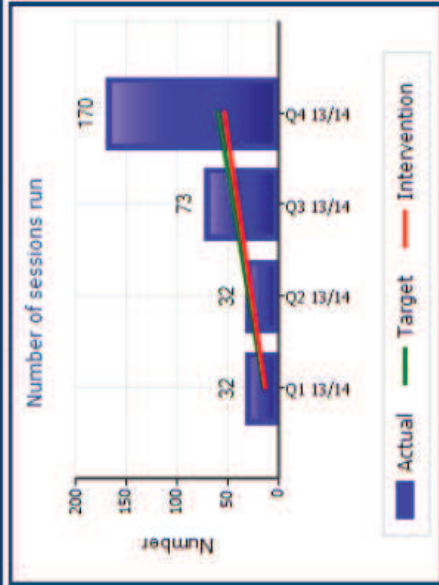
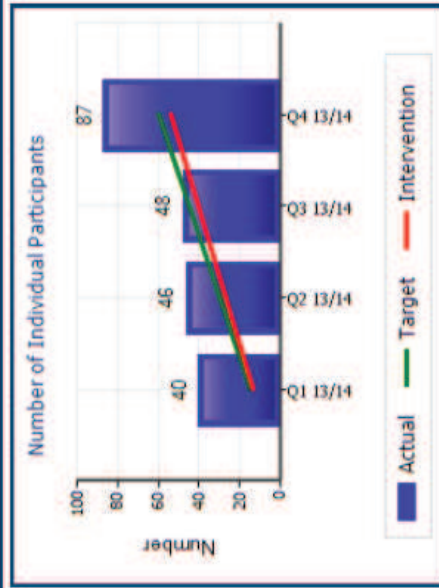
The Youth and Family Officers will:

Run group sessions with children who require additional support with issues such as anger management, self esteem and social/ communication skills.

Undertaking home visits to remove barriers with disengaged parents/carers.

Support children and young people to engage in positive, productive activities outside of school.

Measuring Effort



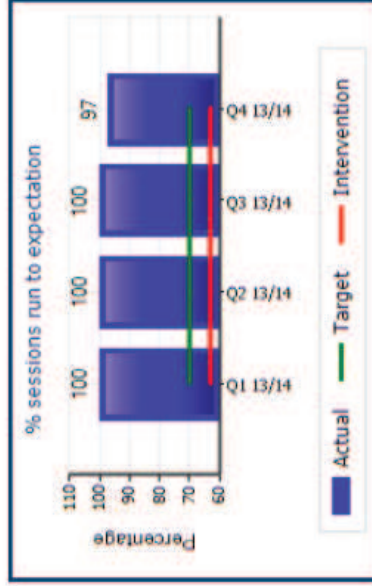
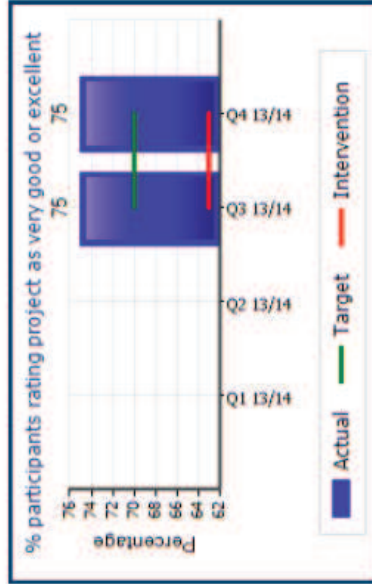
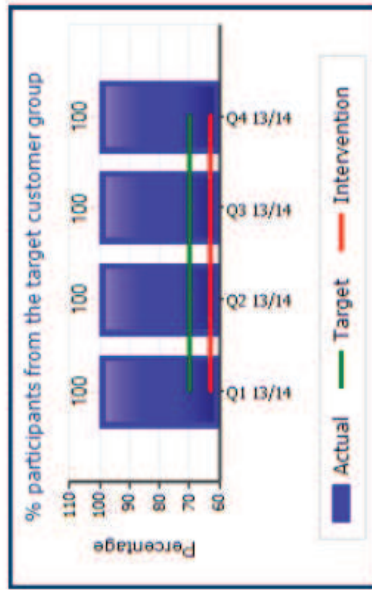
Learning Communities

LC2 Supporting Young People to Do Well at School
 Project 3: School and Family Link

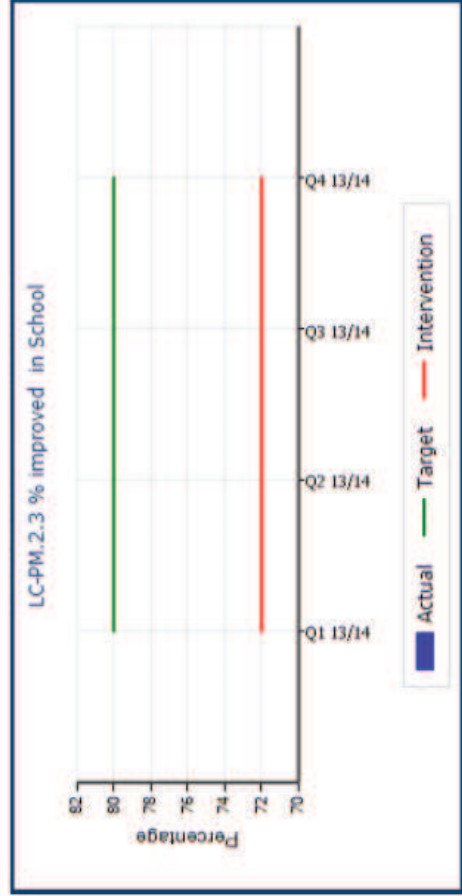
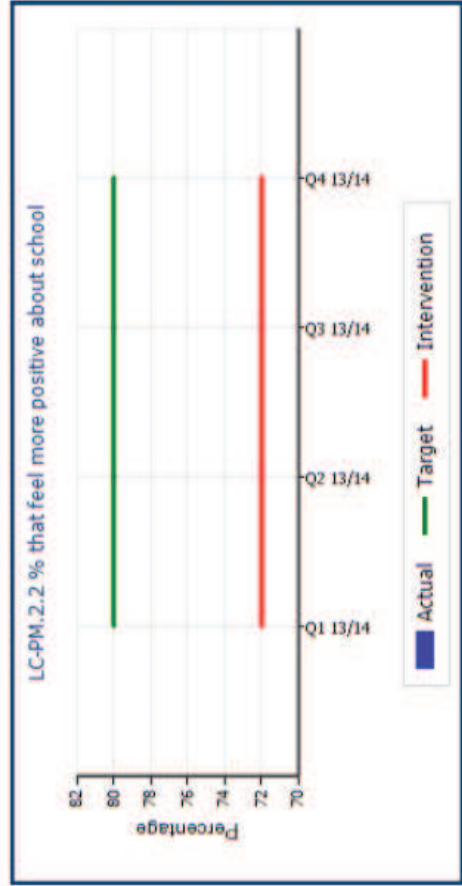


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Measuring Quality



Measuring Effect



Learning Communities

LC4 Lifelong Learning in Communities

Project 2: Youth Participation Project



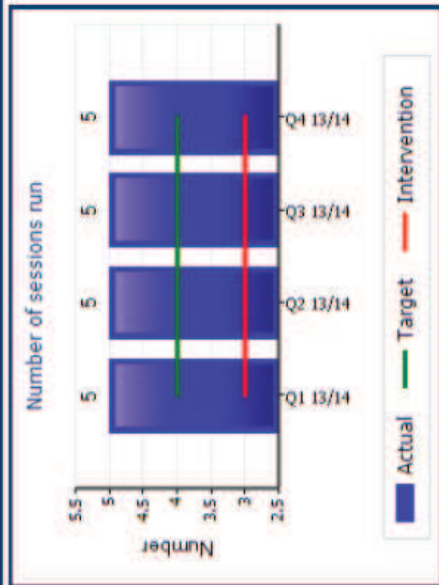
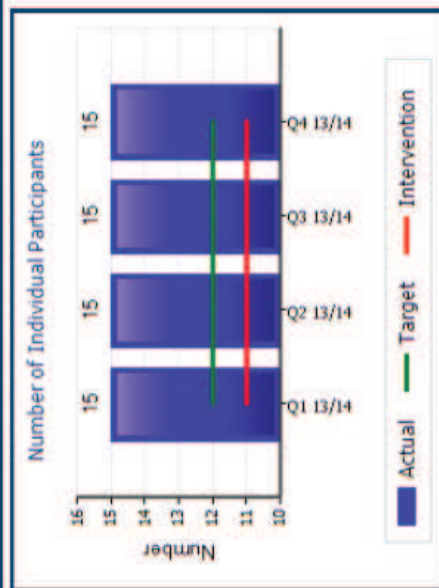
communities *first cymunedau yn gyntaf*

Project Description

To engage and support children and young people, including the hardest to reach, so they are to engage with participative processes. Maintaining current participative groups existing throughout the borough so they can contribute to plans across the cluster, and so they can develop opportunities for accreditation and skills development for young people. To ensure communities across the cluster have youth representation, so they can raise and discuss local issues at borough wide meetings and feed into strategic decision making within CCBC.

To support the delivery of borough wide meetings and termly Junior Forum meetings, to ensure that young people who are less confident or more difficult to engage can contribute and participate.

Measuring Effort



Learning Communities

LC4 Lifelong Learning in Communities
Project 2: Youth Participation Project

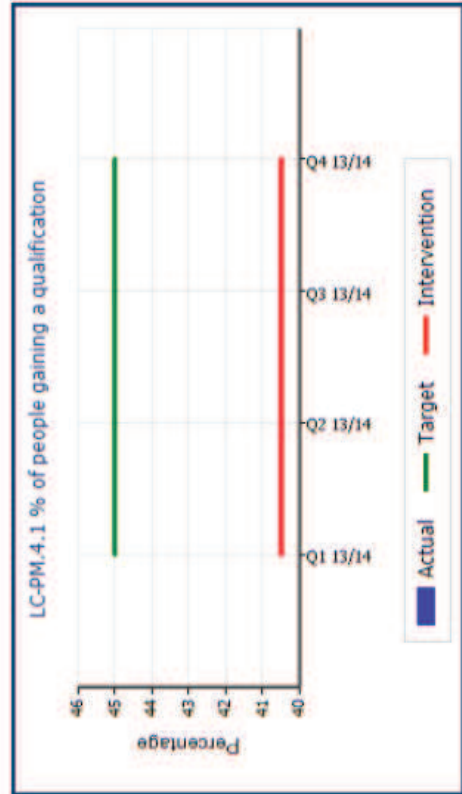


communities first *cymunedau yn gyntaf*

Measuring Quality



Measuring Effect



Learning Communities

LC4 Lifelong Learning in Communities

Project 4: Childrens University



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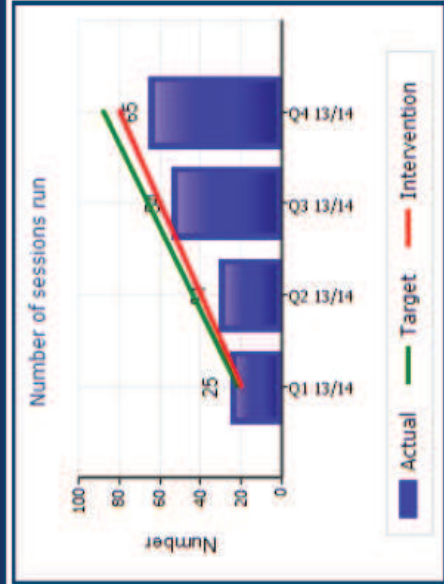
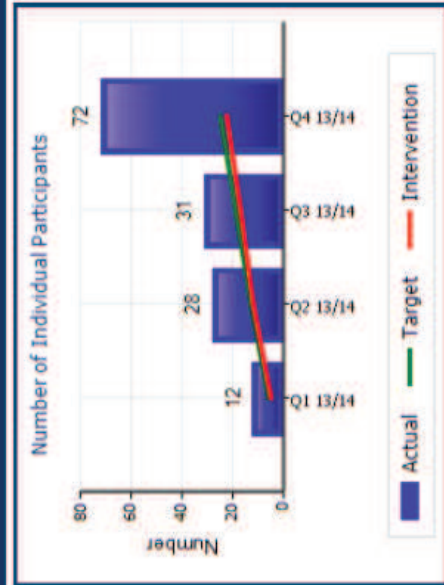
Project Description

The 'Children's University' aims to recognise the participation of children and young people in out of school activities in cultural, learning and sporting events, to increase aspirations and encourage young people to reach their full potential. The project involves students gaining specified 'credits' for approved out of school activities. These credits will then be 'banked' and recorded and work towards a Children's University recognised award. The University does not require children and young people to demonstrate achievement against predetermined targets but simply to demonstrate commitment to learning by attending activities. The 'Children's University' targets children aged 8 – 13, school years 3 – 8, and children are able to get a bronze, silver and gold award depending on their number of credits banked. There is also the opportunity of students progressing onto the 'Youth university', targeting young people aged 14 – 19, school years 9 – 14. The Youth and Family Officers will be engaging with children and young people to register with the Children's University.

Registers will be collected from approved activities and sent to the Local authority to be collated in the central database. This will monitor a child's individual achievements throughout their school life.

Youth and Family Officers will engage young people through outreach and detached work and also through links with schools. Using participative methods the youth and family workers will aim to identify opportunities for children and young people to gain credits. The young people will be encouraged and supported to attend sessions delivered through Groundwork and Health and Wellbeing officers and also through Youth and Family Officers developing sessions and activities e.g activities that positively contribute to personal goals or community development. The Youth and Family Officers will develop the modules as and when necessary and be involved with all safeguarding procedures with groups or individuals they are facilitating.

Measuring Effort



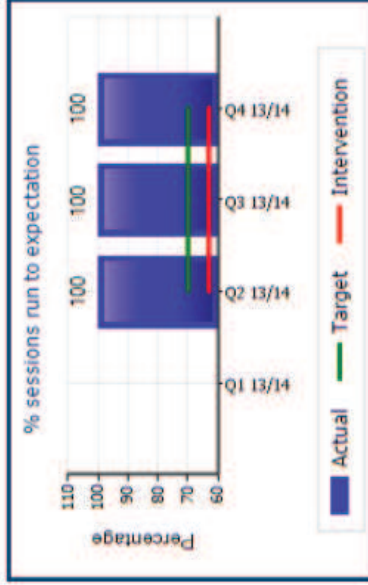
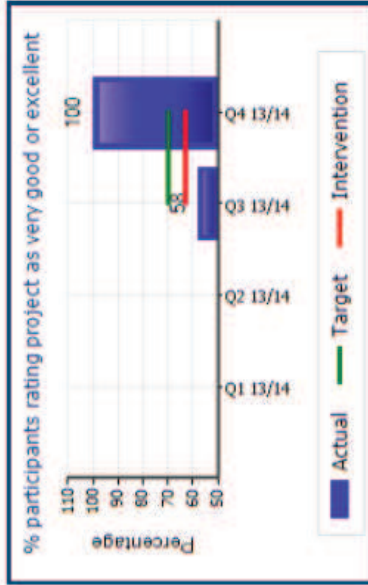
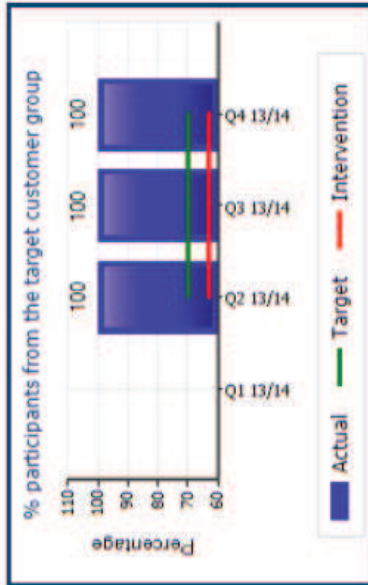
Learning Communities

LC4 Lifelong Learning in Communities
Project 4: Childrens University

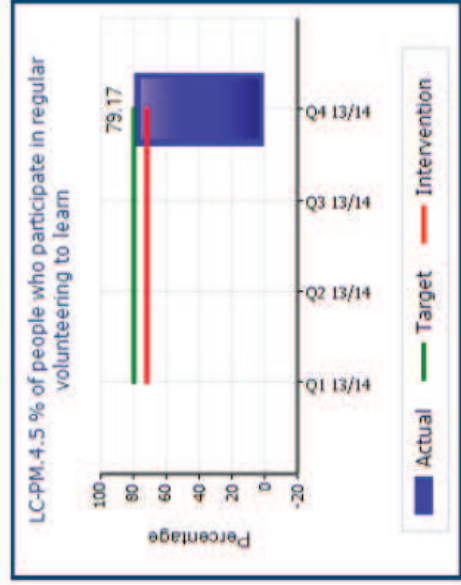
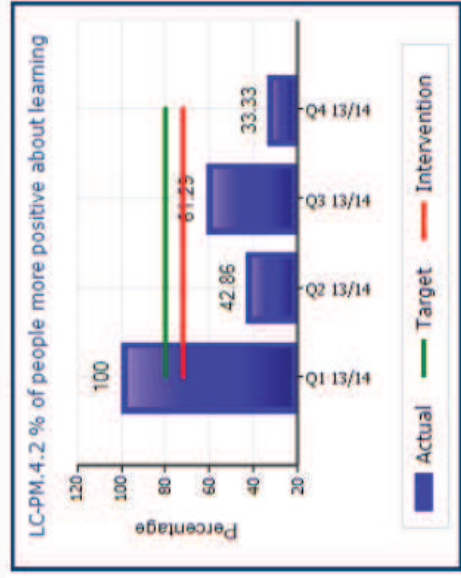
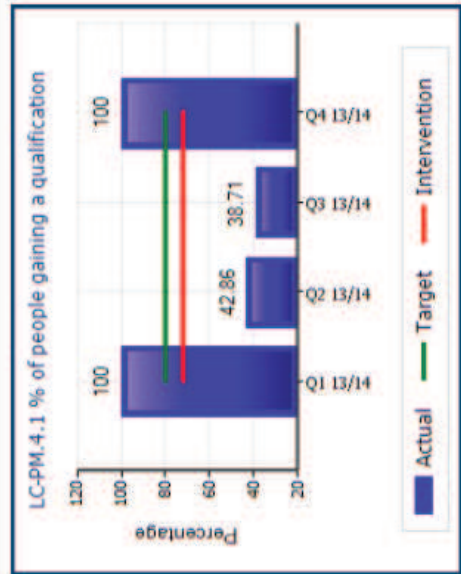


communities *first cymunedau yn gyntaf*

Measuring Quality



Measuring Effect



Learning Communities

LC4 Lifelong Learning in Communities

Project 6: Promoting Accreditation and Raising Aspiration with Young People



communities first *cymunedau yn gyntaf*

Project Description

To raise self esteem, build confidence and raise aspiration with children and young people and encourage parents to do the same.

Increase capacity of the children and young people to engage and learn.

To encourage involvement in positive past times that have positive impacts on physical health and wellbeing.

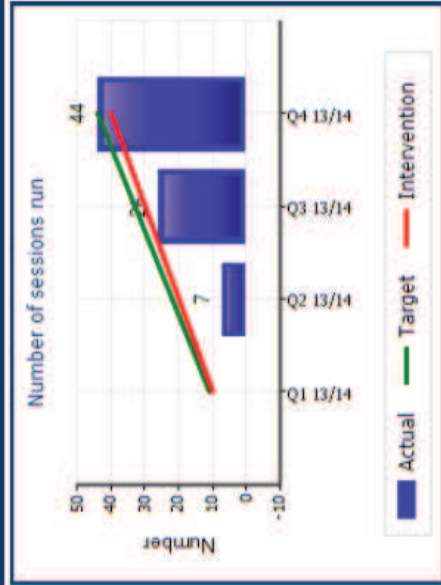
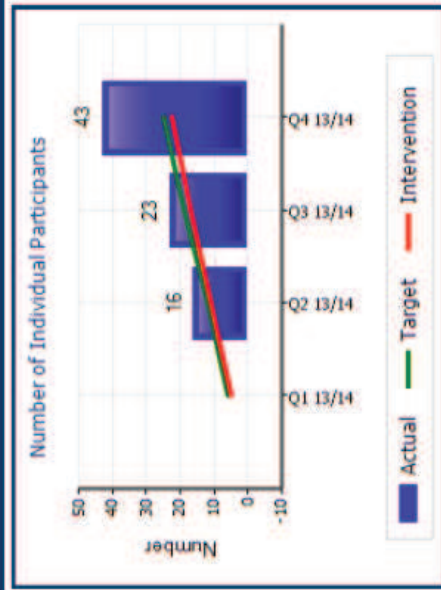
To promote success for the young person success through non-formal and informal accreditation awards.

Working with adult members of the community to develop opportunities for young people to achieve accreditation through community focused activities.

To raise awareness with schools of young people's achievements outside of school This is particularly important for the children who may be struggling in the school environment, as recognition can improve their self esteem and confidence supporting better engagement with education.

Development of basic skills, including basic life skills. To build confidence within young people, so they know they can achieve, particularly if they do not do so well in school. Thus positively promoting education and hopefully contributing to a decrease in disengagement from education.

Measuring Effort



Learning Communities

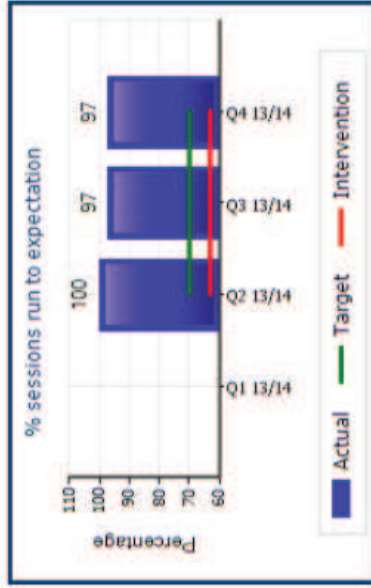
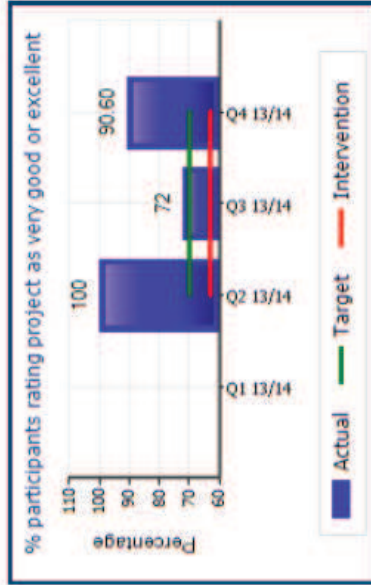
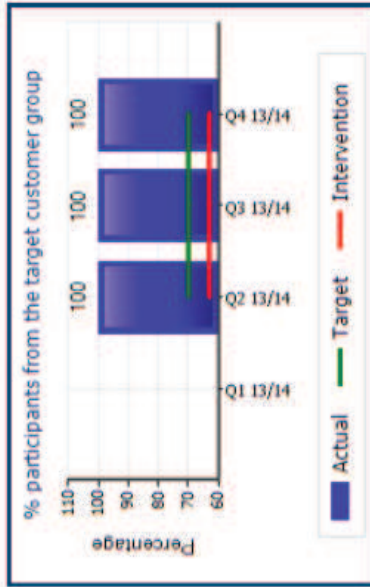
LC4 Lifelong Learning in Communities

Project 6: Promoting Accreditation and Raising Aspiration with Young People

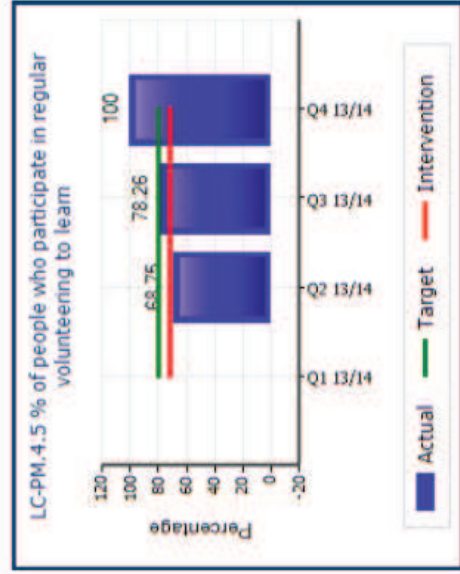
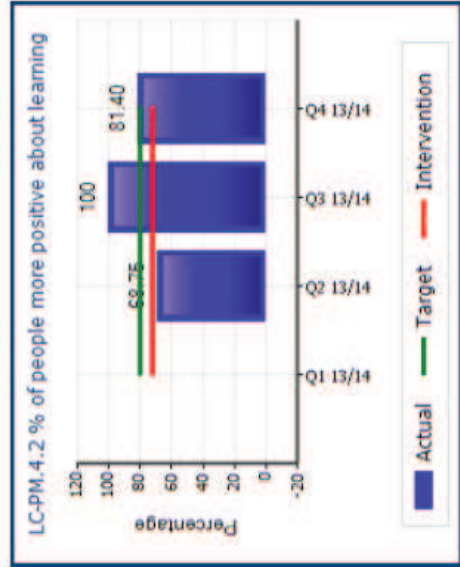
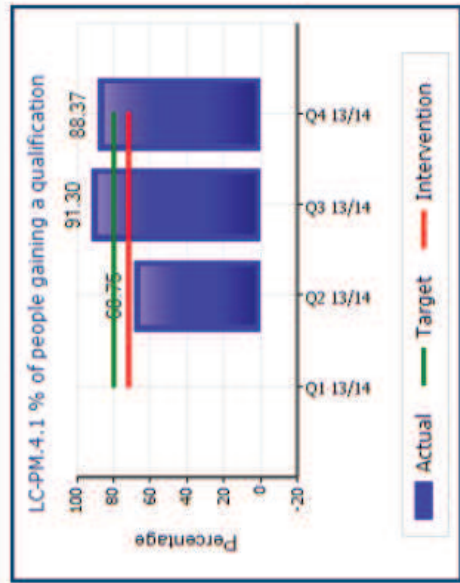


communities *first cymunedau yn gyntaf*

Measuring Quality



Measuring Effect



Learning Communities

LC5 Improving Adult Life Skills

Project 3: Family Transition Project



communities first *cymunedau yn gyntaf*

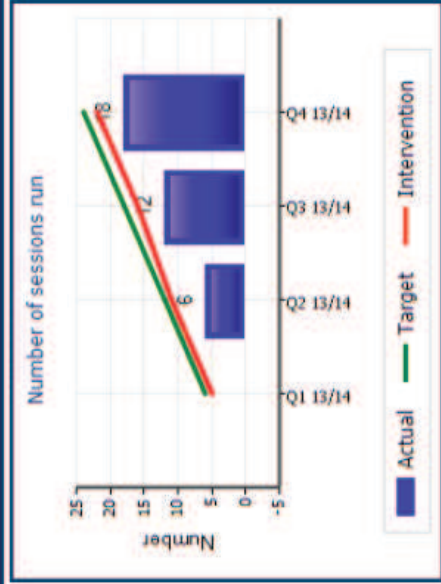
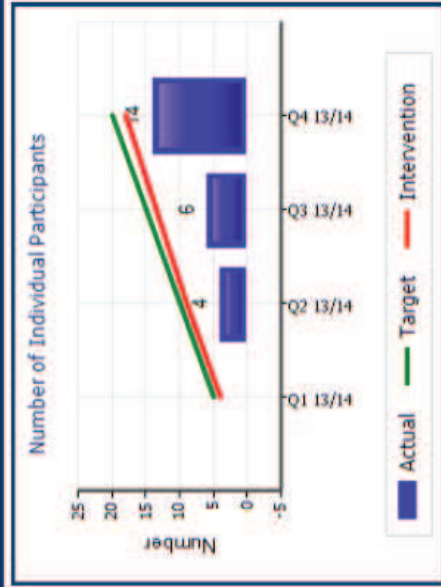
Project Description

Working with Families First, Family Engagement project the Youth and Family Officers will develop sessions to engage with families, at completion stage of Families Together programme, in order that they can become more engaged with their local community and access opportunities to support their personal development.

At present family engagement workers engage families with emerging needs through outreach and detached work, home visits and families together session. The session aim to provide families with support and information to enable them access more specialised services through the TAF. Often the families find they do not need these interventions and would like to become more involved in opportunities around training, volunteering, learning new skills etc. In order to provide the families with these opportunities the Youth and Family Officers will develop a transition group to enable families to move from families together or family engagement project to activities with a more 'universal focus'. The work will not focus on the emerging needs of the families, but will seek to identify opportunities that will promote positive, personal development for individuals within the family and the family as a whole.

Sessions will run for between 6 – 8 weeks and will be tailor made to meet the needs of the families and individuals within the group. Sessions will involve activities such as confidence building, health and wellbeing work, promotion of local opportunities for training and or volunteering, opportunities to engage in sessions delivered by health officers, Groundwork or other specialist providers and 'taster' sessions. In addition to this the youth and family worker will provide opportunities for families to engage in outdoor activities which are low cost, in order to promote positive family interaction and healthy lifestyles.

Measuring Effort



Learning Communities

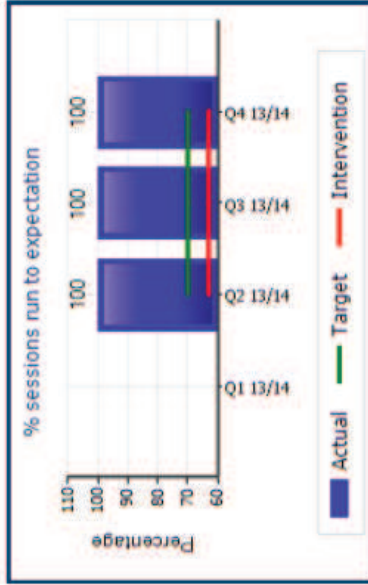
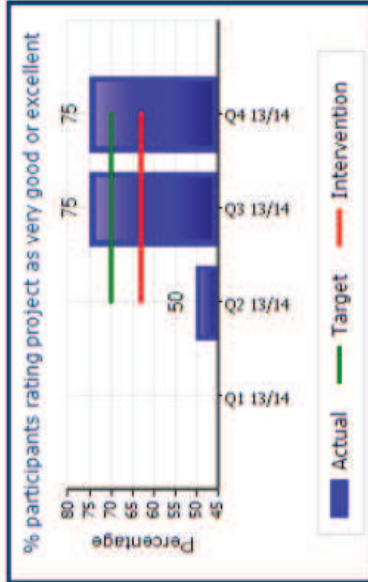
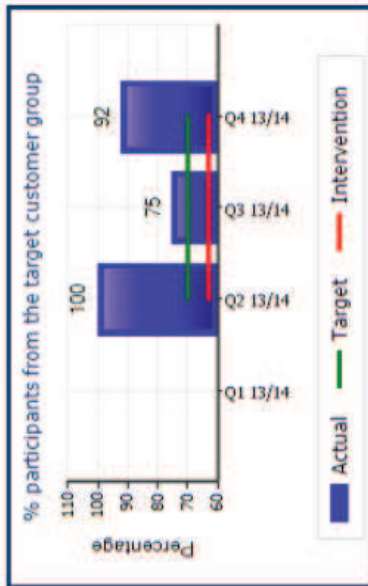
LC5 Improving Adult Life Skills

Project 3: Family Transition Project

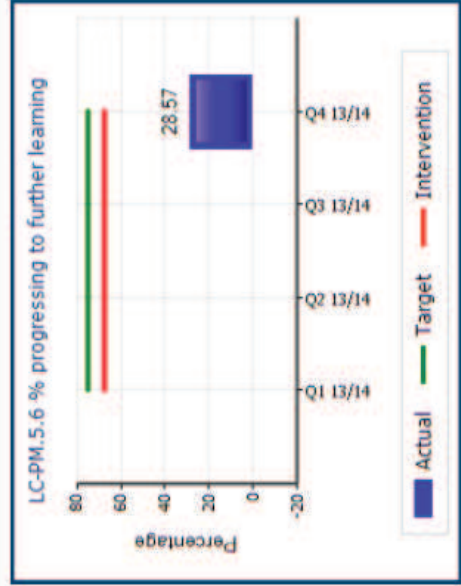
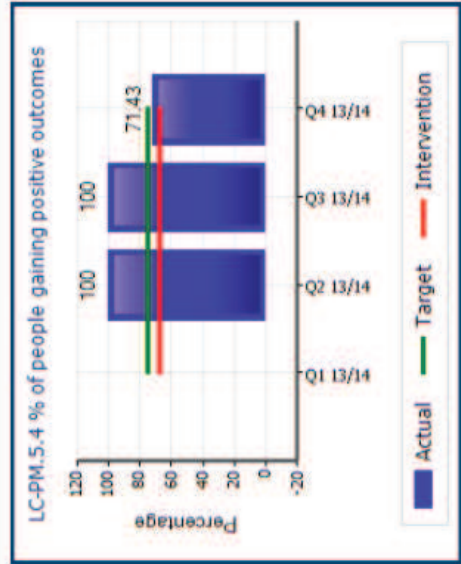
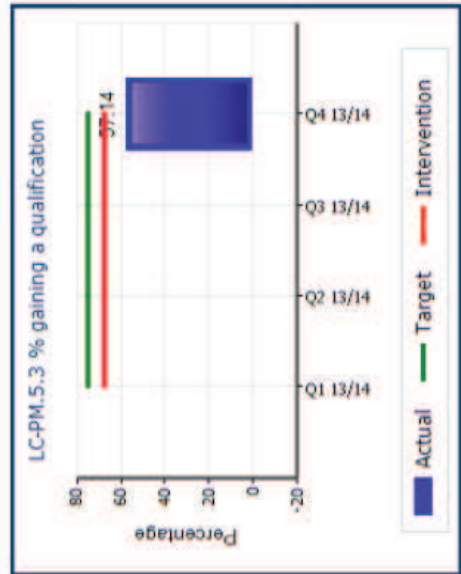


communities *first cymunedau yn gyntaf*

Measuring Quality



Measuring Effect



Healthier Communities

HC1 Supporting a Flying Start in the Early Years

Project 1: Postnatal Programme



communities first *cymunedau yn gyntaf*

Project Description

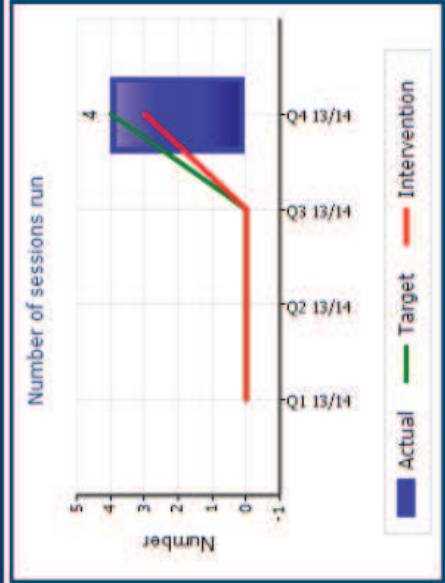
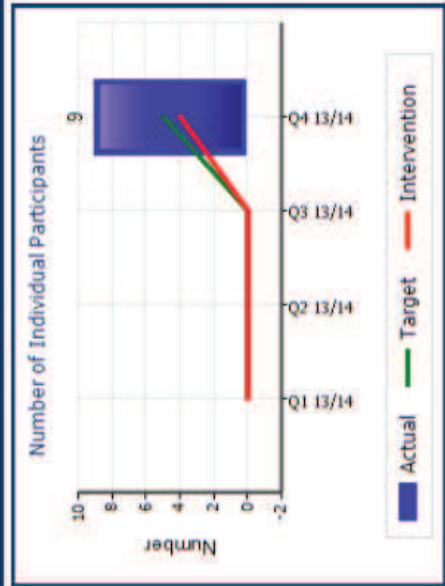
This multi-agency project will involve a 4 week family focussed programme covering a variety of child centred topics as follows: Nutrition; Family Wellbeing; Child Safety; Information; Play; Physical Activity

These sessions will be run as part of existing baby and toddler groups or in tandem. They will be offered to families who have pre-school aged children predominantly but many of the messages will be applicable throughout the child's life.

This project will include exit strategies into locally run training sessions and groups such as cookery courses, self help groups and the Family Engagement Project.

Entry referrals and Exit strategies will also be made via the antenatal/postnatal programmes offered through Flying Start.

Measuring Effort



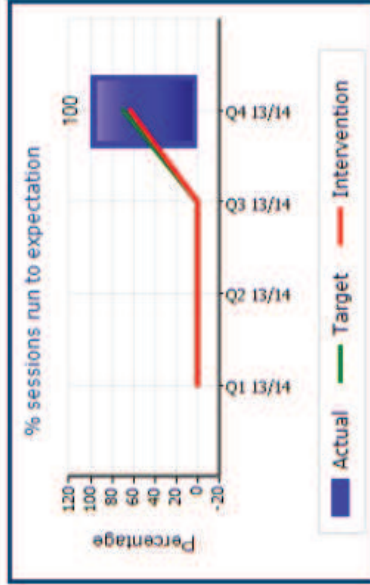
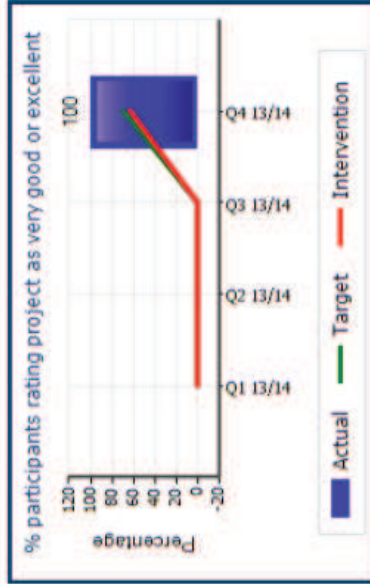
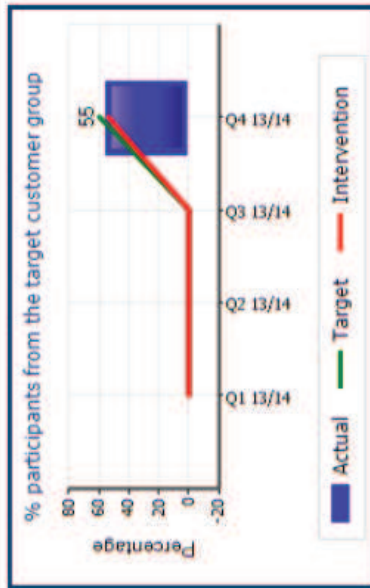
Healthier Communities

HC1 Supporting a Flying Start in the Early Years
Project 1: Postnatal Programme

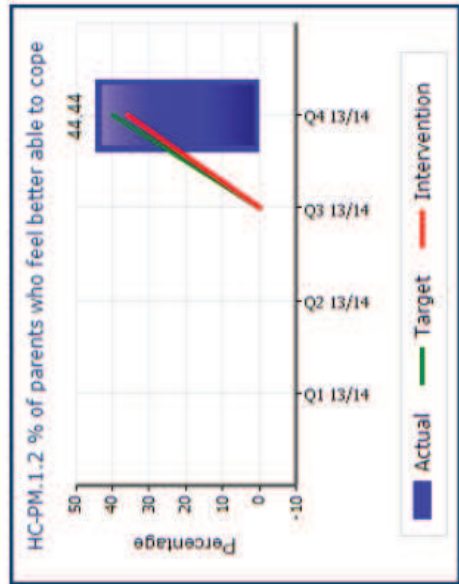


communities first *cymunedau yn gyntaf*

Measuring Quality



Measuring Effect



Healthier Communities

HC1 Supporting a Flying Start in the Early Years

Project 2: Community Antenatal Sessions



communities *first cymunedau yn gyntaf*

Project Description

Project removed as pilot only running in MVE cluster

Healthier Communities

HC2 Promoting Physical Well Being

Project 1: StreetGames



communities first *cymunedau yn gyntaf*

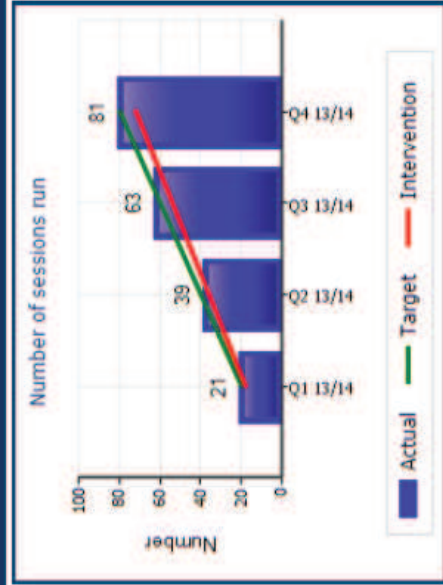
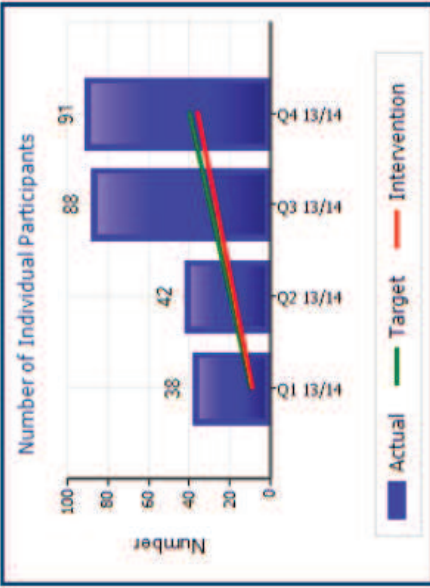
Project Description

This project will involve the Communities First team working with youth services, GAVO and Sports Development to maintain existing StreetGames sites within Caerphilly Basin by: Encouraging new volunteers to get involved, Arranging StreetGames training sessions, Providing monitoring information to StreetGames.

In addition, this project will involve setting up at least 1 additional StreetGames site within Caerphilly Basin.

The key purpose of the project is to provide physical activity opportunities for young people within communities where there is limited opportunity or access to sports sessions/clubs.

Measuring Effort



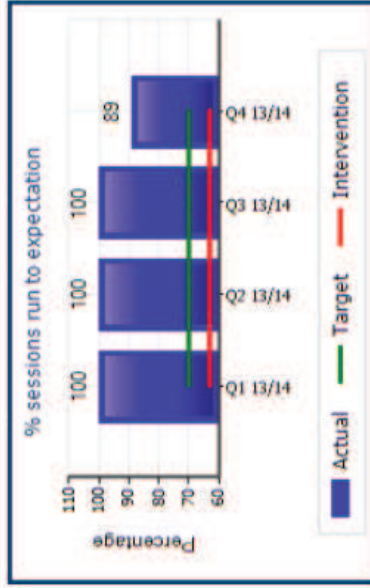
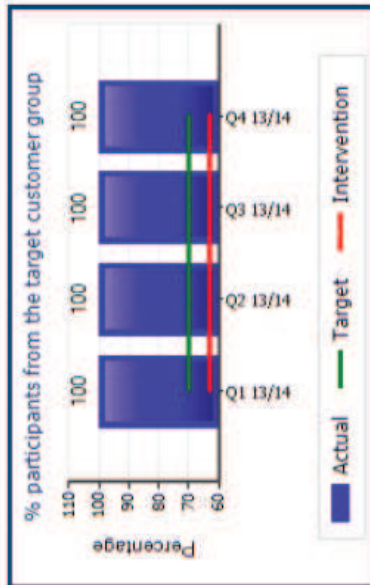
Healthier Communities

HC2 Promoting Physical Well Being
Project 1: StreetGames

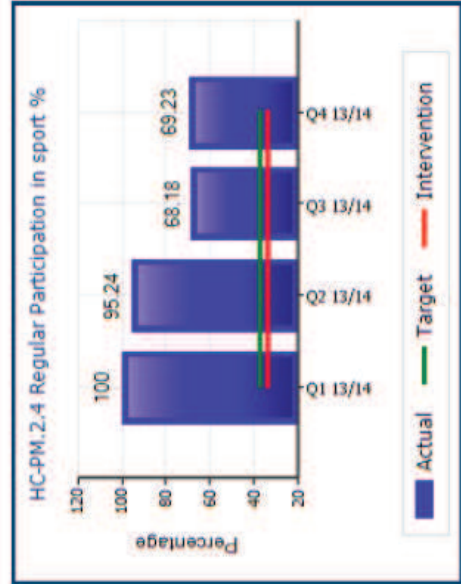


communities *first cymunedau yn gyntaf*

Measuring Quality



Measuring Effect



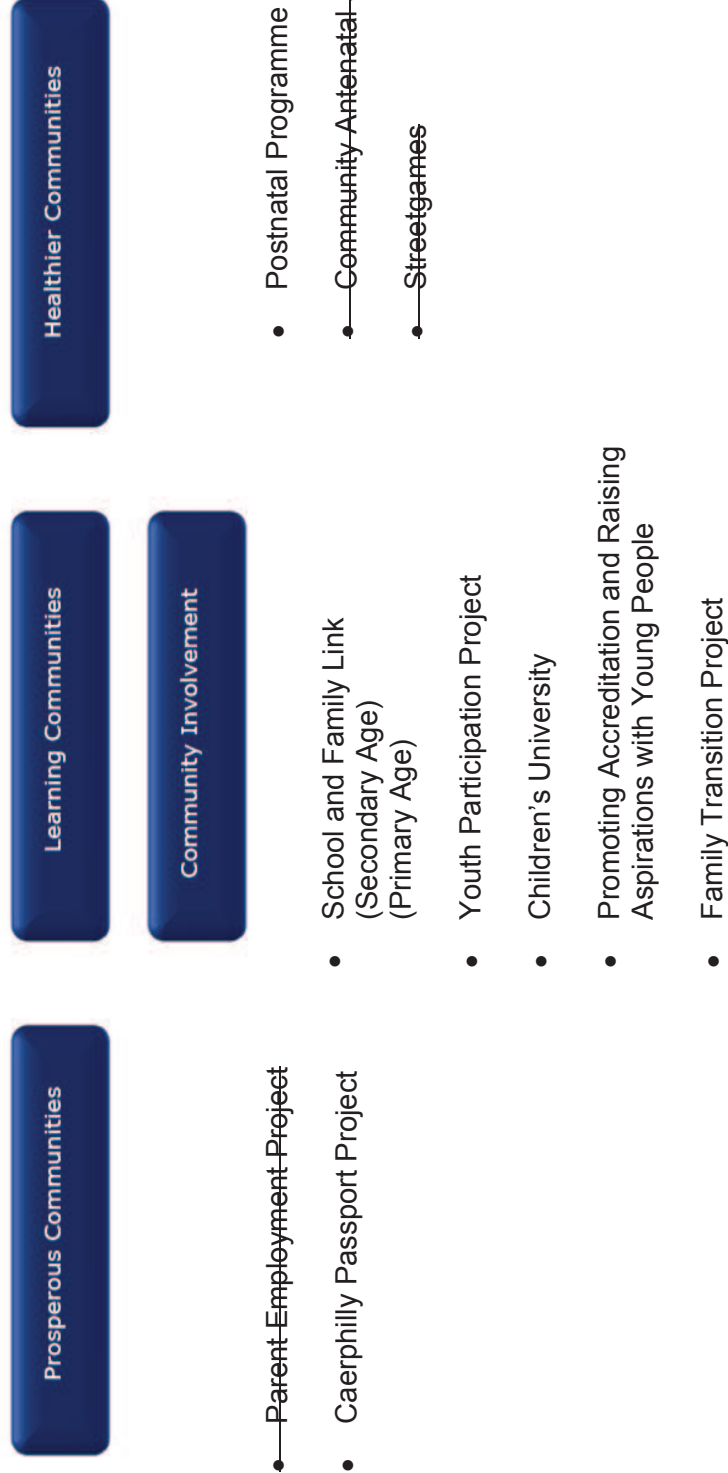


communities first *cymunedau yn gyntaf*



Llywodraeth Cymru
 Welsh Government

Mid Valleys East



Prosperous Communities

PC2 Reducing Youth Unemployment and disengagement

Project 1: Caerphilly Passport Programme



communities first cymunedau yn gyntaf

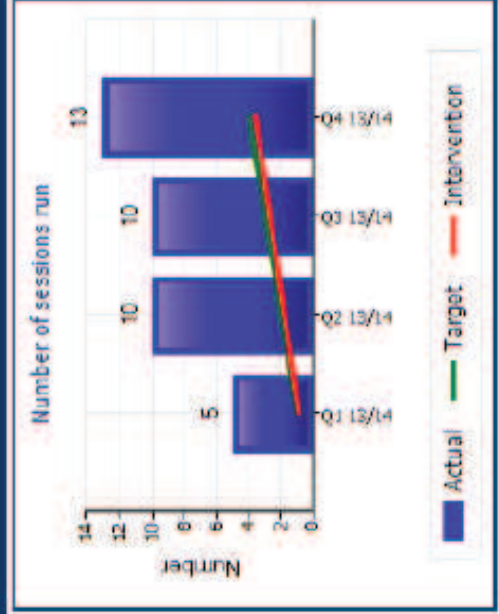
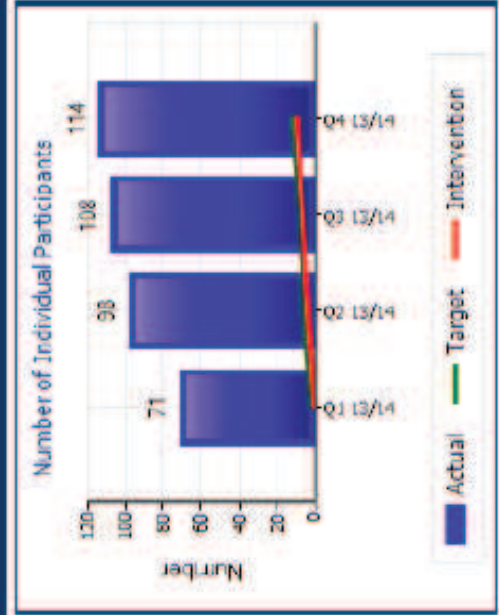
Project Description

The Caerphilly Passport Programme provides an opportunity for young people aged 16-24, who are unemployed and not on the work programme, to get quality work experience and training opportunities with Caerphilly County Borough Council and LSB partners. The programme will run 8 week, 6 months and longer term apprenticeship placement opportunities for young people before being 'passported' into sustainable employment opportunities either within LSB organisations or the private sector. The youth employment support officers will be responsible for engaging young people in Communities First areas and supporting them to be able to apply for the Passport Programme if appropriate. Each individual referred to the Caerphilly Passport Programme will have an essential skills assessment and diagnostic to ensure the right support and training is provided as part of an 'employability menu'.

The youth employment support workers will deliver the workshops in the employability menu which will include:

- What Employers Expect – Basic at work behaviours including use of mobile phones, language, timekeeping etc.
- CV preparation and Update
- Job Search Techniques
- How to apply for a job (including practical session on PC)
- Interview Techniques
- Dress to Impress for Work
- Confidence Building and Motivation

Measuring Effort



Prosperous Communities

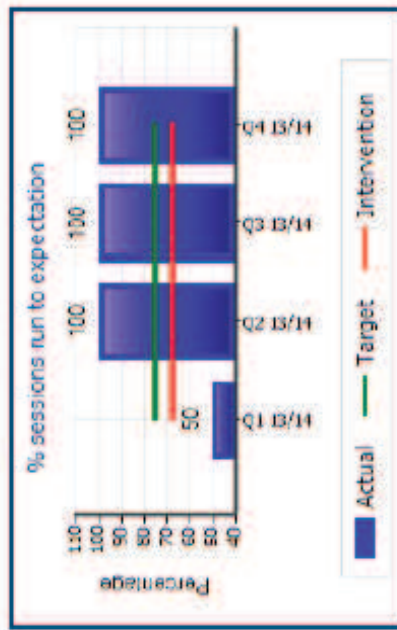
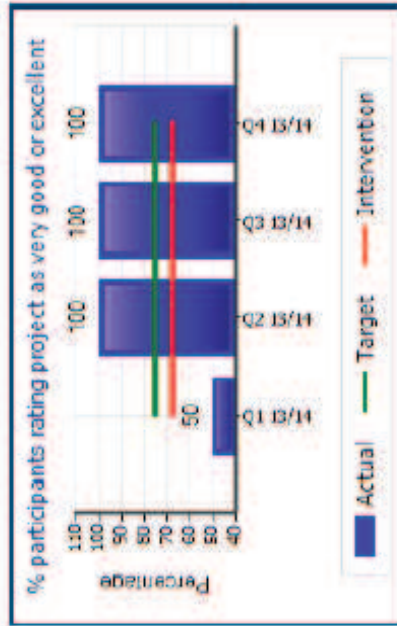
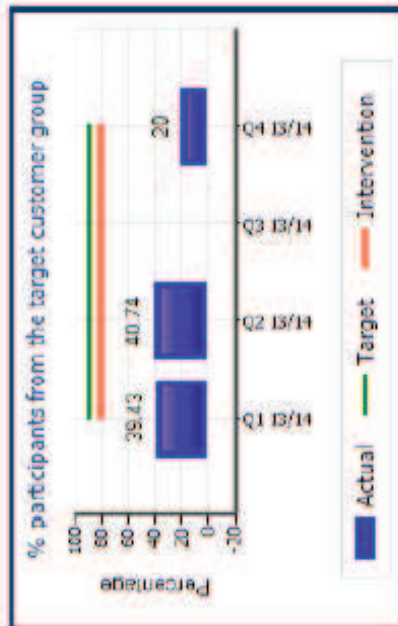
PC2 Reducing Youth Unemployment and disengagement

Project 1: Caerphilly Passport Programme

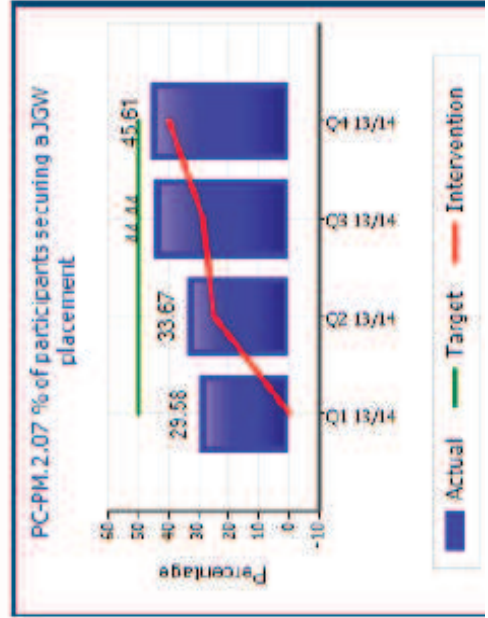
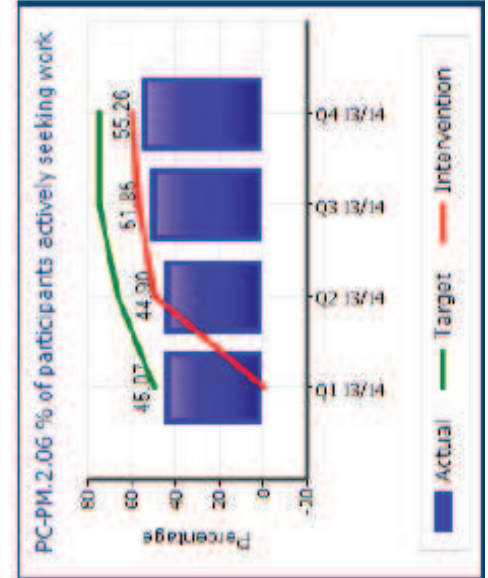
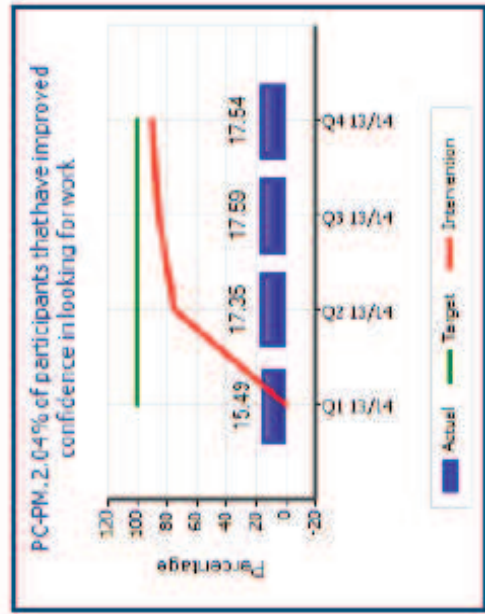


communities first *cymunedau yn gyntaf*

Measuring Quality



Measuring Effect



Learning Communities

LC2 Supporting Young People to Do Well at School

Project 3: School Family Link (Secondary School)



communities *first cymunedau yn gyntaf*

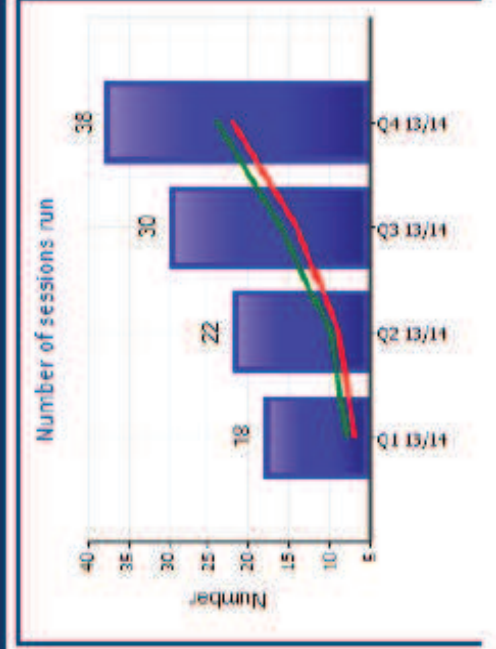
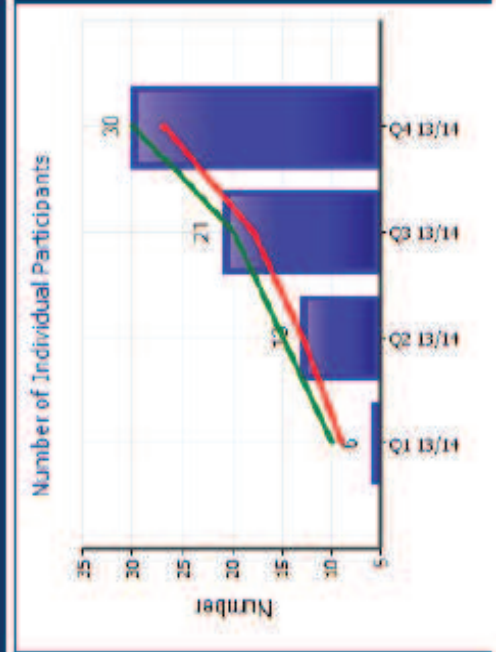
Project Description

Youth and family officers working with schools to:

- Create a link between school and non engaged families
- Give support to children who are experiencing difficulties in school, particularly with behaviour or social skills
- Support for children and young people at risk of disengagement
- Form working relationships with families of children experiencing difficulties
- Seek to improve attendance, behaviour, educational attainment and parental involvement of children who are identified as needing support
- Seek support of other agencies that can assist with issues
- Ensure that children identified to the link worker are supported through the transition into Key Stage 3, either as a group or individually

Support transition year for year 7,s

Measuring Effort



Learning Communities

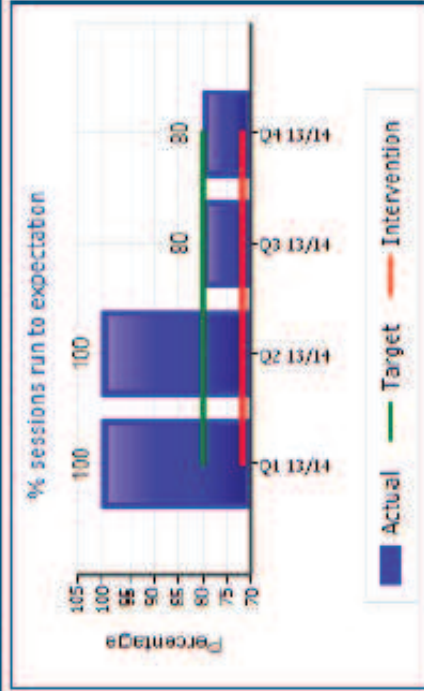
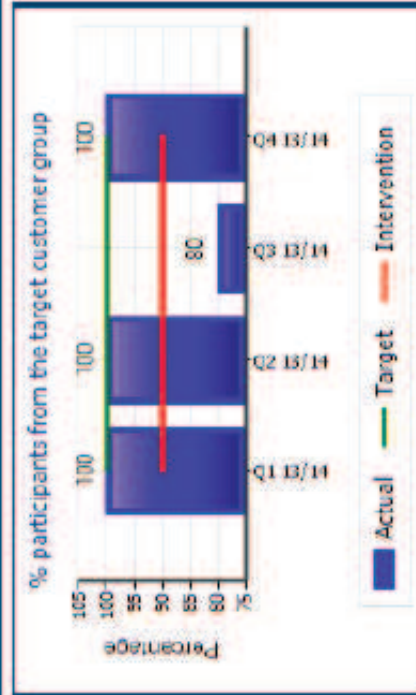
LC2 Supporting Young People to Do Well at School

Project 3: School & Family Link Project (Secondary School)

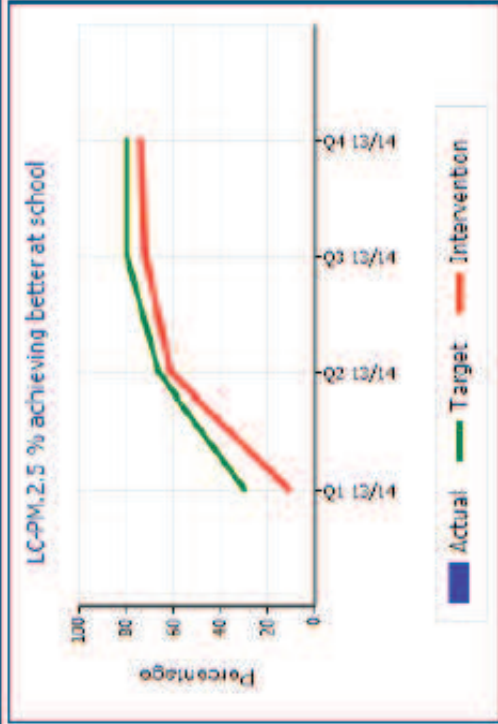
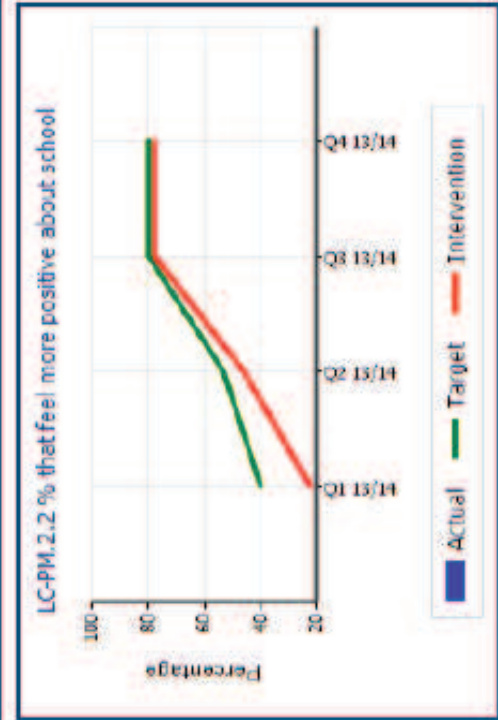


communities first cymunedau yn gyntaf

Measuring Quality



Measuring Effect



Learning Communities

LC2 Supporting Young People to Do Well at School

Project 4: School Family Link (Primary School)



communities *first cymunedau yn gyntaf*

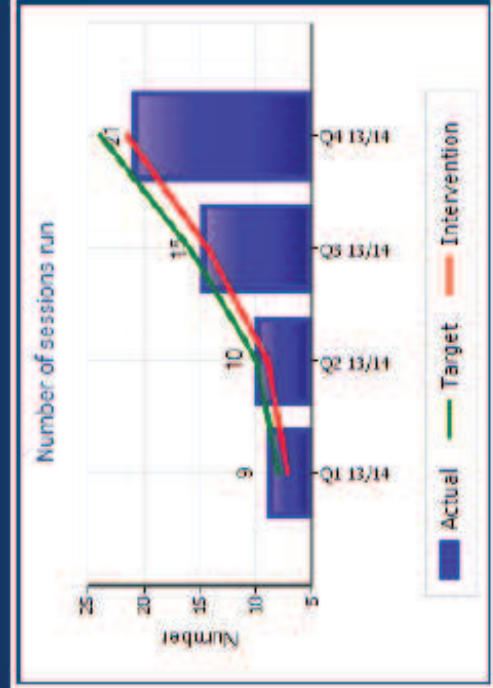
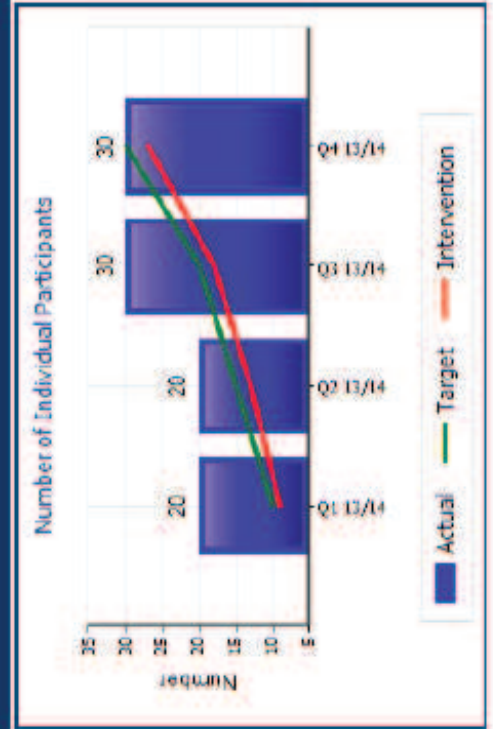
Project Description

Youth and family officers working with schools to:

- Create a link between school and non engaged families
- Give support to children who are experiencing difficulties in school, particularly with behaviour or social skills
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- Form working relationships with families of children experiencing difficulties
- Seek to improve attendance, behaviour, educational attainment and parental involvement of children who are identified as needing support
- Seek support of other agencies that can assist with issues
- Ensure that children identified to the link worker are supported through the transition into Key Stage 3, either as a group or individually

Support transition year for year 7,5

Measuring Effort



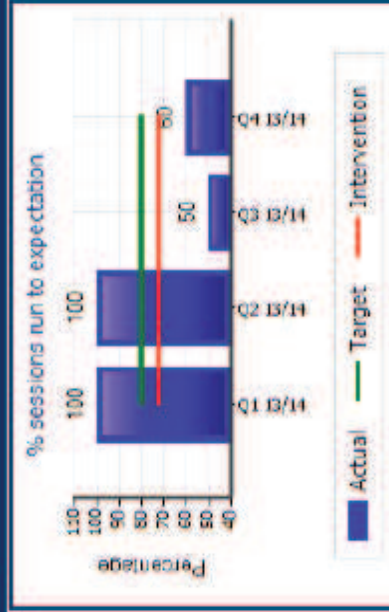
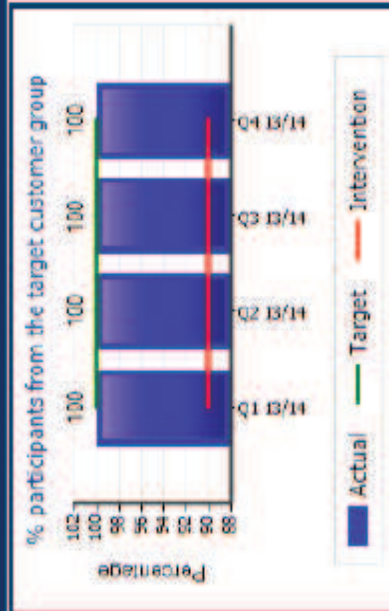
Learning Communities

LC2 Supporting Young People to Do Well at School
Project 4:School Family Link (Primary School)

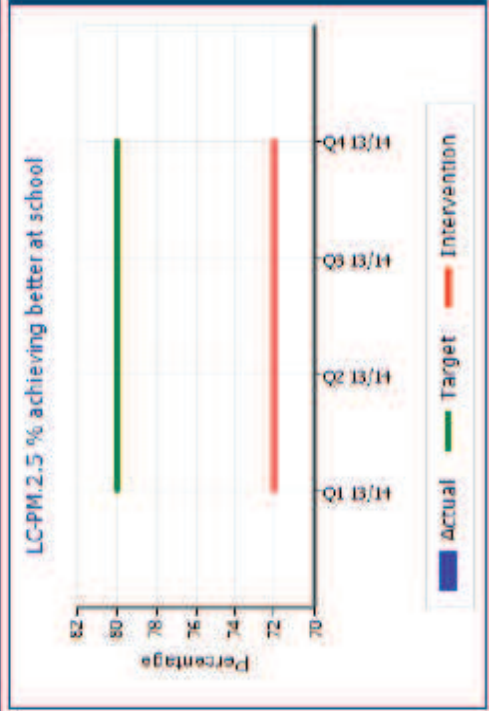
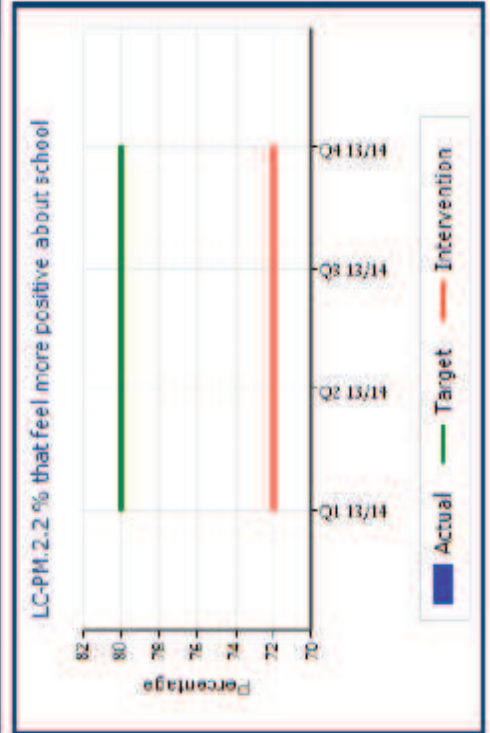


communities first cymunedau yn gyntaf

Measuring Quality



Measuring Effect



Learning Communities

LC4 Lifelong Learning in Communities

Project 2: Youth Participation Project



communities *first cymunedau yn gyntaf*

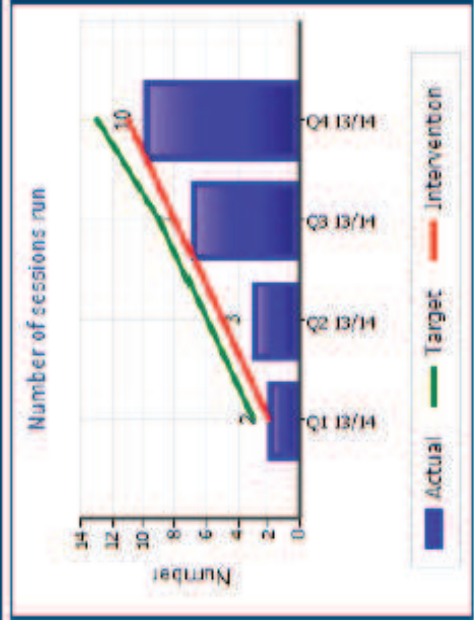
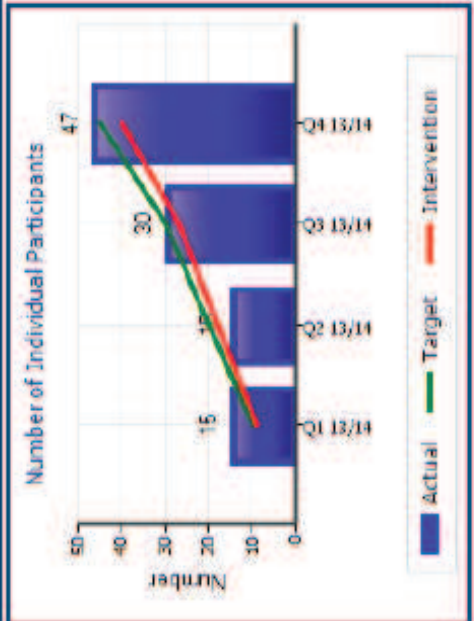
To engage and support children and young people, including the hardest to reach, so they are able to engage with participative processes. Maintaining current participative groups existing throughout the borough so they can contribute to plans across the cluster and so they can develop opportunities for accreditation and skills development for young people. This includes youth and family workers (in conjunction with the SCF worker) working with young people to further develop Junior PACT's, in order to ensure children and young people raise their views in relation to local issues around crime and community safety.

To ensure communities across the cluster have youth representation, so they can raise and discuss local issues at borough wide meetings and feed into strategic decision making within CCBC. To support the delivery of borough wide meetings and termly Junior Forum meetings, to ensure that young people who are less confident or more difficult to engage can contribute and participate. The officers will also work with the young people to ensure they are :

- Aware of what it means to be a representative and to have a representative view
- To ensure that all representatives feedback to the people they represent.
- Are prepared and equipped to discuss issues that are relevant to them and their peers.

Attendance and involvement will contribute to Childrens University credits and informal/ non formal accreditation. This will be facilitated by the Youth and Family officers and Youth Forum officers, should the children become more involved in either of the forums. The Youth and Family Co-ordinator will ensure all safeguarding measures are in place for young people to be involved and that links are made with TAF, Schools, SCCSP and YISP, so that young people who may be harder to reach or who are less able to engage are supported to attend.

Measuring Effort



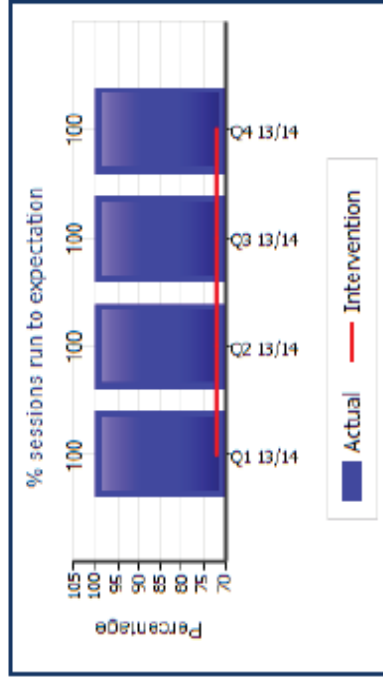
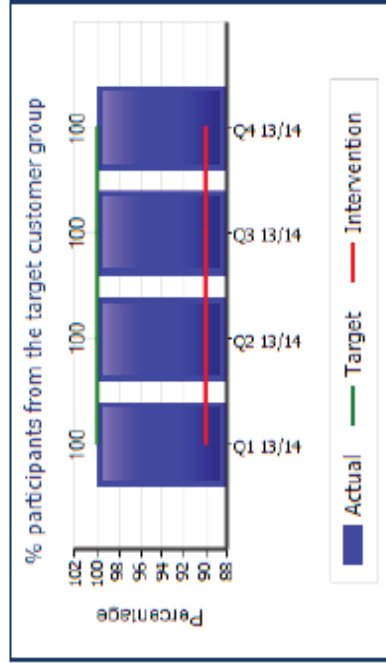
Learning Communities

LC4 Lifelong Learning in Communities
 Project 2: Youth Participation Project

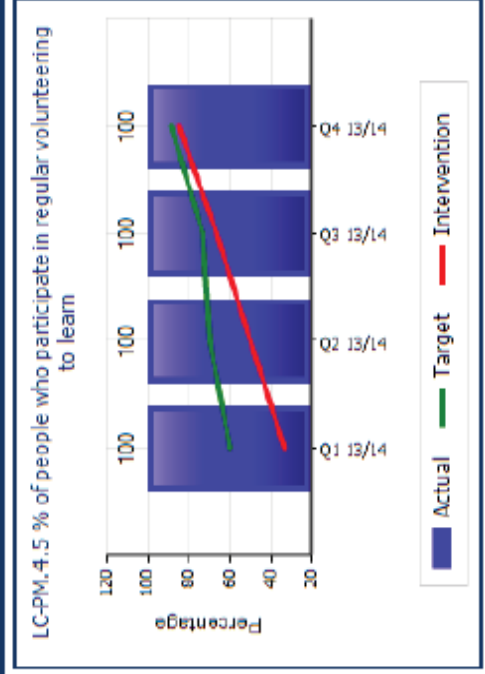
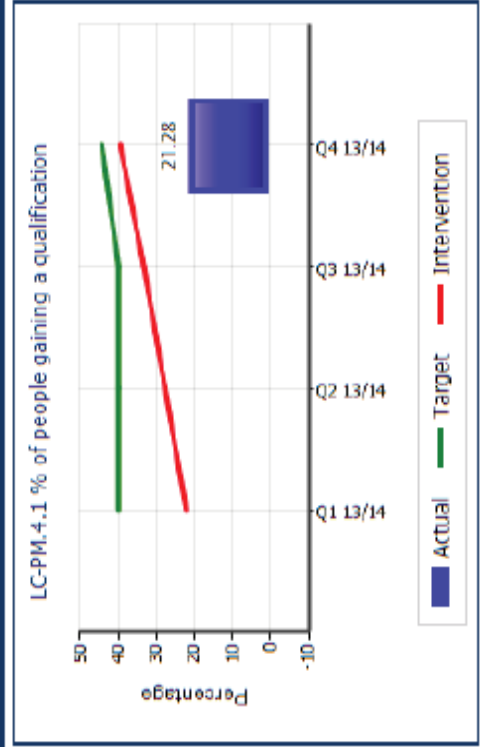


communities first cymunedau yn gyntaf

Measuring Quality



Measuring Effect



Learning Communities

LC4 Lifelong Learning in Communities

Project 4: Children's University

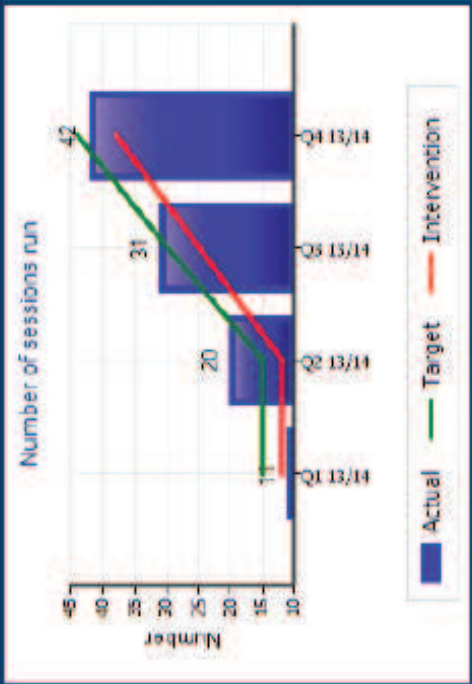
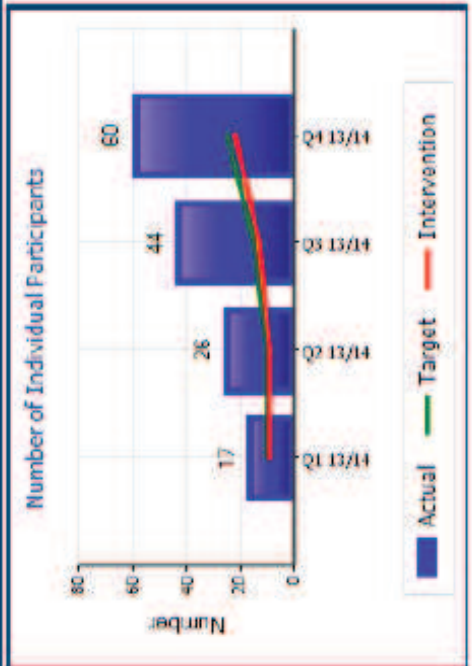


communities first cymunedau yn gyntaf

Project Description

The 'Children's University' aims to recognise the participation of children and young people in out of school activities in cultural, learning and sporting events, to increase aspirations and encourage young people to reach their full potential. The project involves students gaining specified 'credits' for approved out of school activities. These credits will then be 'banked' and recorded and work towards a Children's University recognised award. The University does not require children and young people to demonstrate achievement against predetermined targets but simply to demonstrate commitment to learning by attending activities. The 'Children's University' targets children aged 8 - 13, school years 3 - 8, and children are able to get a bronze, silver and gold award depending on their number of credits banked. There is also the opportunity of students progressing onto the 'Youth university', targeting young people aged 14 - 19, school years 9 - 14. The Family Support Workers will be engaging with children and young people to register with the Children's University. Registers will be collected from approved activities and sent to the Local authority to be collated in the central database. This will monitor a child's individual achievements throughout their school life. Youth and Family officers will engage young people through outreach and detached work and also through links with schools. Using participative methods the youth and family workers will aim to identify opportunities for children and young people to gain credits. The young people will be encouraged and supported to attend sessions delivered through Groundwork and Health and Wellbeing officers and also through family and youth workers developing sessions and activities e.g activities that positively contribute to personal goals or community development. The youth and family officers will develop the modules as and when necessary and be involved with all safeguarding procedures with groups or individuals they are facilitating. They will also ensure that distance travelled is monitored for all children and young people participating as they may be involved in other accreditation outside of Children's Uni.

Measuring Effort



Learning Communities

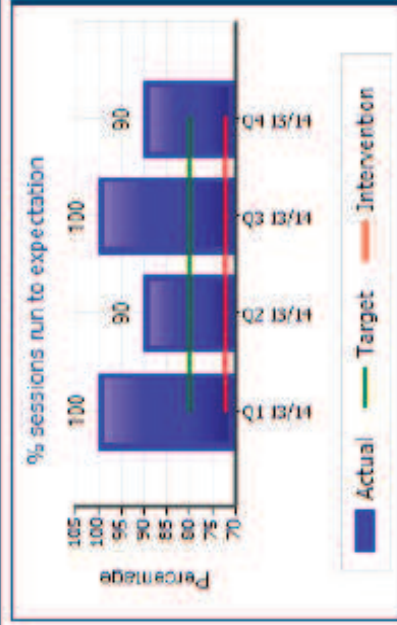
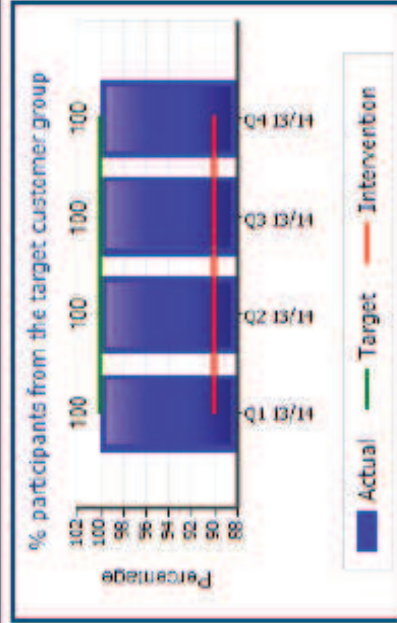
LC4 Lifelong Learning in Communities

Project 4: Children's University

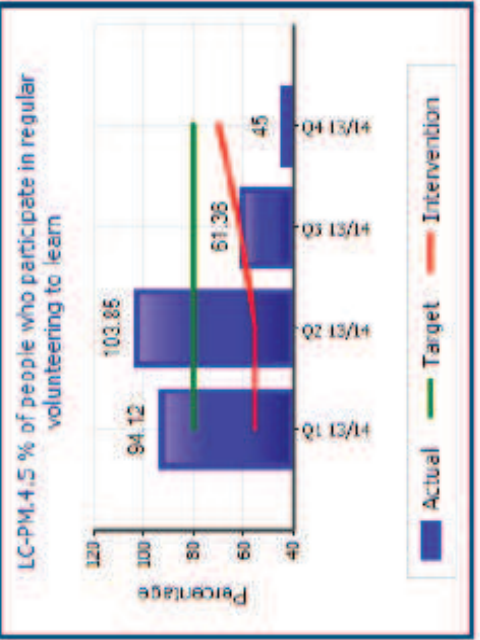
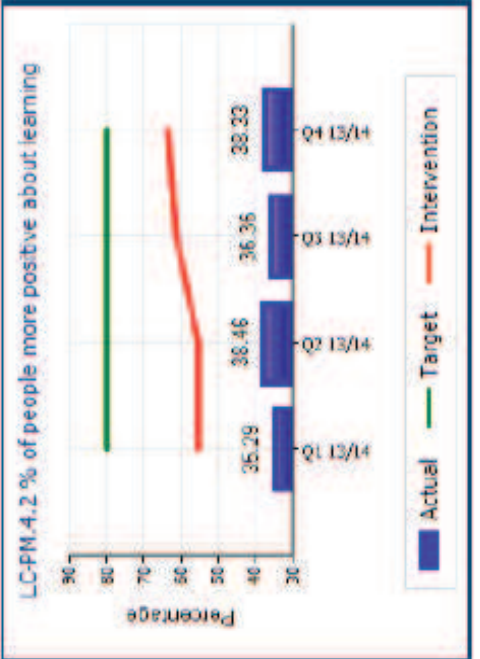
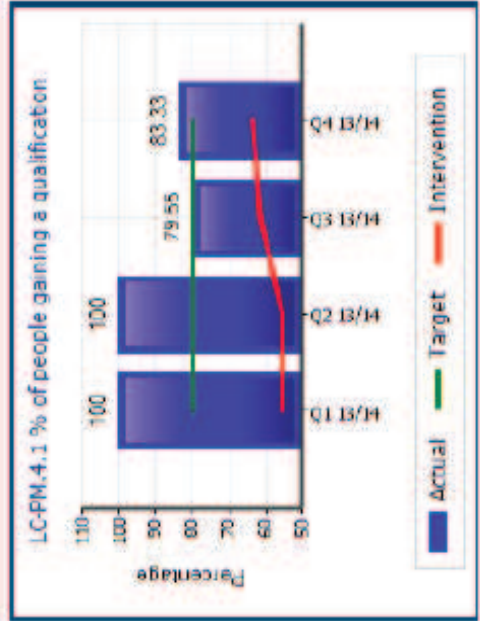


communities first cymunedau yn gyntaf

Measuring Quality



Measuring Effect



Learning Communities

LC4 Lifelong Learning in Communities

Project 5: Promoting Accreditation and Raising Aspiration with Young People

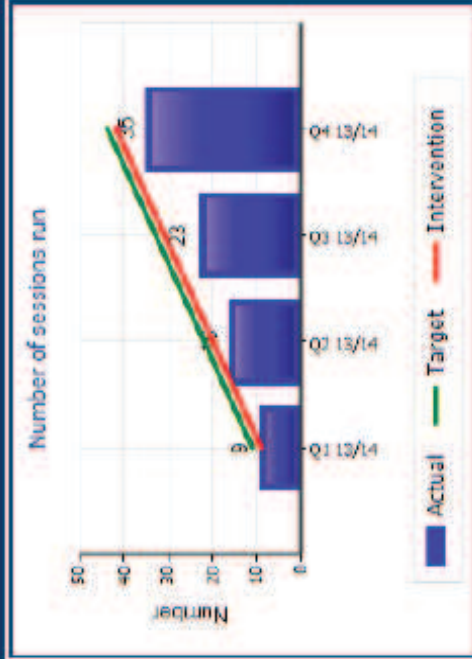
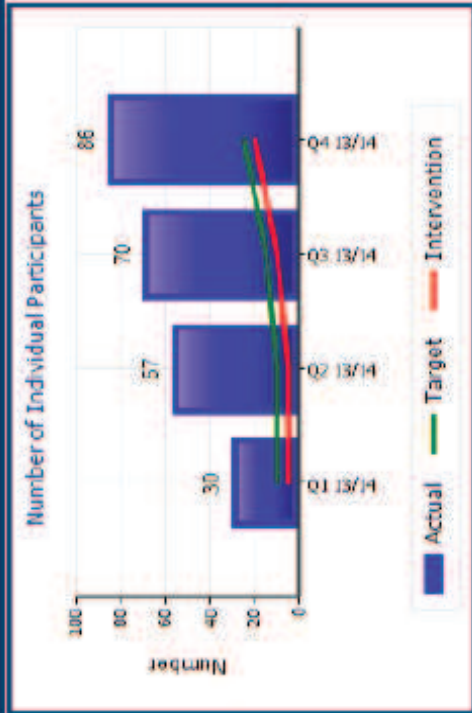


communities first *cymunedau yn gyntaf*

Project Description

The project will provide opportunities for young people to participate in individual and ongoing pieces of work to enable them to gain informal and non formal accreditation. The accreditation will include informal recognition, but also non formal opportunities will be offered such as Dof E, ASDAN, Sports Leaders, Agored, National Navigation Awards and so on. All sessions will compliment Childrens Uni, as the focus will remain on learning and skills development in relation to a specific a topic, where Childrens University will focus on credits for engagement and involvement. The Youth and Family Officers will deliver sessions and organise and support sessions delivered by specialists, in line with young peoples need. Sessions will include opportunities to engage in activities relating to developing basic skills, life skills and emotional health and wellbeing. This will include use of outdoor environments in order to promote the physical and mental health benefits associated with use of the outdoor and being active. Parents will also be involved where appropriate. In addition to this other youth support services in the local community. In order to ensure that young people's achievements are recognised a presentation evening will take place and parents and community members will be invited. The young people will also have individual records of achievement, have distance travelled recorded and monitored as part of their ongoing development and also information will be passed to schools, in relation to their progress. Young people will be identified through outreach and detached work, links with schools, links with Families First projects and through links with the SCCSP. Youth and Family Co-ordinator will maintain links with all relevant bodies to ensure young people are identified for support and to ensure that communication channels remain open. Thus ensuring agencies and services involved with young people are aware of their development. All Wales guidance in relation to off site activities, hazardous activities and independent providers will be overseen by the Senior Youth Officer in order to ensure young people are safeguarded

Measuring Effort



Learning Communities

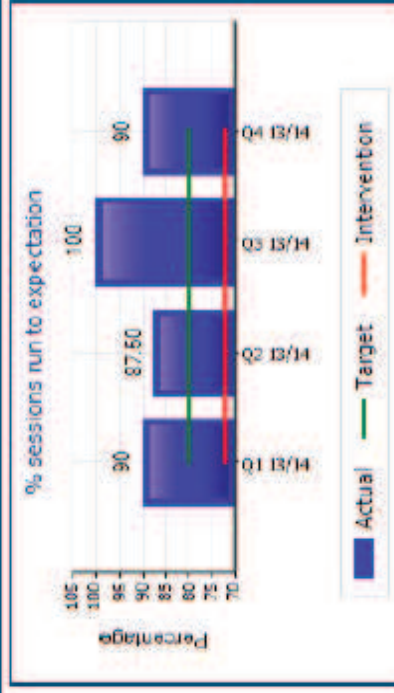
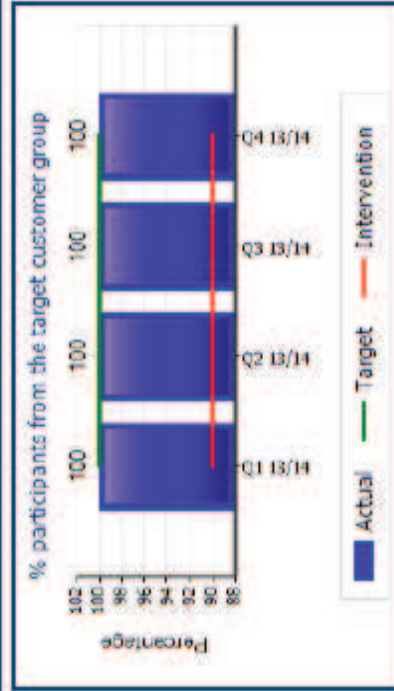
LC4 Lifelong Learning in Communities

Project 5: Promoting Accreditation and Raising Aspiration with Young People

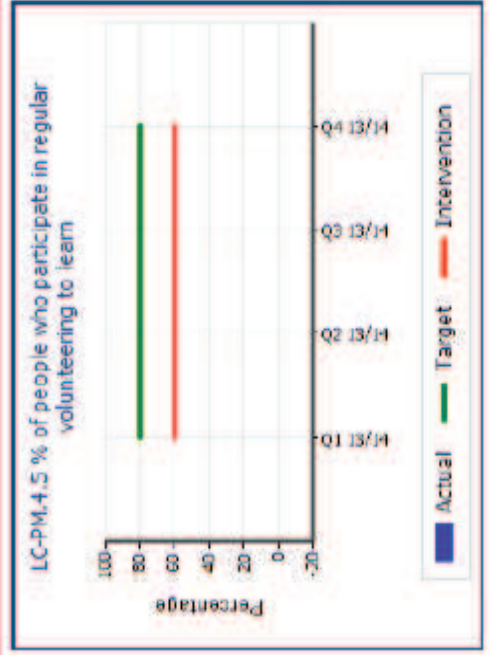
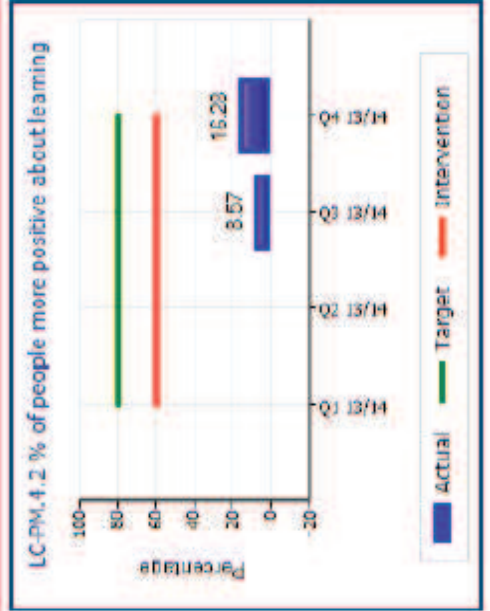
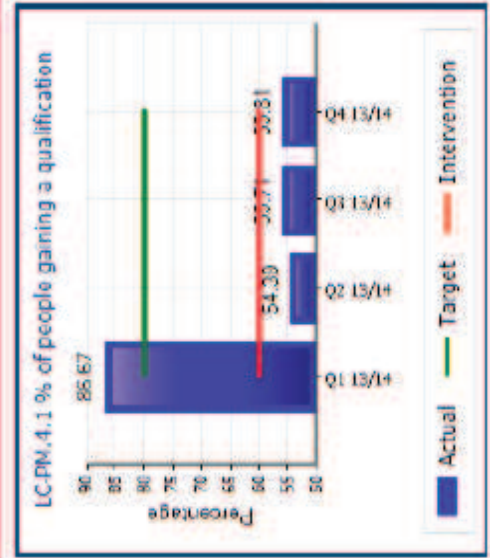


communities first cymunedau yn gyntaf

Measuring Quality



Measuring Effect



Learning Communities

LC5 Improving Adult Life Skills

Project 2: Family Transition Project

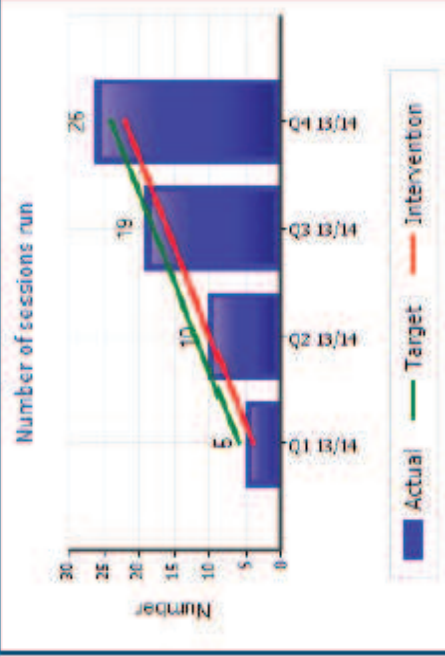
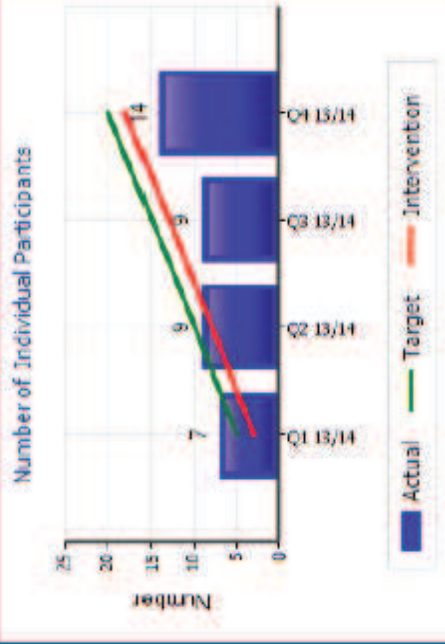


communities *first cymunedau yn gyntaf*

Project Description

Working with Families First, Family Engagement project, the youth and family officers and co-ordinator will develop sessions to engage with families, at completion stage of Families Together programme, in order that they can become more engaged with their local community and access opportunities to support their personal development. At present family engagement workers engage families with emerging needs through outreach and detached work, home visits and families together sessions. The sessions aim to provide families with support and information to enable them access more specialised services through the TAF. Often the families find they do not need these interventions and would like to become more involved in opportunities around training, volunteering, learning new skills etc. In order to provide the families with these opportunities the youth and family officers will develop a transition group to enable families to move from families together or family engagement project to activities with a more 'universal focus'. The work will not focus on the emerging needs of the families, but will seek to identify opportunities that will promote positive, personal development for individuals within the family and the family as a whole. Sessions will run for between 6 – 8 weeks and will be tailor made to meet the needs of the families and individuals within the group. Sessions will involve activities such as confidence building, health and wellbeing work, promotion of local opportunities for training and or volunteering, opportunities to engage in sessions delivered by health officers, Groundwork or other specialist providers and 'taster' sessions. In addition to this the youth and family worker will provide opportunities for families to engage in outdoor activities which are low cost, in order to promote positive family interaction and healthy lifestyles. The sessions will also focus on sustainability and enabling the group to continue to operate without the support of the officers, should they wish to do so. The group will also have the opportunity to engage with parent network and youth and junior forums as part of the ongoing sessions.

Measuring Effort



Learning Communities

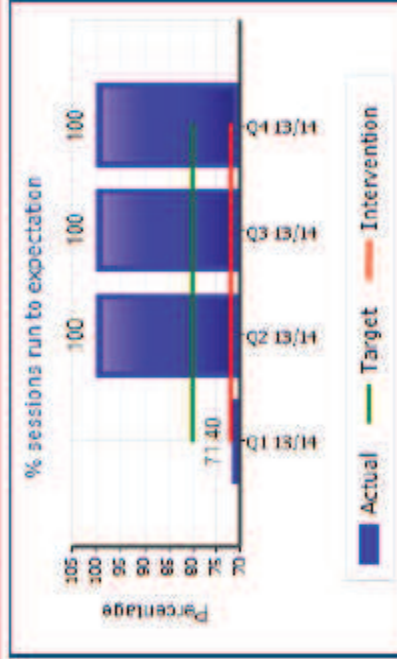
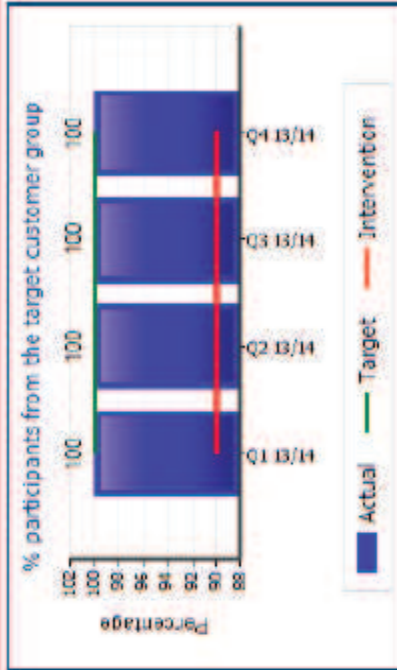
LC5 Improving Adult Life Skills

Project 2: Family Transition Project

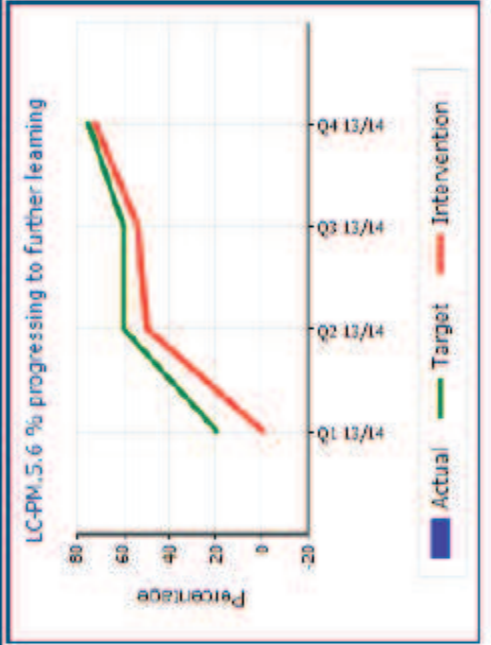
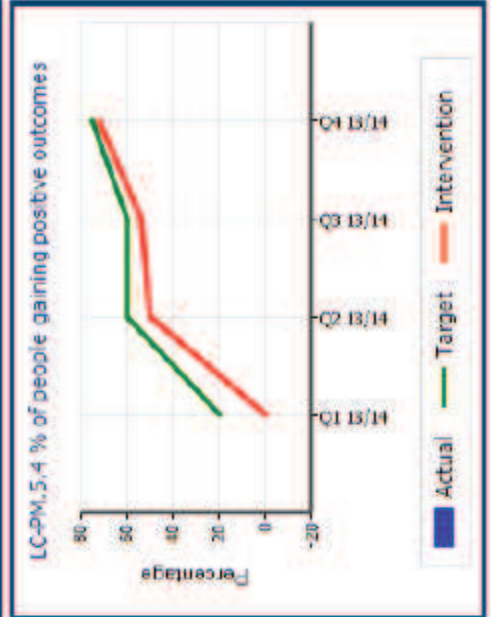
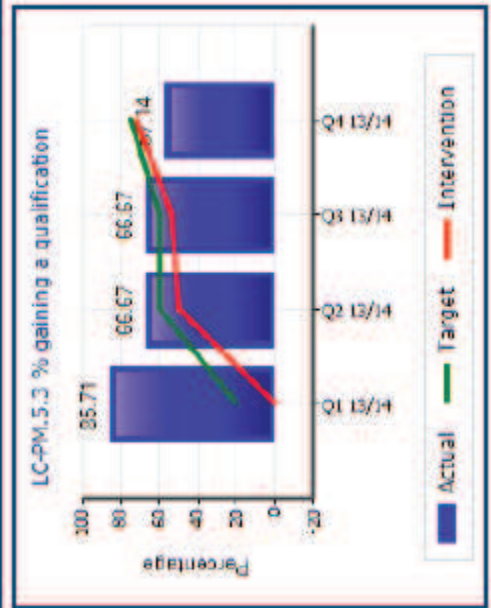


communities *first cymunedau yn gyntaf*

Measuring Quality



Measuring Effect



Healthier Communities

HC1 Supporting a Flying Start in the Early Years

Project 1: Postnatal project



communities *first cymunedau yn gyntaf*

Project Description - **Pilot Project (hence low targets)**

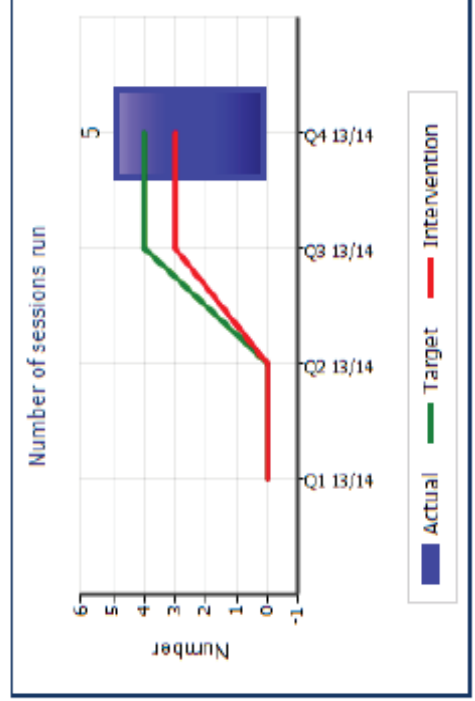
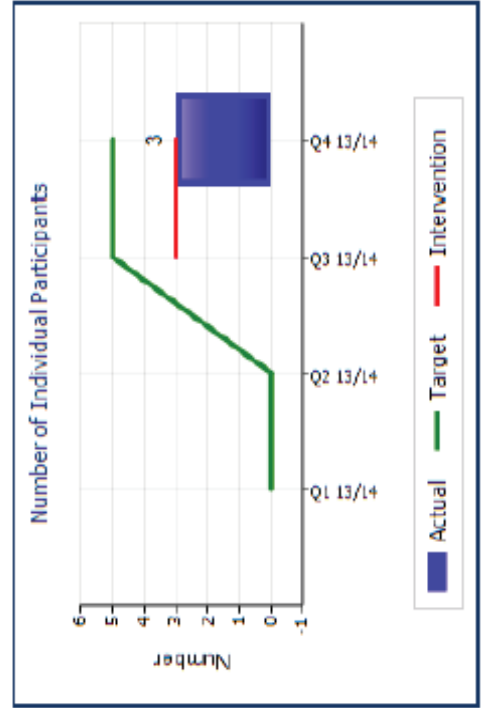
This multi-agency project will involve a 4 week family focussed programme covering a variety of child centred topics as follows:

- Nutrition
- Family Wellbeing
- Child Safety
- Information
- play
- Physical Activity

These sessions will be run as part of existing baby and toddler groups or in tandem. They will be offered to families who have pre-school aged children predominantly but many of the messages will be applicable throughout the child's life. This project will include exit strategies into locally run training sessions and groups such as cookery courses, self help groups and the Family Engagement Project.

Entry referrals and Exit strategies will also be made via the antenatal/postnatal programmes offered through Flying Start.

Measuring Effort



Healthier Communities

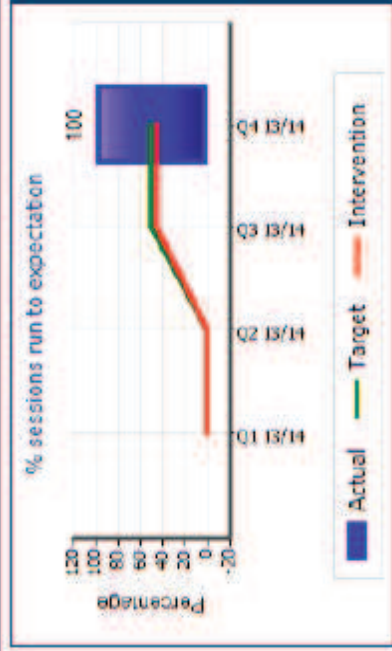
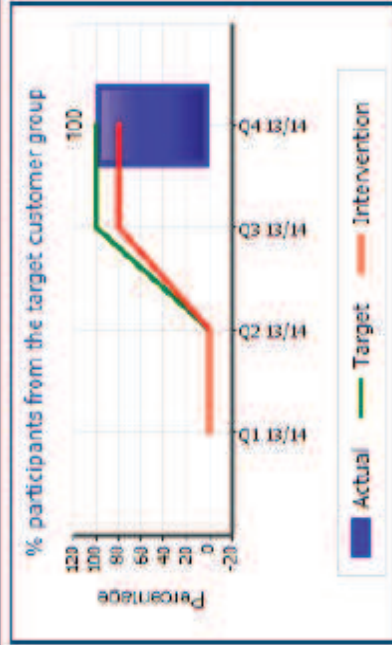
HCI Supporting a Flying Start in the Early Years

Project 1: Postnatal Project

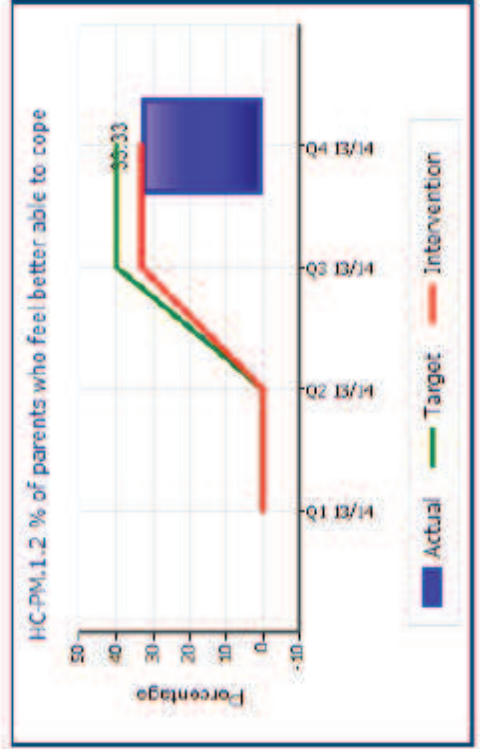


communities first cymunedau yn gyntaf

Measuring Quality



Measuring Effect



Ffynnon Data Extract: Communities First – Education linked items

2013/14

Cluster - Mid Valleys West

March 2014



communities first *cymunedau yn gyntaf*



Llywodraeth Cymru
Welsh Government

Mid Valleys West

Prosperous Communities

- ~~Parent Employment Project~~
- Caerphilly Passport Project

Learning Communities

- School and Family Link (Primary Age) (Secondary Age)
- Youth Participation Project
- Children's University
- Promoting Accreditation and Raising Aspirations with Young People
- Family Transition Project

Healthier Communities

- Postnatal Programme
- ~~Community Antenatal Sessions~~
- ~~Streetgames~~

Prosperous Communities

PC2 Reducing Youth Unemployment and Disengagement

Project 1:Caerphilly Passport Programme



communities first cymunedau yn gyntaf

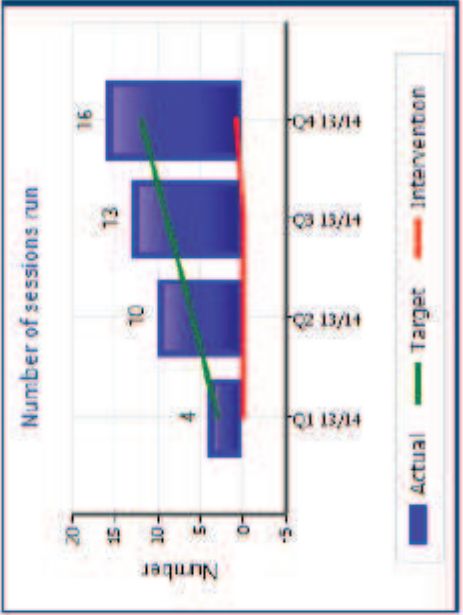
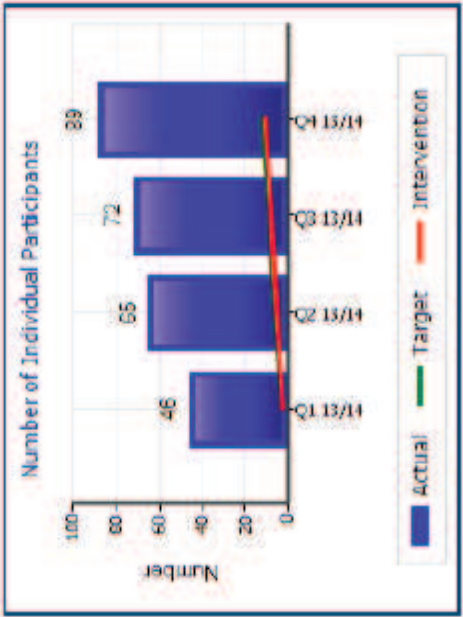
Project Description

The Caerphilly Passport Programme provides an opportunity for young people aged 16-24, who are unemployed and not on the work programme, to get quality work experience and training opportunities with Caerphilly County Borough Council and LSB partners. The programme will run 8 week, 6 months and longer term apprenticeship placement opportunities for young people before being 'passported' into sustainable employment opportunities either within LSB organisations or the private sector. The youth employment support officers will be responsible for engaging young people in Communities First areas and supporting them to be able to apply for the Passport Programme if appropriate.

Each individual referred to the Caerphilly Passport Programme will have an essential skills assessment and diagnostic to ensure the right support and training is provided as part of an 'employability menu'. The youth employment support workers will deliver the workshops in the employability menu which will include what Employers Expect - Basic at work behaviours including use of mobile phones, language, timekeeping etc, CV preparation, Job Search Techniques, How to apply for a job (including practical session on PC) and Interview Techniques. The Citizen Advice Bureau will provide a Financial Literacy session, which will include information on budgeting, salary information and effect on benefits.

Individuals will be able to discuss what placement opportunities there are with CCBC departments and LSB partners at an employer focus session, after completing the employability menu. Once on placements, the individuals will be supported and mentored to secure sustainable employment.

Measuring Effort



Prosperous Communities

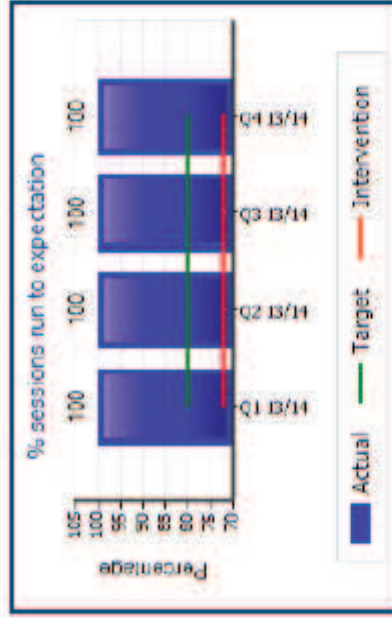
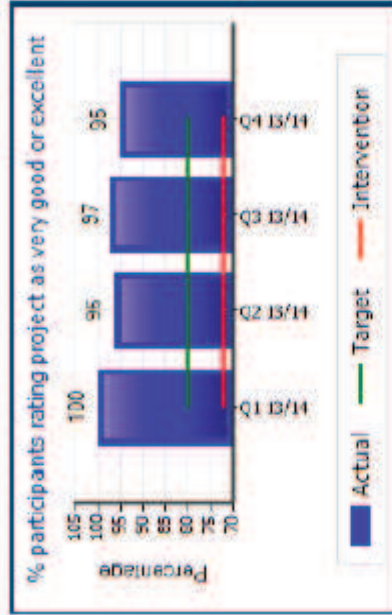
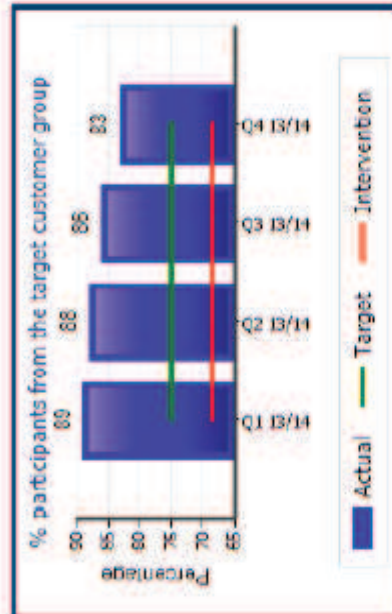
PC2 Reducing Youth Unemployment and disengagement

Project 1: Caerphilly Passport Programme

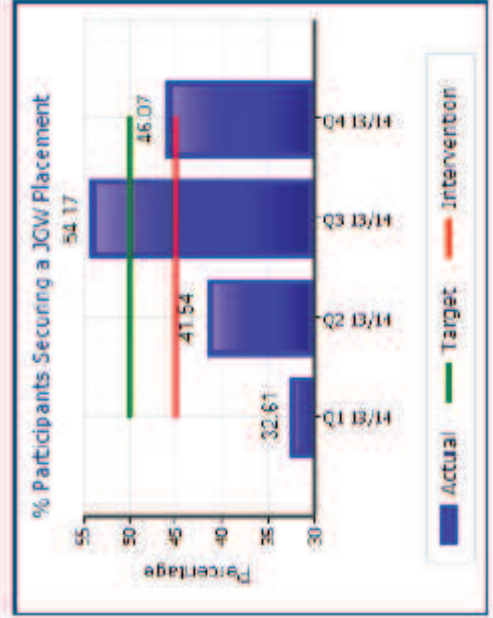
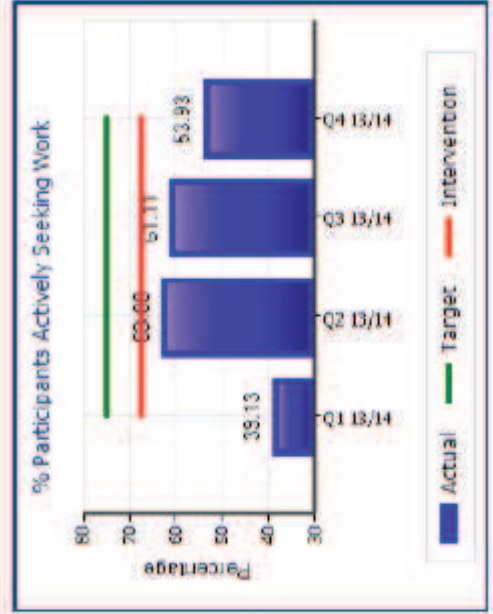
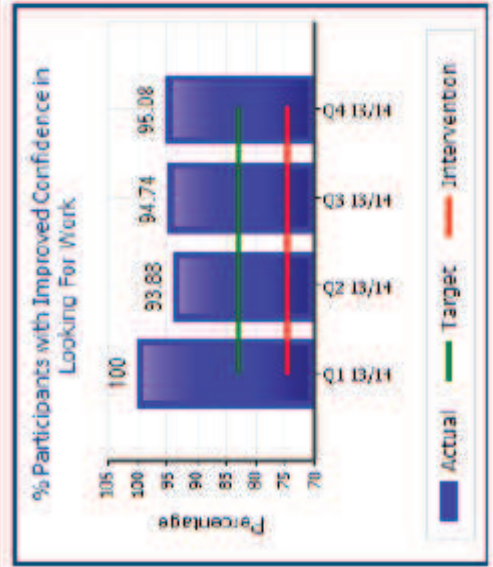


communities first *cymunedau yn gyntaf*

Measuring Quality



Measuring Effect



Learning Communities

LC2 Supporting Young People to Do Well at School

Project 1: School Family Link (Children aged 8-11)



communities first cymunedau yn gyntaf

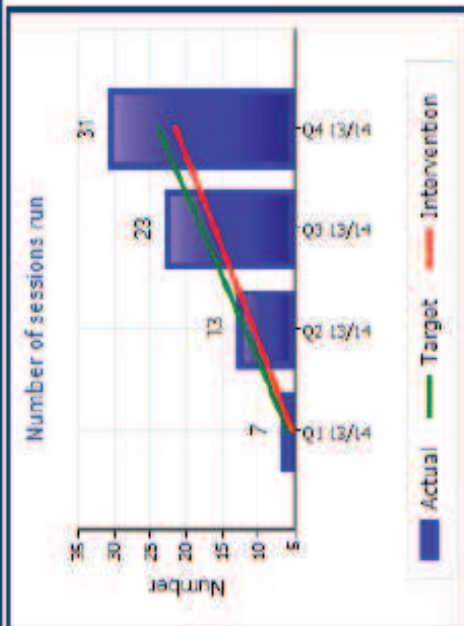
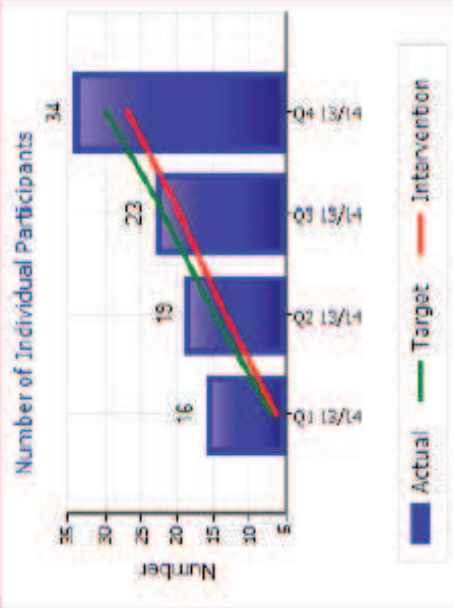
Project Description Youth and family officers working with schools to:

- Create a link between school and non engaged families
- Give support to children who are experiencing difficulties in school, particularly with behaviour or social skills.
- Support for children and young people at risk of disengagement.
- Form working relationships with families of children experiencing difficulties
- Seek to improve attendance, behaviour, educational attainment and parental involvement of children who are identified as needing support
- Seek support of other agencies that can assist with issues
- Ensure that children identified to the link worker are supported through the transition into Key Stage 3, either as a group or individually
- Support transition year for year 7's

The youth and family officers will:

- Run group sessions with children who require additional support with issues such as anger management, self esteem and social/ communication skills.
- Support families, where necessary, to engage with Families and Schools Together, Team Around the Family or Family Engagement Project.
- Undertaking home visits to remove barriers with disengaged parents/carers.
- Support children and young people to engage in positive, productive activities outside of school.

Measuring Effort



Learning Communities

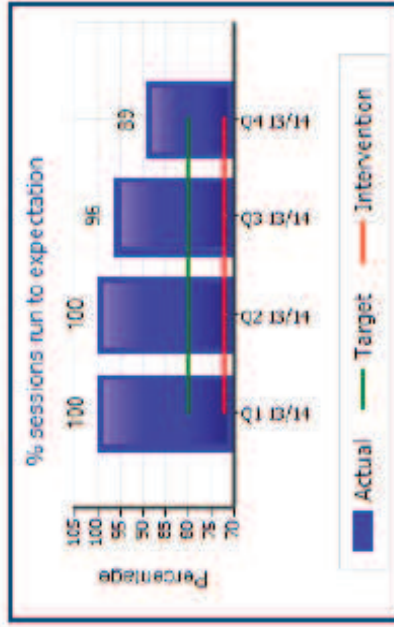
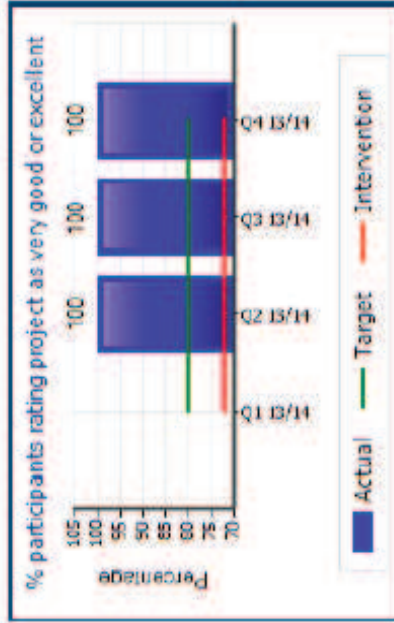
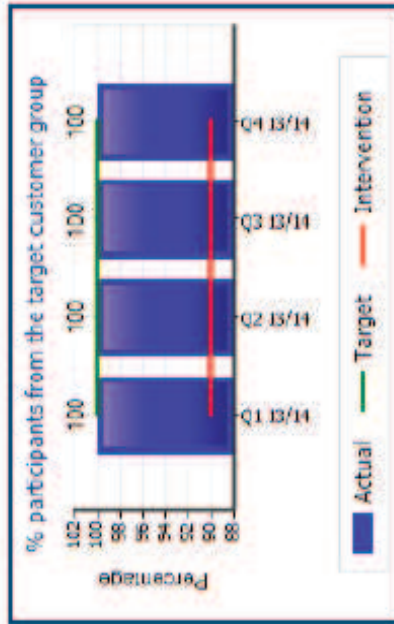
LC2 Supporting Young People to Do Well at School

Project 1: School Family Link (Children aged 8-11)

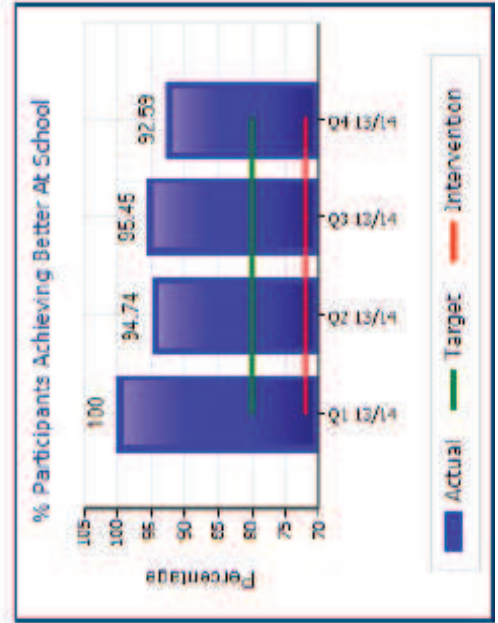
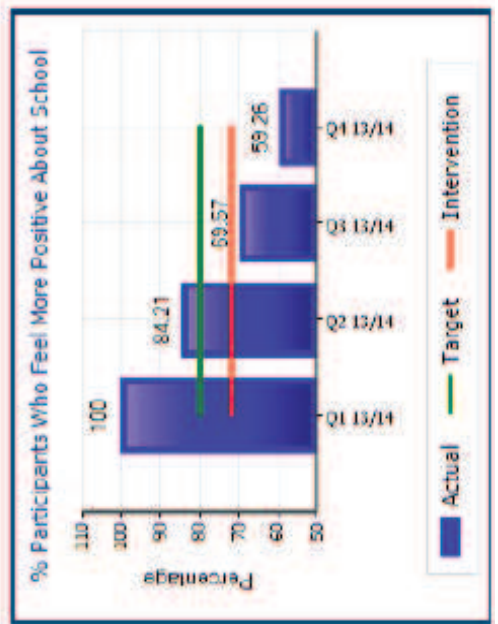


communities first cymunedau yn gyntaf

Measuring Quality



Measuring Effect



Learning Communities

LC2 Supporting Young People to Do Well at School

Project 2: School Family Link (Young People aged 11-16)



communities first cymunedau yn gyntaf

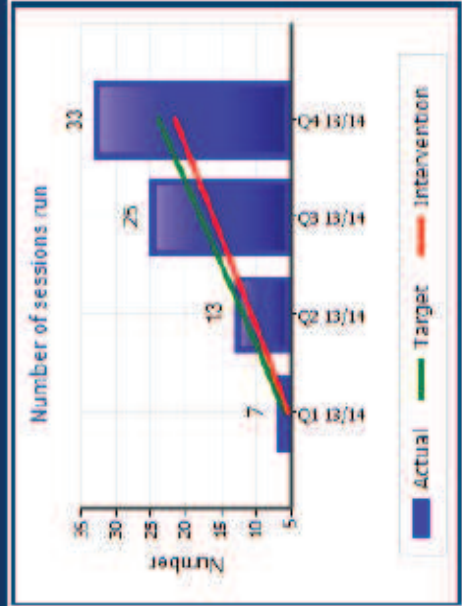
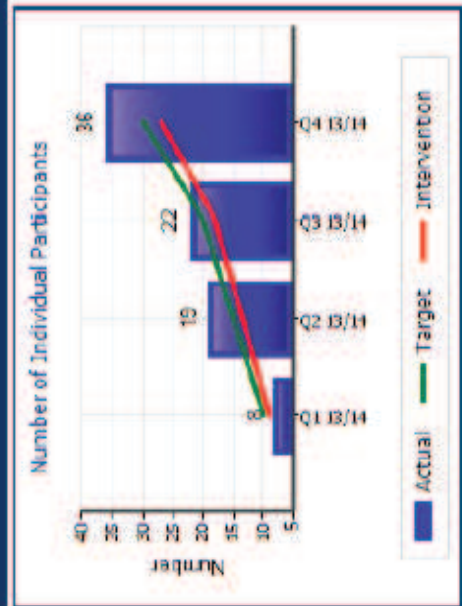
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- Form working relationships with families of children experiencing difficulties
- Seek to improve attendance, behaviour, educational attainment and parental involvement of children who are identified as needing support
- Seek support of other agencies that can assist with issues
- Ensure that children identified to the link worker are supported through the transition into Key Stage 3, either as a group or individually
- Support transition year for year 7's

The youth and family officers will:

- Run group sessions with children who require additional support with issues such as anger management, self esteem and social communication skills.
- Support families, where necessary, to engage with Families and Schools Together, Team Around the Family or Family Engagement Project.
- Undertaking home visits to remove barriers with disengaged parents/carers.
- Support children and young people to engage in positive, productive activities outside of school.

Measuring Effort



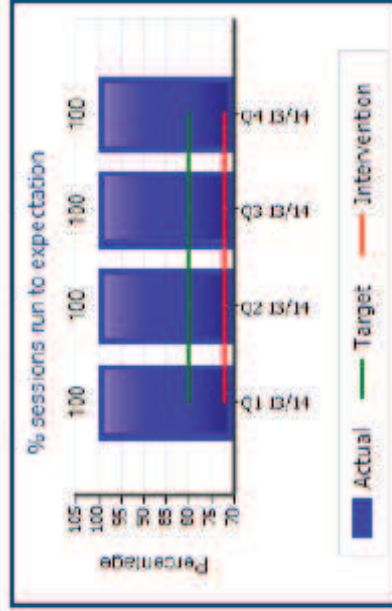
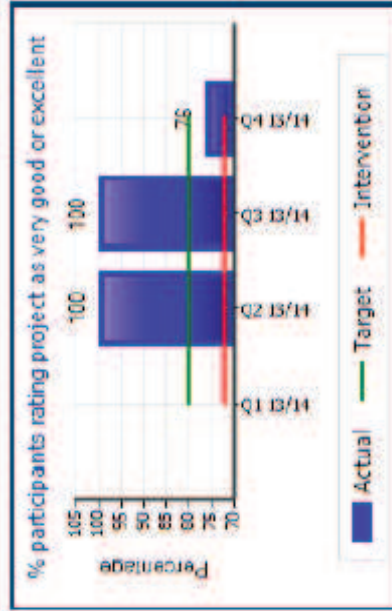
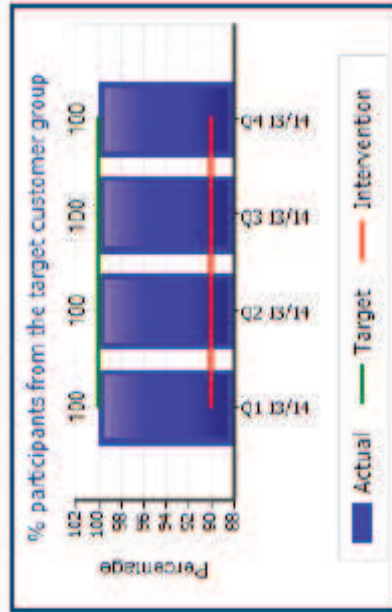
Learning Communities

LC2 Supporting Young People to Do Well at School
 Project 2: School Family Link (Children aged 11-16)

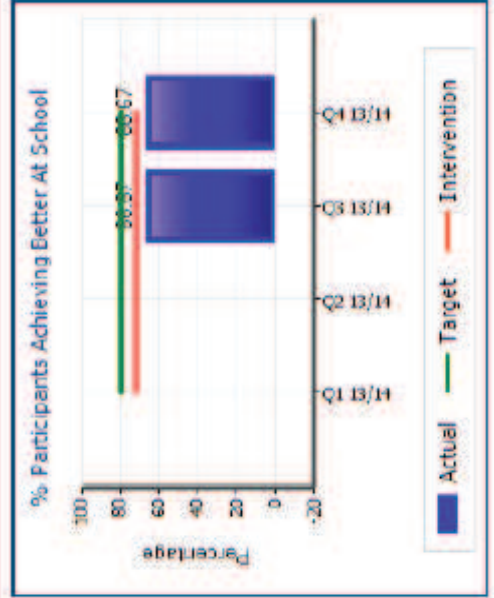
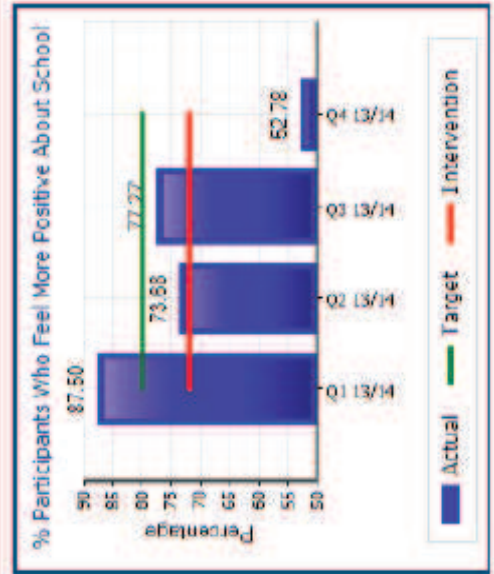


communities first cymunedau yn gyntaf

Measuring Quality



Measuring Effect



Learning Communities

LC4 Lifelong Learning in Communities

Project 3: Youth Participation Project



communities first cymunedau yn gyntaf

Project Description To engage and support children and young people, including the hardest to reach, so they are able to engage with participative processes.

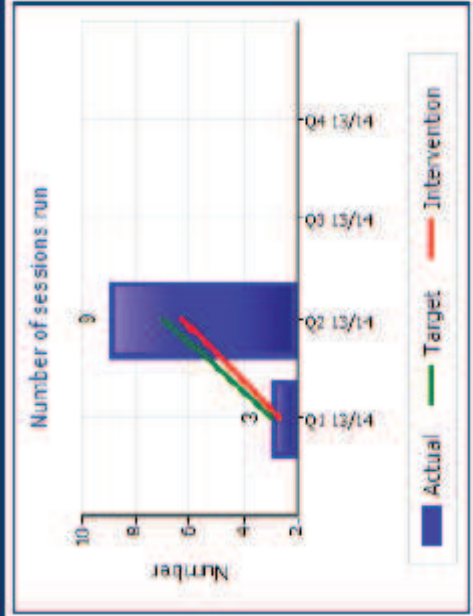
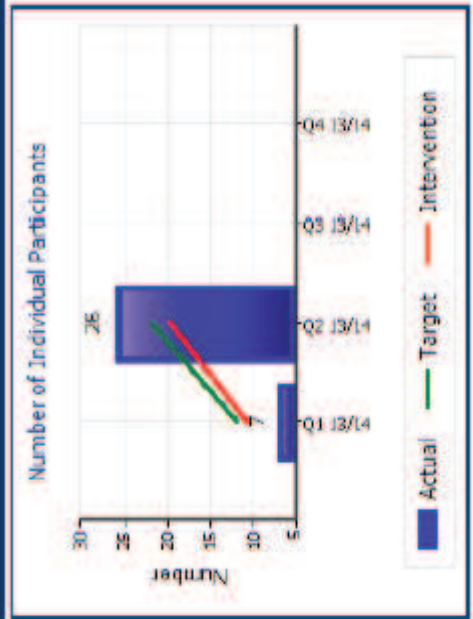
Maintaining current participative groups existing throughout the borough so they can contribute to plans across the cluster and so they can develop opportunities for accreditation and skills development for young people. This includes youth and family workers (in conjunction with the SCF worker) working with young people to further develop Junior PACT's, in order to ensure children and young people raise their views in relation to local issues around crime and community safety.

To ensure communities across the cluster have youth representation, so they can raise and discuss local issues at borough wide meetings and feed into strategic decision making within CCBC. To support the delivery of borough wide meetings and termly Junior Forum meetings, to ensure that young people who are less confident or more difficult to engage can contribute and participate.

Attendance and involvement will contribute to Childrens University credits and informal/ non formal accreditation. This will be facilitated by the Youth and Family officers and Youth Forum officers, should the children become more involved in either of the forums.

The Youth and Family Co-ordinator will ensure all safeguarding measures are in place for young people to be involved and that links are made with TAF, Schools, SCCSP and YISP, so that young people who may be harder to reach or who are less able to engage are supported to attend.

Measuring Effort



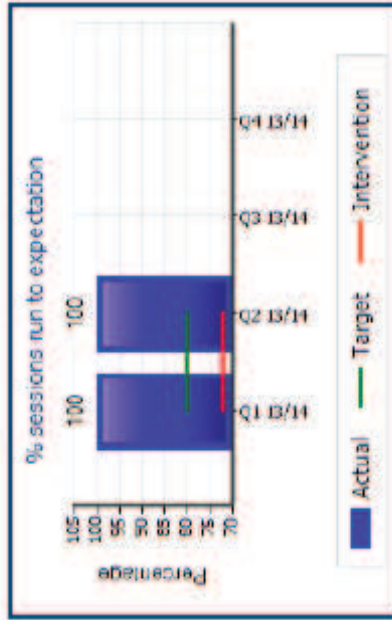
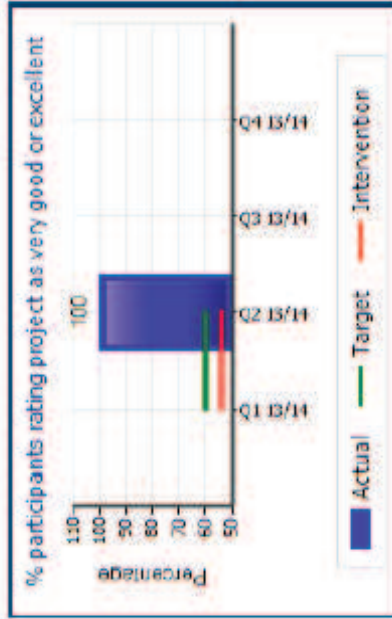
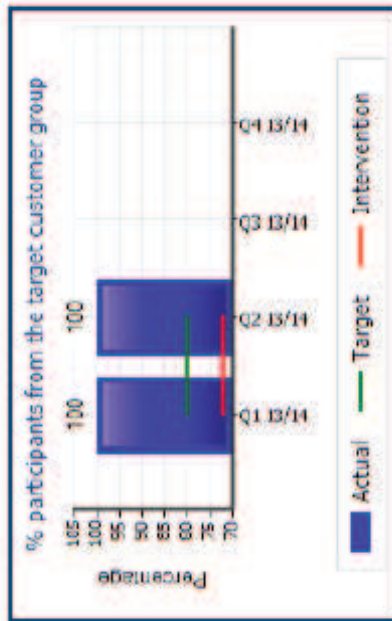
Learning Communities

LC4 Lifelong Learning in Communities
 Project 3: Youth Participation Project

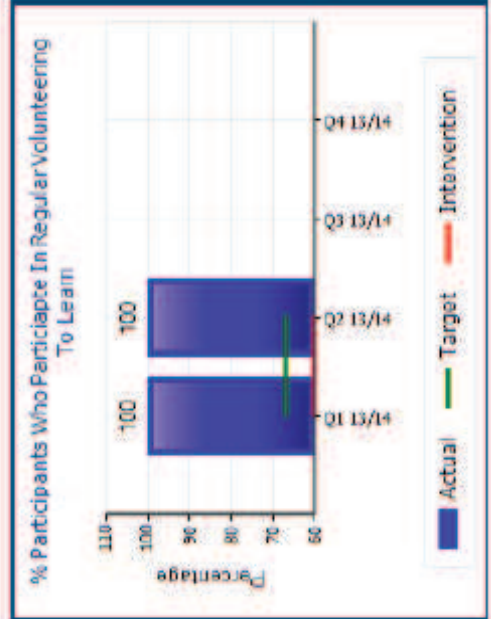
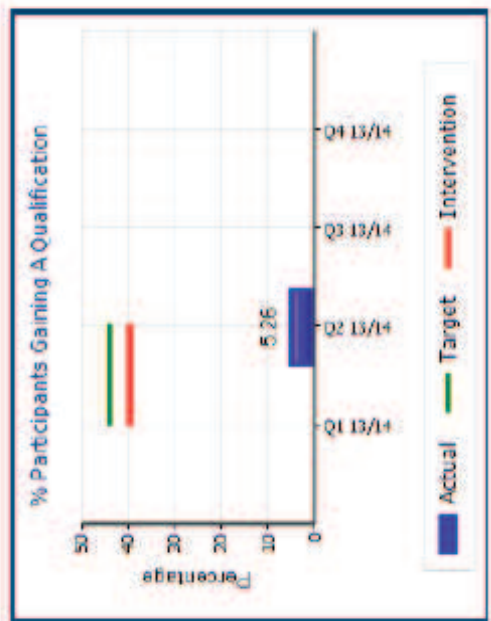


communities first cymunedau yn gyntaf

Measuring Quality



Measuring Effect



Learning Communities

LC4 Lifelong Learning in Communities

Project 4: Children's University

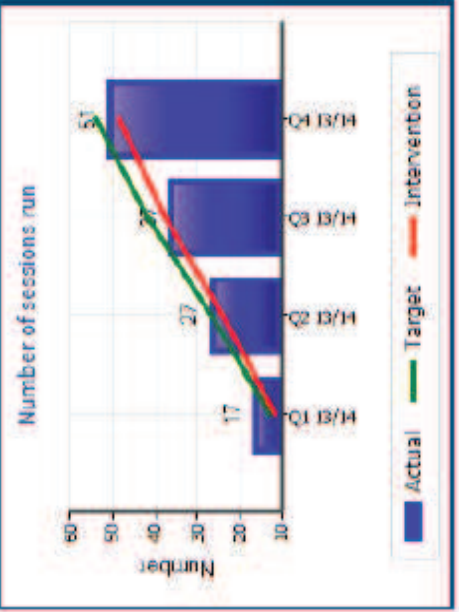
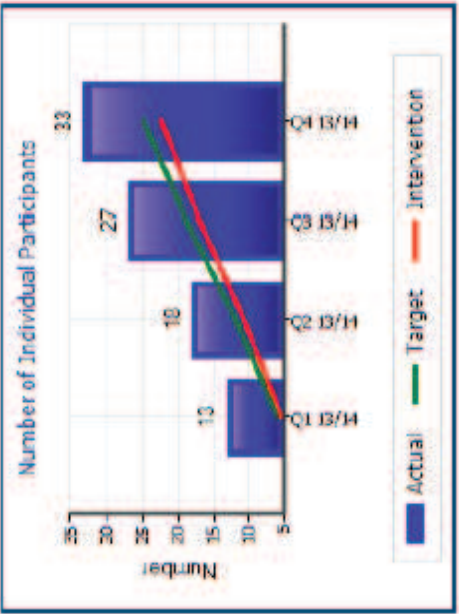


communities first cymunedau yn gyntaf

Project Description The 'Children's University' aims to recognise the participation of children and young people in out of school activities in cultural, learning and sporting events, to increase aspirations and encourage young people to reach their full potential. The project involves students gaining specified 'credits' for approved out of school activities. These credits will then be 'banked' and recorded and work towards a Children's University recognised award. The University does not require children and young people to demonstrate achievement against predetermined targets but simply to demonstrate commitment to learning by attending activities. The 'Children's University' targets children aged 8 - 13, school years 3 - 8, and children are able to get a bronze, silver and gold award depending on their number of credits banked. There is also the opportunity of students progressing onto the 'Youth University', targeting young people aged 14 - 19, school years 9 - 14. The Family Support Workers will be engaging with children and young people to register with the Children's University. Registers will be collected from approved activities and sent to the Local authority to be collated in the central database. This will monitor a child's individual achievements throughout their school life.

Youth and Family officers will engage young people through outreach and detached work and also through links with schools. Using participative methods the youth and family workers will aim to identify opportunities for children and young people to gain credits. The young people will be encouraged and supported to attend sessions delivered through Groundwork and Health and Wellbeing officers and also through family and youth workers developing sessions and activities e.g activities that positively contribute to personal goals or community development. The youth and family officers will develop the modules as and when necessary and be involved with all safeguarding procedures with groups or individuals they are facilitating. They will also ensure that distance travelled is monitored for all children and young people participating as they may be involved in other accreditation outside of Childrens Uni.

Measuring Effort



Learning Communities

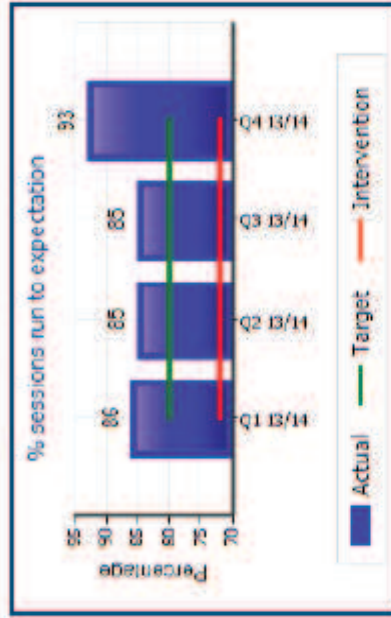
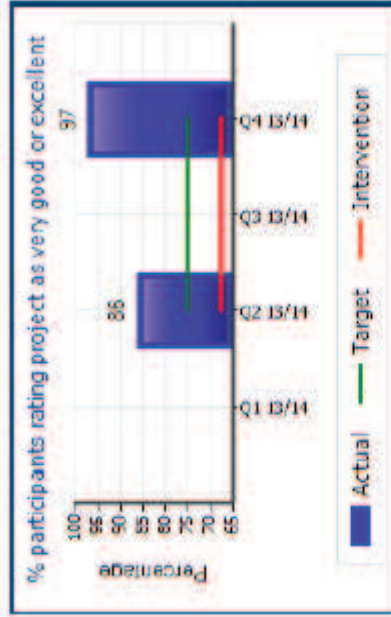
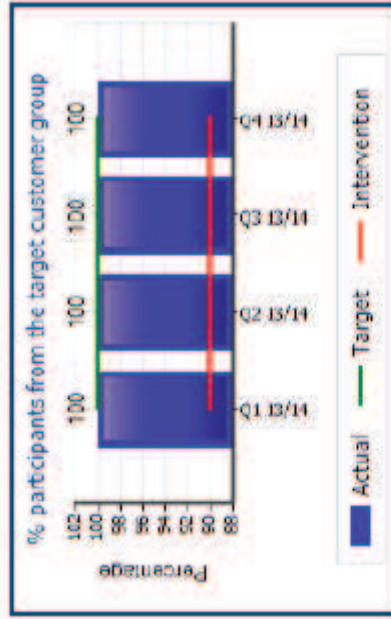
LC4 Lifelong Learning in Communities

Project 4: Children's University

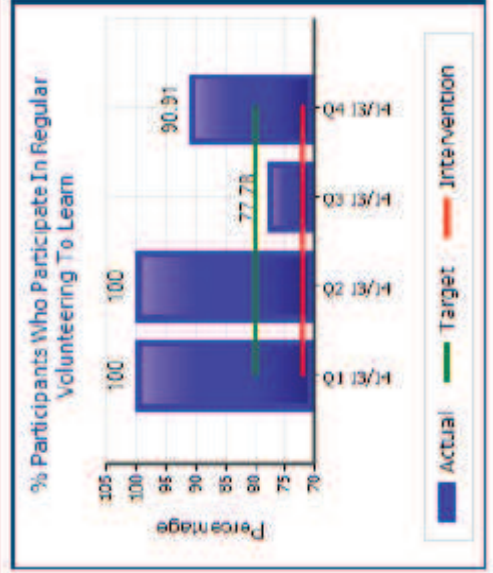
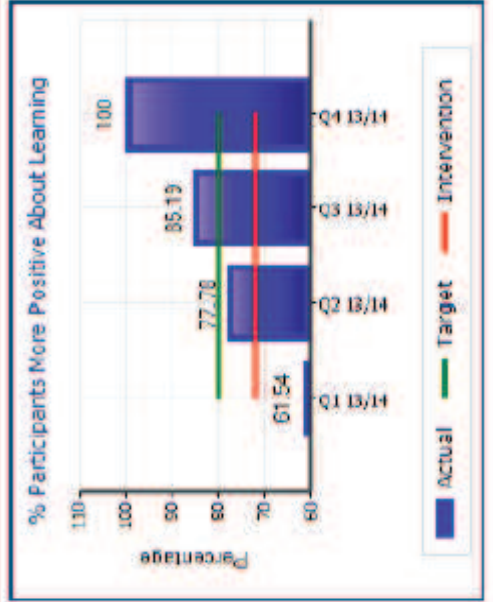
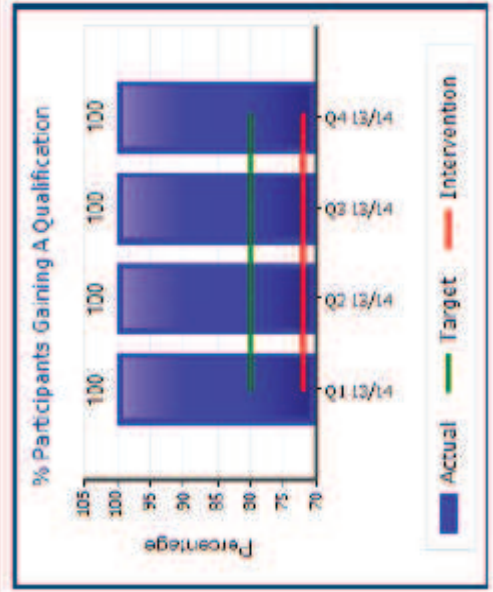


communities first cymunedau yn gyntaf

Measuring Quality



Measuring Effect



Learning Communities

LC4 Lifelong Learning in Communities

Project 5: Promoting Accreditation And Raising Aspiration With Young People



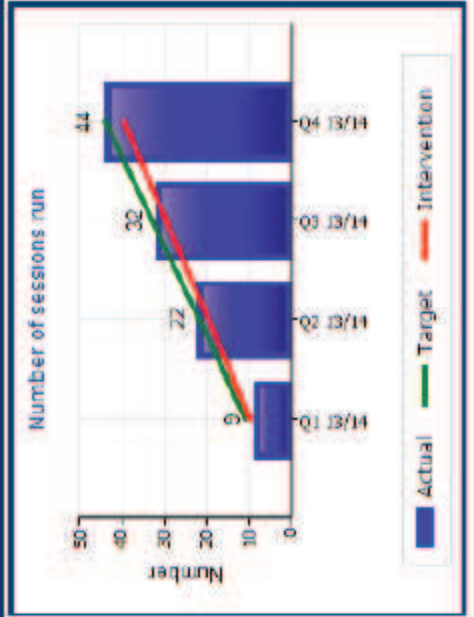
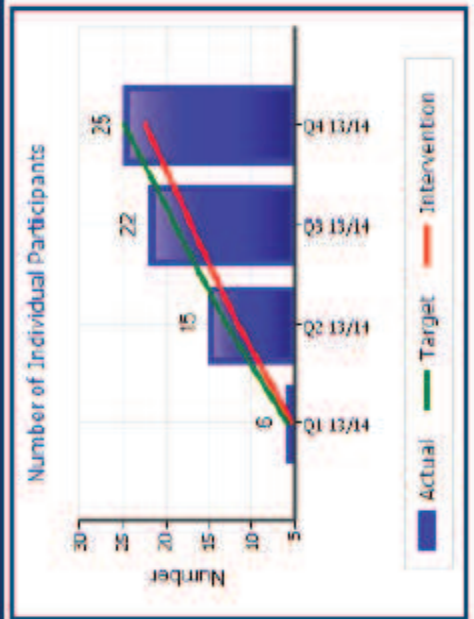
communities first cymunedau yn gyntaf

Project Description The project will provide opportunities for young people to participate in individual and ongoing pieces of work to enable them to gain informal and non formal accreditation. The accreditation will include informal recognition, but also non formal opportunities will be offered such as Dof E, ASDAN, Sports Leaders, Agored, National Navigation Awards and so on. All sessions will compliment Childrens Uni, as the focus will remain on learning and skills development in relation to a specific a topic, where Childrens University will focus on credits for engagement and involvement.

The Youth and Family Officers will deliver sessions and organise and support sessions delivered by specialists, in line with young peoples need. Sessions will include opportunities to engage in activities relating to developing basic skills, life skills and emotional health and wellbeing. This will include use of outdoor environments in order to promote the physical and mental health benefits associated with use of the outdoor and being active. Parents will also be involved where appropriate. In addition to this young people will be provided with support and encouragement to engage with projects being delivered as part of the CF delivery plans sessions, offered by other youth support services in the local community.

In order to ensure that young people's achievements are recognised a presentation evening will take place and parents and community members will be invited. The young people will also have individual records of achievement, have distance travelled recorded and monitored as part of their ongoing development and also information will be passed to schools, in relation to their progress. Young people will be identified through outreach and detached work, links with schools, links with Families First projects and through links with the SCCSP. Youth and Family Co-ordinator will maintain links with all relevant bodies to ensure young people are identified for support and to ensure that communication channels remain open. Thus ensuring agencies and services involved with young people are aware of their development.

Measuring Effort



Learning Communities

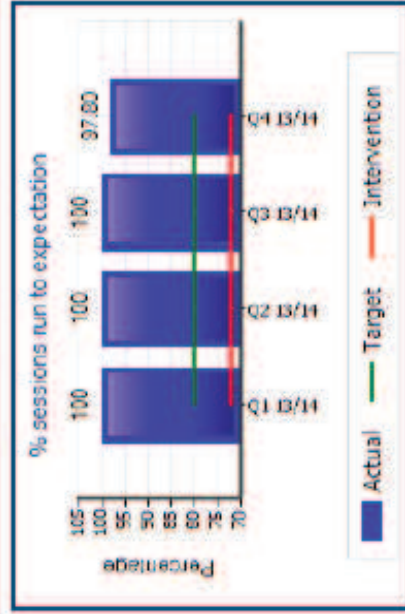
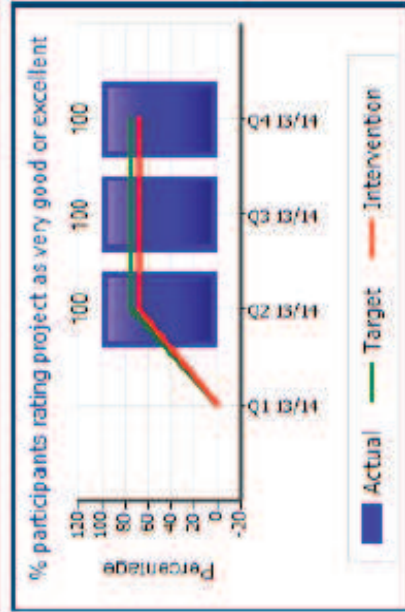
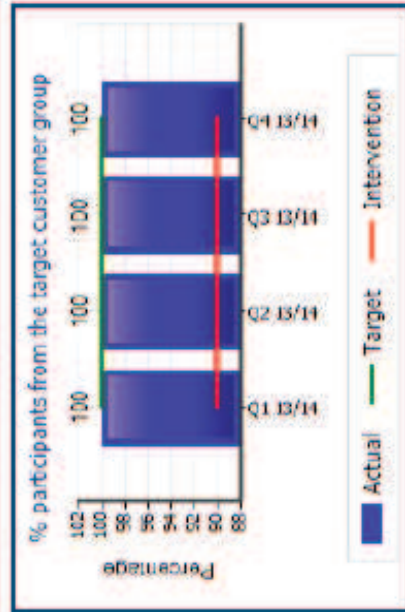
LC4 Lifelong Learning in Communities

Project 5: Promoting Accreditation and Raising Aspiration with Young People

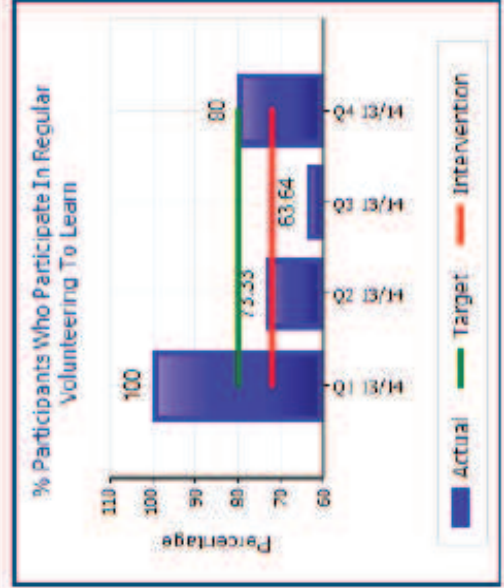
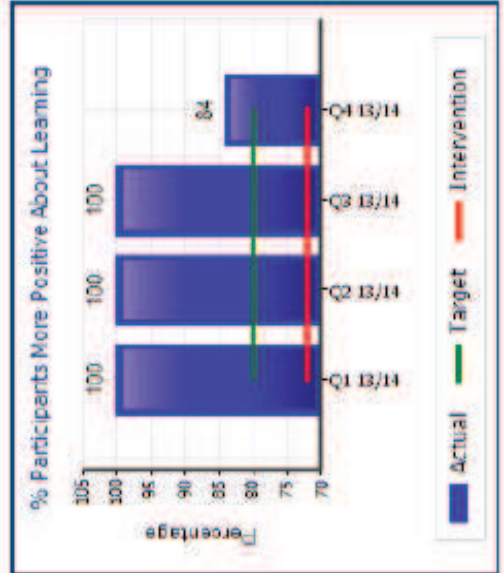
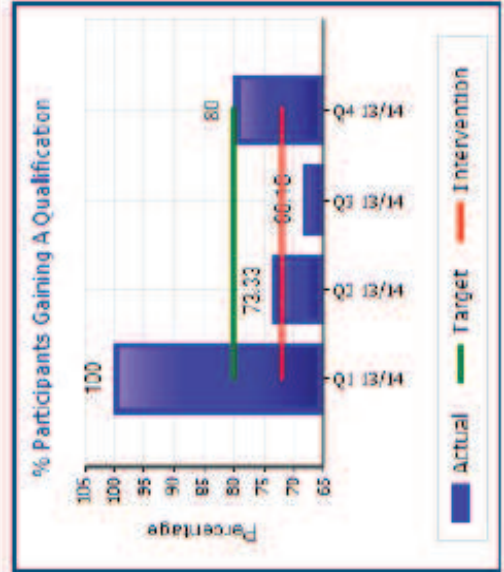


communities first cymunedau yn gyntaf

Measuring Quality



Measuring Effect



Learning Communities

LC5 Improving Adult Life Skills

Project 3: Family Transition Project



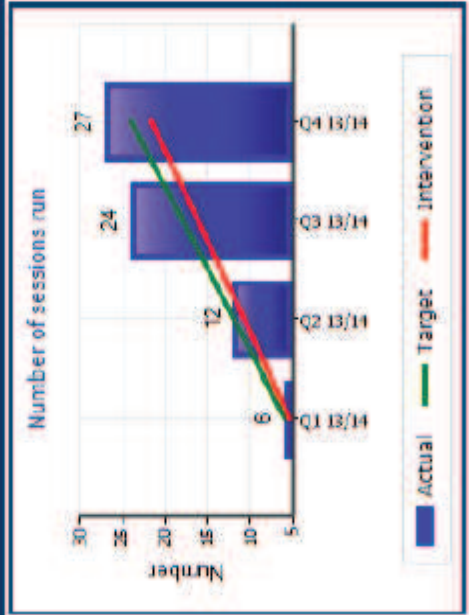
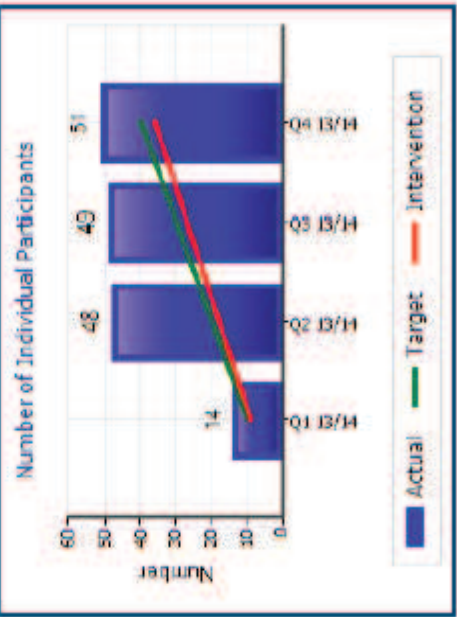
communities *first cymunedau yn gyntaf*

Project Description Working with Families First, Family Engagement project, the youth and family officers and co-ordinator will develop sessions to engage with families, at completion stage of Families Together programme, in order that they can become more engaged with their local community and access opportunities to support their personal development.

At present family engagement workers engage families with emerging needs through outreach and detached work, home visits and families together sessions. The sessions aim to provide families with support and information to enable them access more specialised services through the TAF. Often the families find they do not need these interventions and would like to become more involved in opportunities around training, volunteering, learning new skills etc. In order to provide the families with these opportunities the youth and family officers will develop a transition group to enable families to move from families together or family engagement project to activities with a more 'universal focus'. The work will not focus on the emerging needs of the families, but will seek to identify opportunities that will promote positive, personal development for individuals within the family and the family as a whole.

Sessions will run for between 6 – 8 weeks and will be tailor made to meet the needs of the families and individuals within the group. Sessions will involve activities such as confidence building, health and wellbeing work, promotion of local opportunities for training and or volunteering, opportunities to engage in sessions delivered by health officers, Groundwork or other specialist providers and 'taster' sessions. In addition to this the youth and family worker will provide opportunities for families to engage in outdoor activities which are low cost, in order to promote positive family interaction and healthy lifestyles. The sessions will also focus on sustainability and enabling the group to continue to operate without the support of the officers, should they wish to do so. The group will also have the opportunity to engage with parent network and youth and junior forums as part of the ongoing sessions.

Measuring Effort



Learning Communities

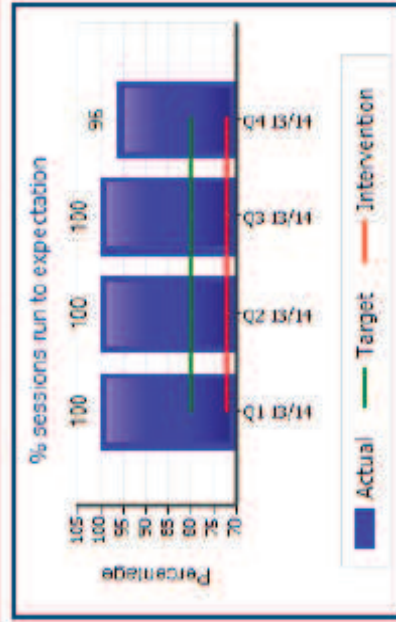
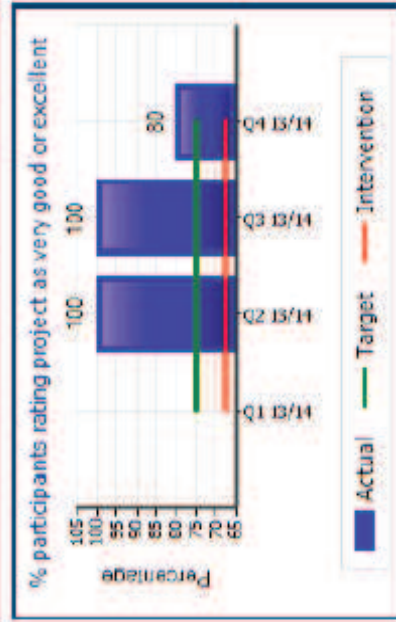
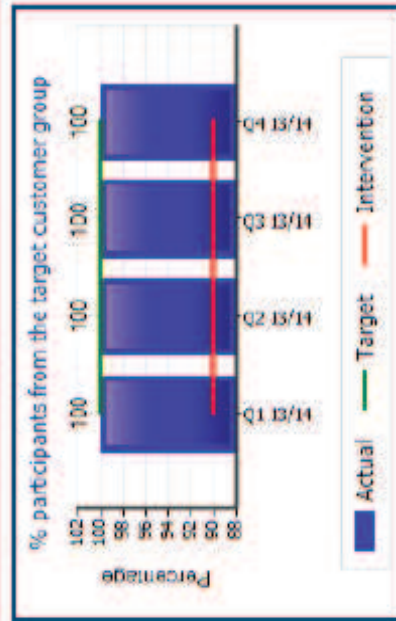
LC5 Improving Adult Life Skills

Project 3: Family Transition Project

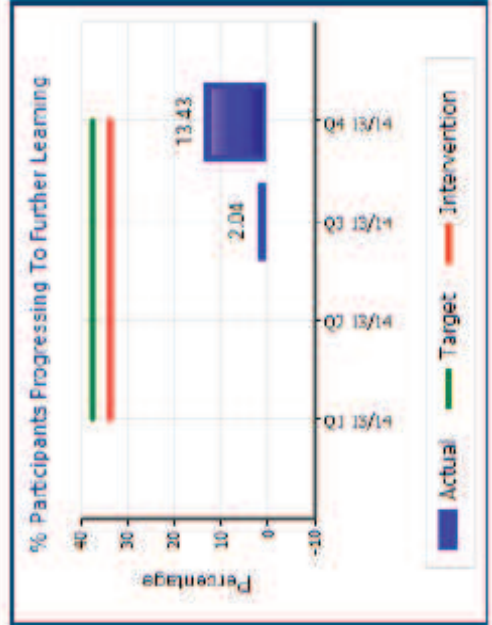
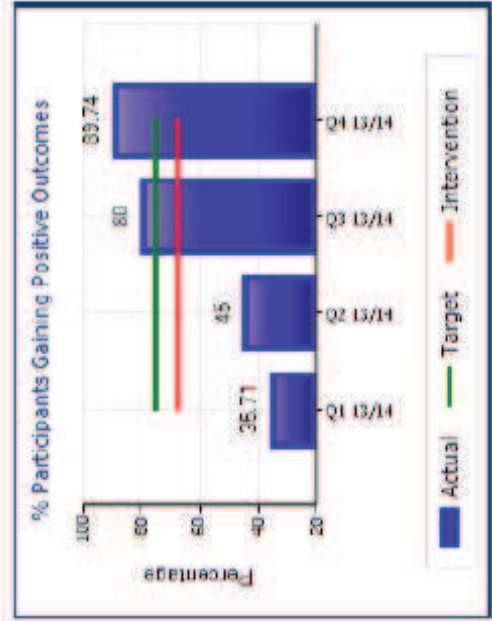
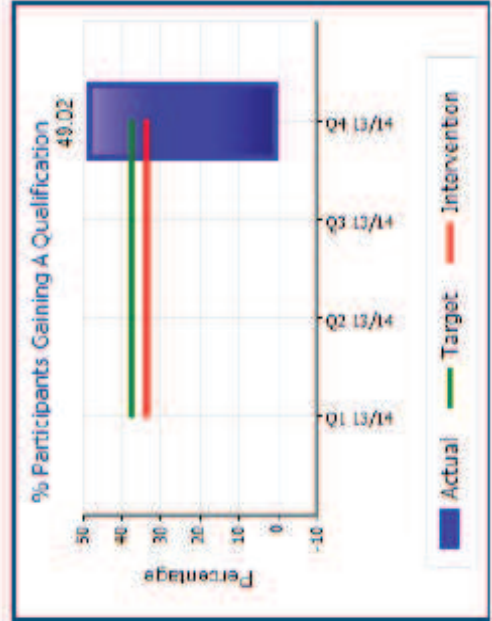


communities *first cymunedau yn gyntaf*

Measuring Quality



Measuring Effect



Healthier Communities

HCI Supporting a Flying Start in the Early Years

Project 1: Postnatal Programme



communities first cymunedau yn gyntaf

Project Description

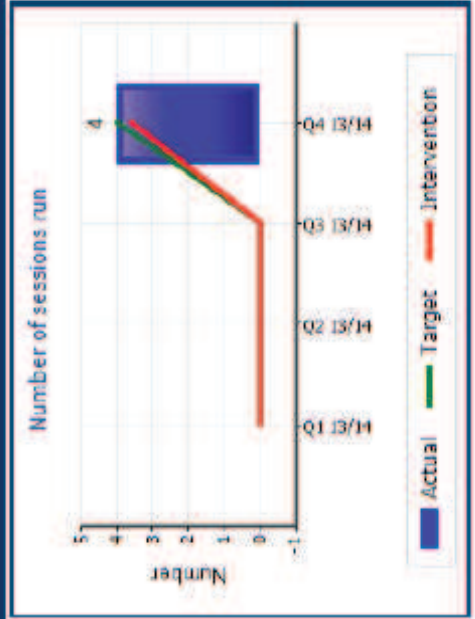
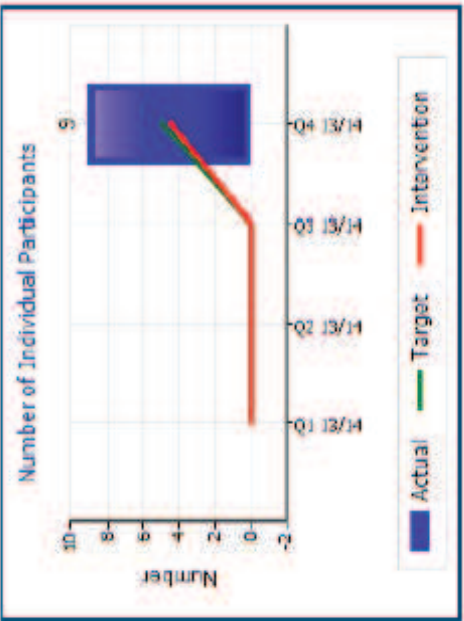
This multi-agency project will involve a 4 week family focussed programme covering a variety of child centred topics including nutrition, family wellbeing, child safety, play and physical activity.

These sessions will be run as part of existing baby and toddler groups or in tandem. They will be offered to families who have pre-school aged children predominantly but many of the messages will be applicable throughout the child's life.

This project will include exit strategies into locally run training sessions and groups such as cookery courses, self help groups and the Family Engagement Project.

Entry referrals and Exit strategies will also be made via the antenatal/postnatal programmes offered through Flying Start.

Measuring Effort



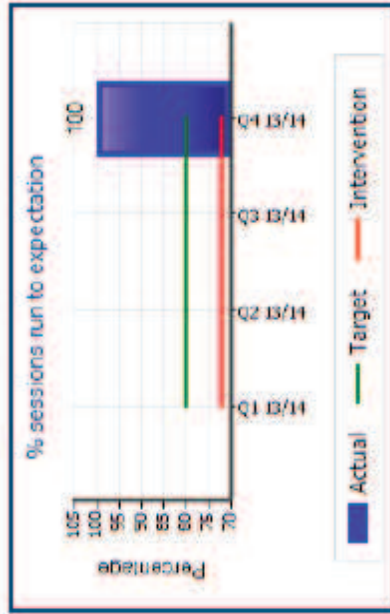
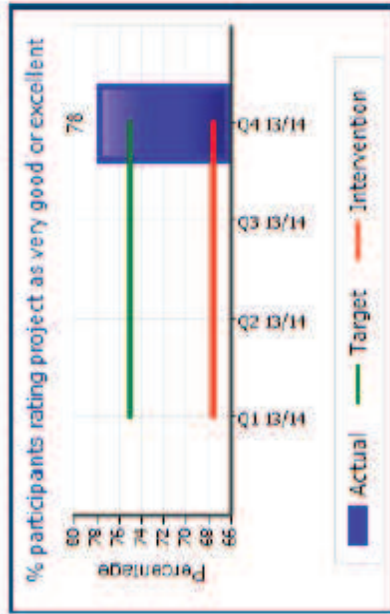
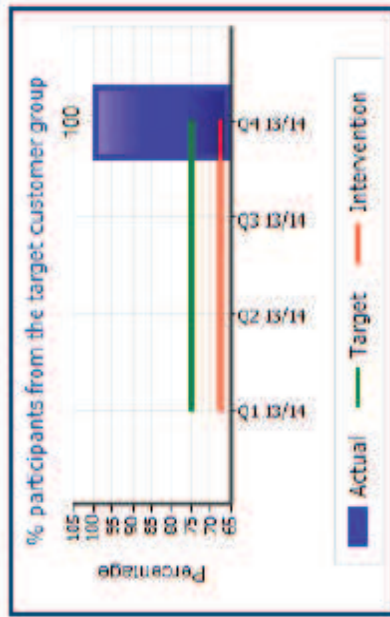
Healthier Communities

HCI Supporting a Flying Start in the Early Years
 Project 1: Postnatal Programme

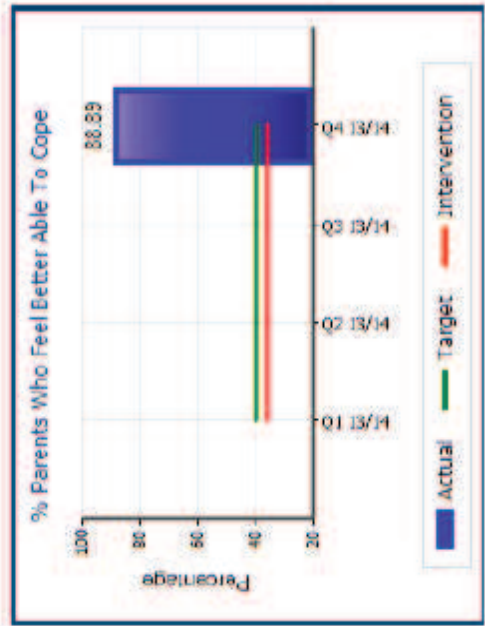


communities first cymunedau yn gyntaf

Measuring Quality



Measuring Effect





communities first *cymunedau yn gyntaf*



Llywodraeth Cymru
Welsh Government

Upper Rhymney Valley

Prosperous Communities

- ~~Parent Employment Project~~
- ~~Caerphilly Passport Project~~

Learning Communities

- School and Family Link
- ~~Youth Participation Project~~
- Children's University
- Promoting Accreditation and Raising Aspirations with Young People
- Family Transition Project

Healthier Communities

- Postnatal Programme
- Community Antenatal Sessions
- Streetgames

Prosperous Communities

PC2 Reducing Youth Unemployment and Disengagement

Project 1: Caerphilly Passport Programme



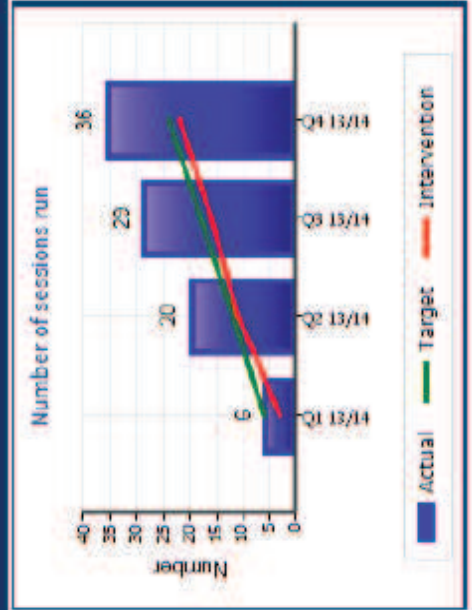
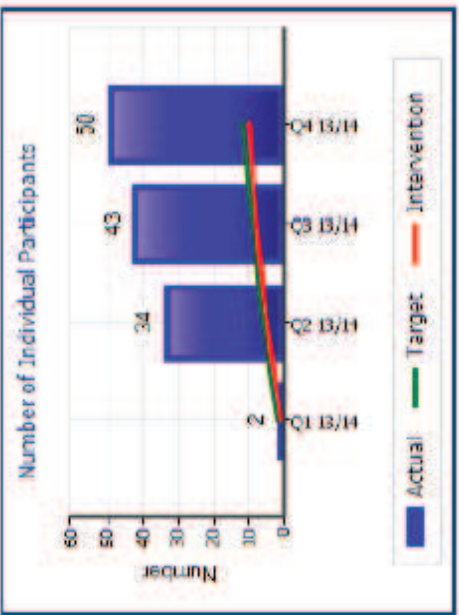
communities first cymunedau yn gyntaf

Project Description The Caerphilly Passport Programme provides an opportunity for young people aged 16-24, who are unemployed and not on the work programme, to get quality work experience and training opportunities with Caerphilly County Borough Council and LSB partners. The programme will run 8 week, 6 months and longer term apprenticeship placement opportunities for young people before being 'passported' into sustainable employment opportunities either within LSB organisations or the private sector.

The youth employment support officers will be responsible for engaging young people in Communities First areas and supporting them to be able to apply for the Passport Programme if appropriate. Each individual referred to the Caerphilly Passport Programme will have an essential skills assessment and diagnostic to ensure the right support and training is provided as part of an 'employability menu'. The youth employment support workers will deliver the workshops in the employability menu which will include:

- What Employers Expect – Basic at work behaviours including use of mobile phones, language, timekeeping etc.
- CV preparation and Update
- Job Search Techniques
- How to apply for a job (including practical session on PC)
- Interview Techniques
- Dress to Impress for Work
- Confidence Building and Motivation

Measuring Effort



Prosperous Communities

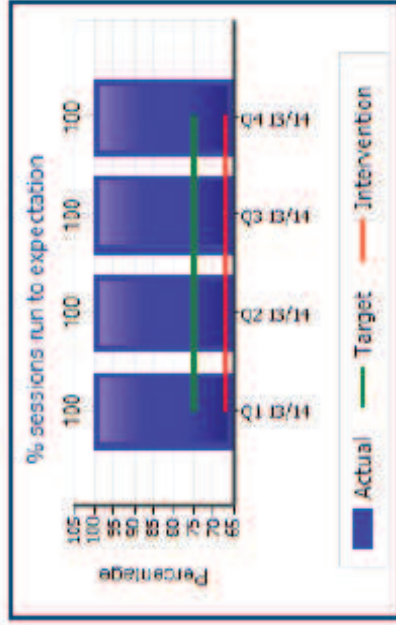
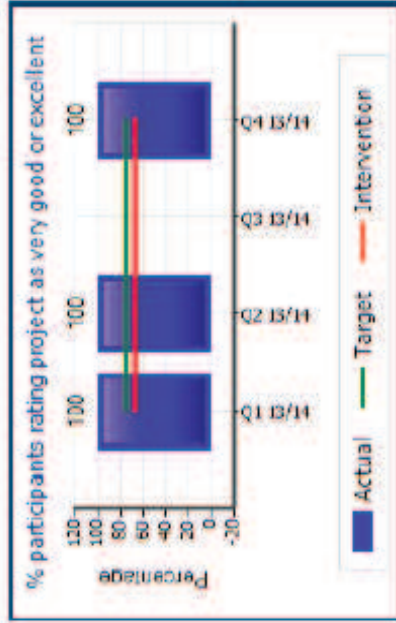
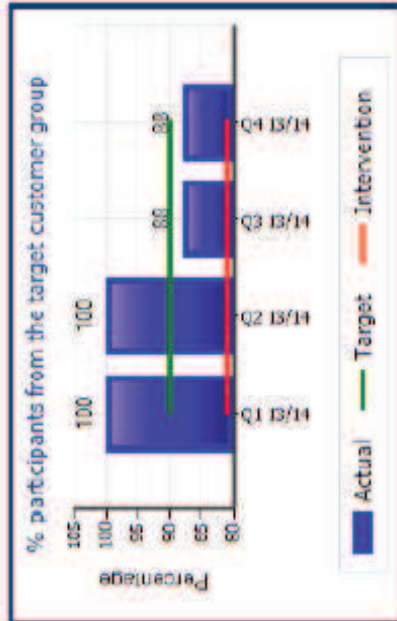
PC2 Reducing Youth Unemployment and disengagement

Project 1: Caerphilly Passport Programme

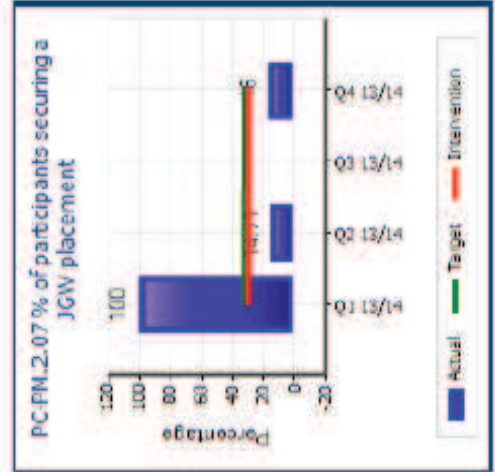
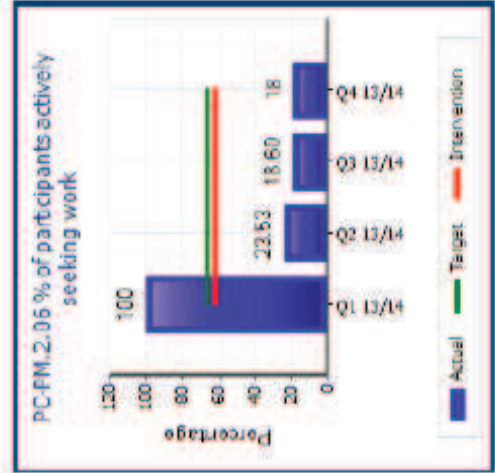
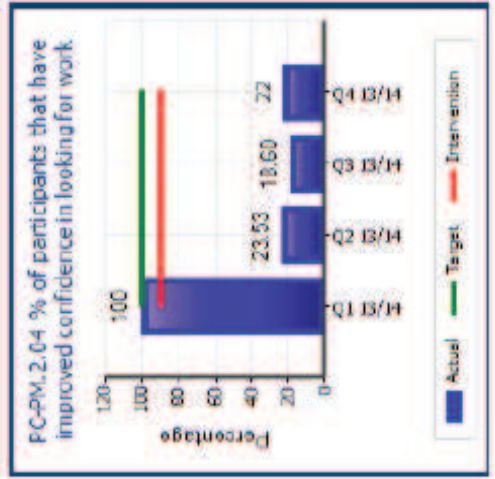


communities first *cymunedau yn gyntaf*

Measuring Quality



Measuring Effect



Learning Communities

LC2 Supporting Young People to Do Well at School

Project 2: School and Family Link

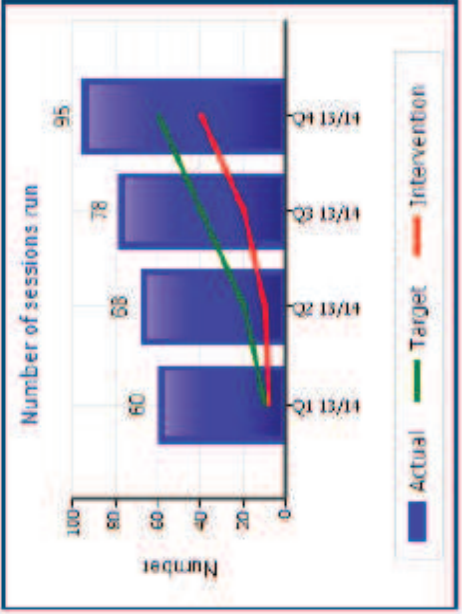
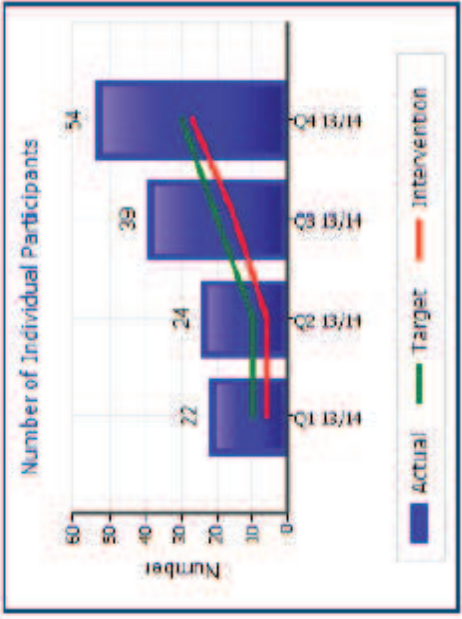


communities first cymunedau yn gyntaf

Project Description

Youth and family officers working with schools to:
 Create a link between school and non engaged families
 Give support to children who are experiencing difficulties in school, particularly with behaviour or social skills.
 Support for children and young people at risk of disengagement.
 Form working relationships with families of children experiencing difficulties
 Seek to improve attendance, behaviour, educational attainment and parental involvement of children who are identified as needing support
 Seek support of other agencies that can assist with issues
 Ensure that children identified to the link worker are supported through the transition into Key Stage 3, either as a group or individually
 Support transition year for year 7,5
 The youth and family officers will:
 Run group sessions with children who require additional support with issues such as anger management, self esteem and social/ communication skills.
 Support families, where necessary, to engage with Families and Schools Together, Team Around the Family or Family Engagement Project.
 Undertaking home visits to remove barriers with disengaged parents/carers.
 Support children and young people to engage in positive, productive activities outside of school.

Measuring Effort



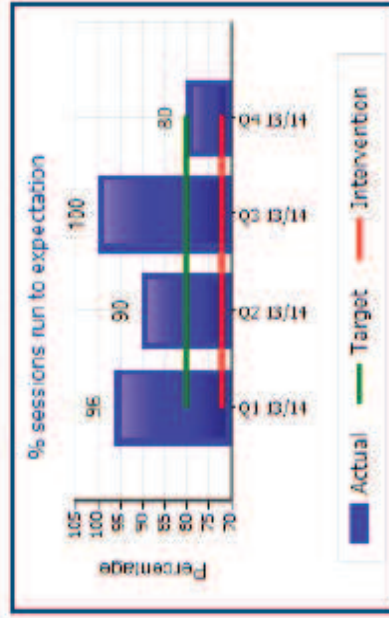
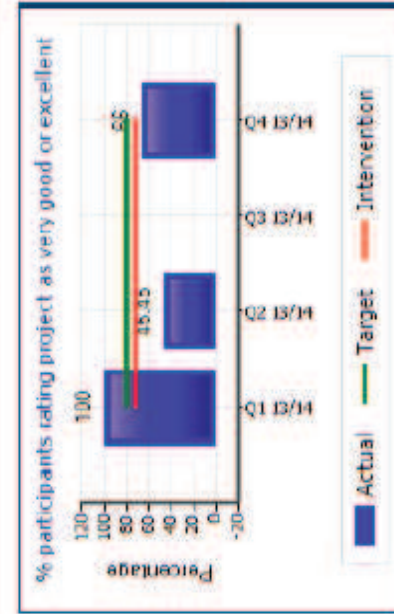
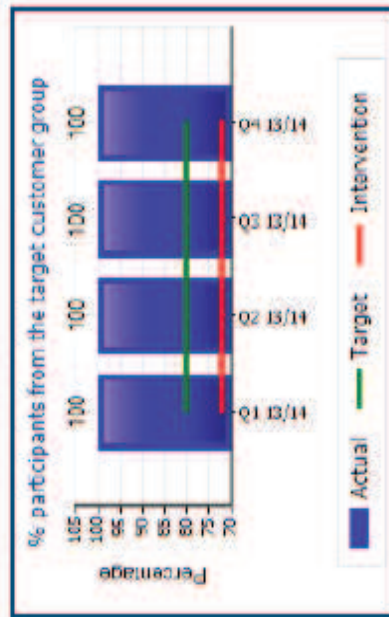
Learning Communities

LC2 Supporting Young People to Do Well at School
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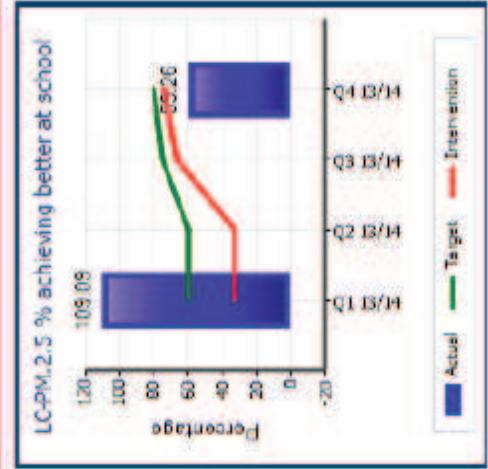
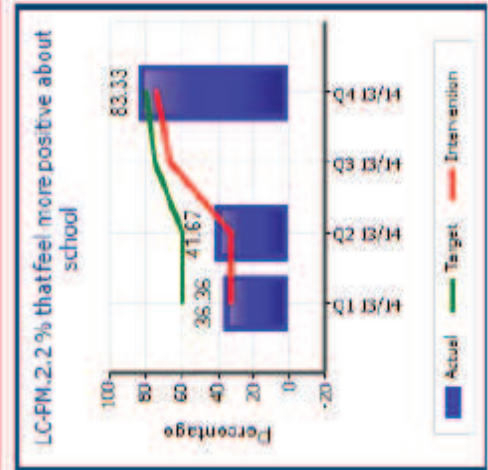


communities *first cymunedau yn gyntaf*

Measuring Quality



Measuring Effect



Learning Communities

LC4 Lifelong Learning in Communities

Project 4: Childrens University



communities first cymunedau yn gyntaf

Project Description

To engage and support children and young people, including the hardest to reach, so they are able to engage with participative processes.

Maintaining current participative groups existing throughout the borough so they can contribute to plans across the cluster and so they can develop opportunities for accreditation and skills development for young people. This includes youth and family workers (in conjunction with the SCF worker) working with young people to further develop Junior PACT's, in order to ensure children and young people raise their views in relation to local issues around crime and community safety.

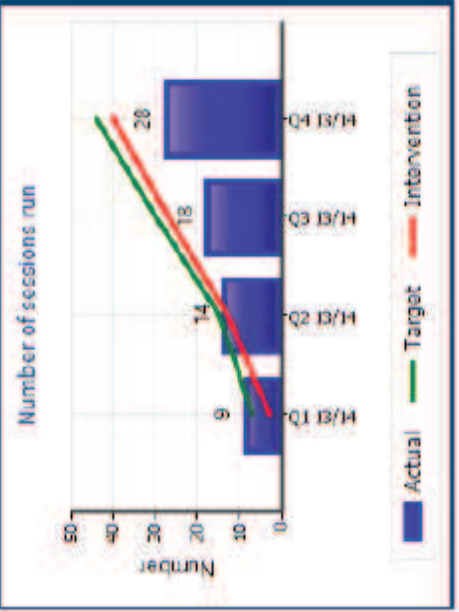
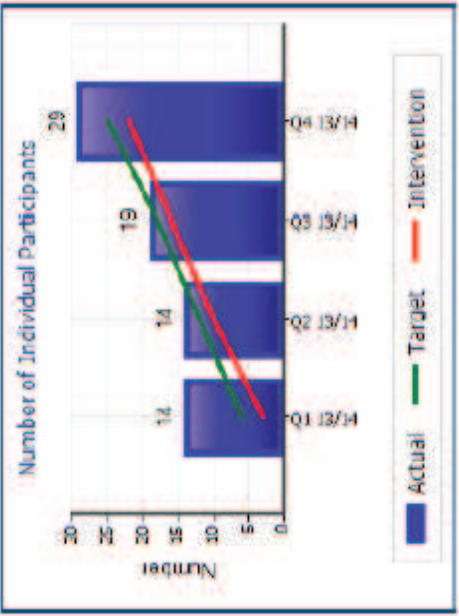
To ensure communities across the cluster have youth representation, so they can raise and discuss local issues at borough wide meetings and feed into strategic decision making within CCBC.

To support the delivery of borough wide meetings and termly Junior Forum meetings, to ensure that young people who are less confident or more difficult to engage can contribute and participate.

The officers will also work with the young people to ensure they are :-

- Aware of what it means to be a representative and to have a representative view

Measuring Effort



Learning Communities

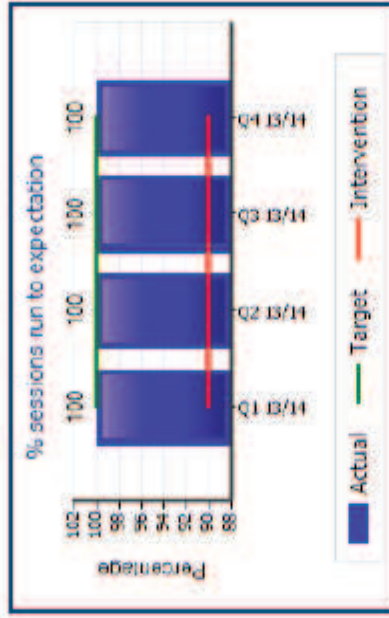
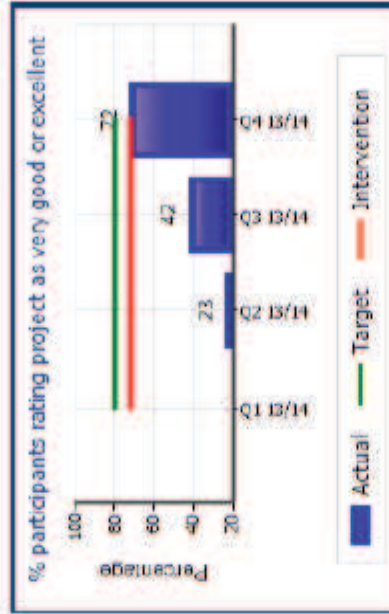
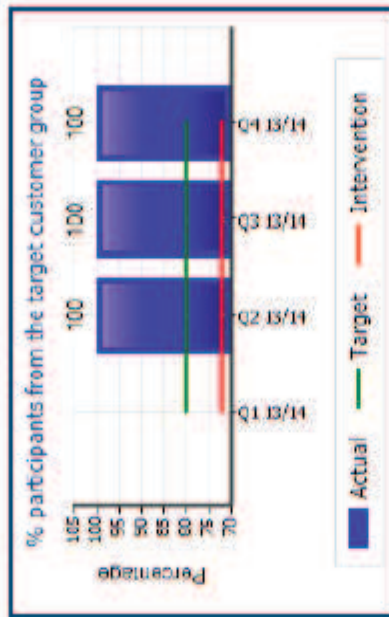
LC4 Lifelong Learning in Communities

Project 4: Childrens University

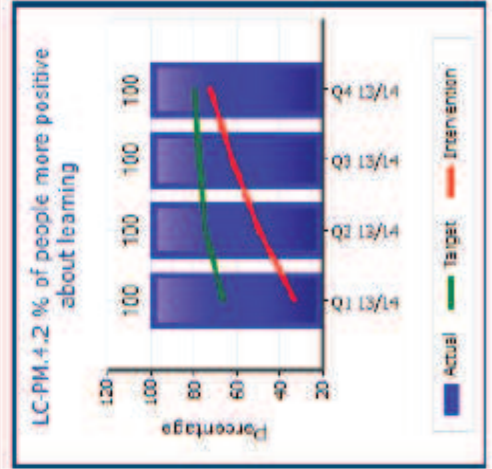
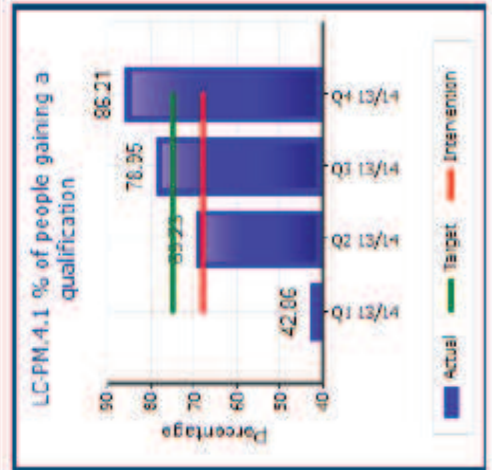


communities *first cymunedau yn gyntaf*

Measuring Quality



Measuring Effect



Learning Communities

LC4 Lifelong Learning in Communities

Project 5: Promoting Accreditation and Raising Aspiration with Young People



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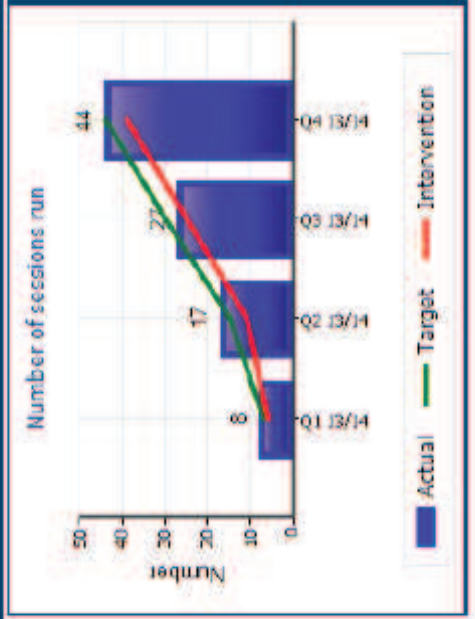
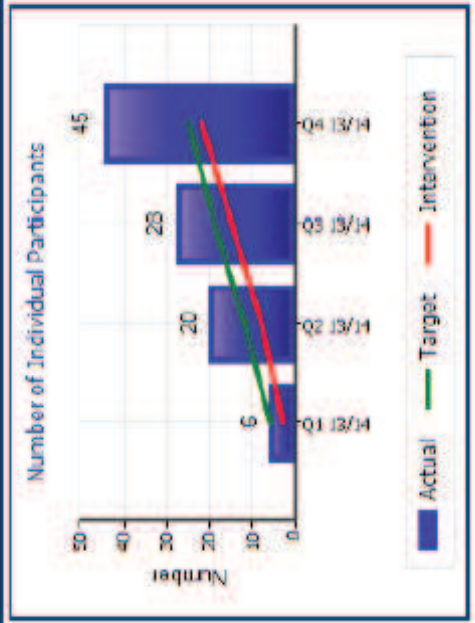
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Measuring Effort



Learning Communities

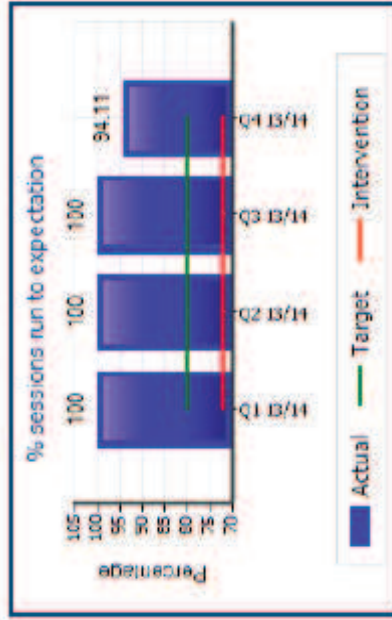
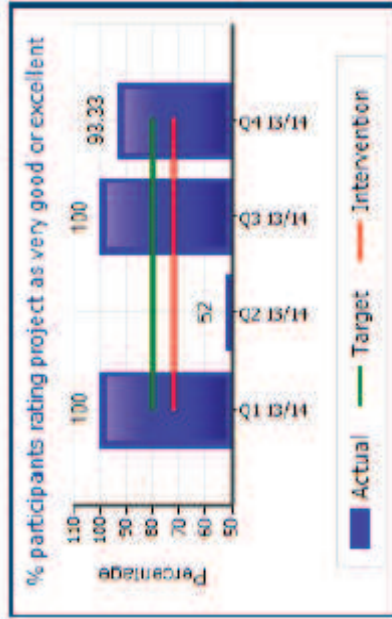
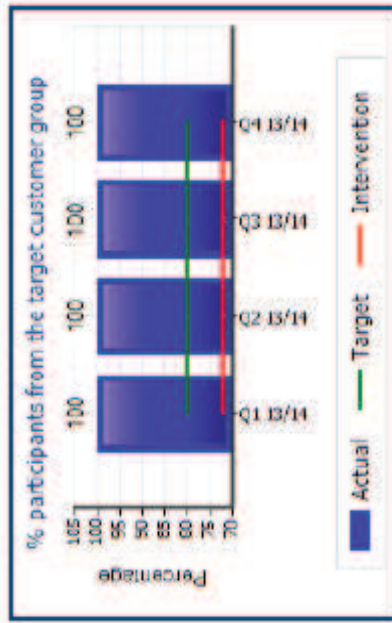
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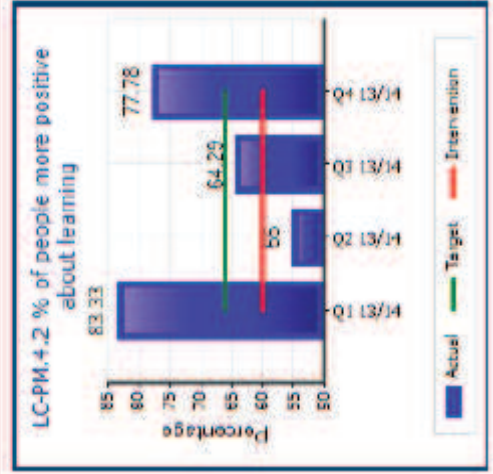
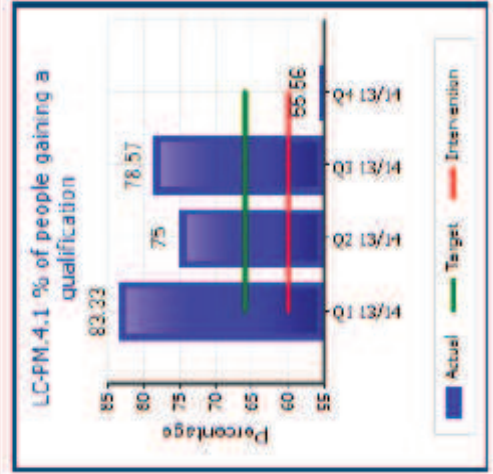


communities first cymunedau yn gyntaf

Measuring Quality



Measuring Effect



Learning Communities

LC5 Improving Adult Life Skills

Project 3: Family Transition



communities first cymunedau yn gyntaf

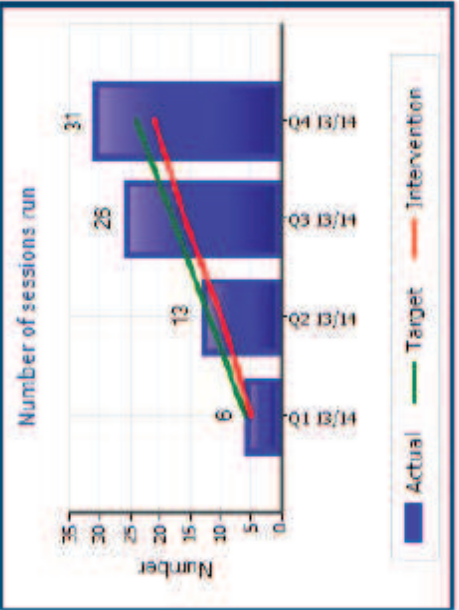
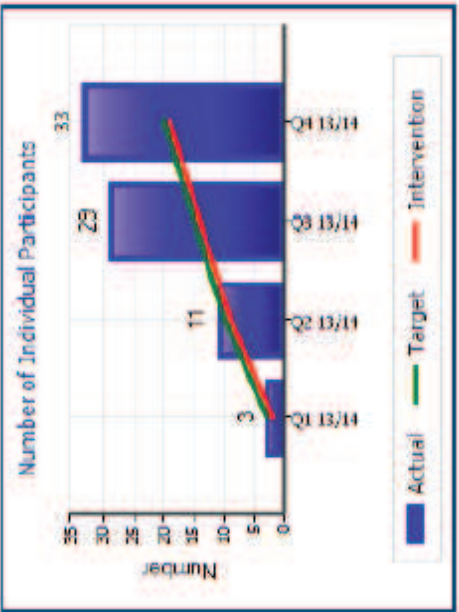
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Measuring Effort



Learning Communities

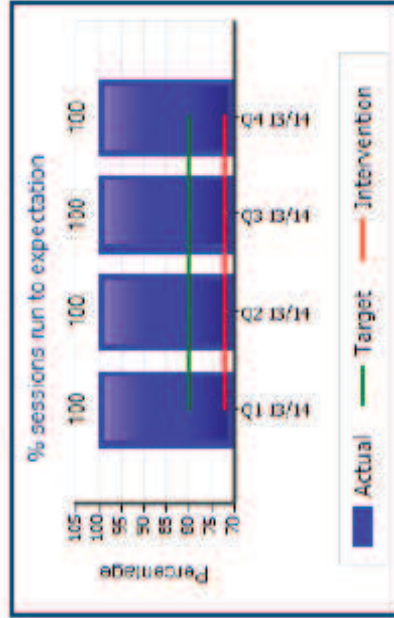
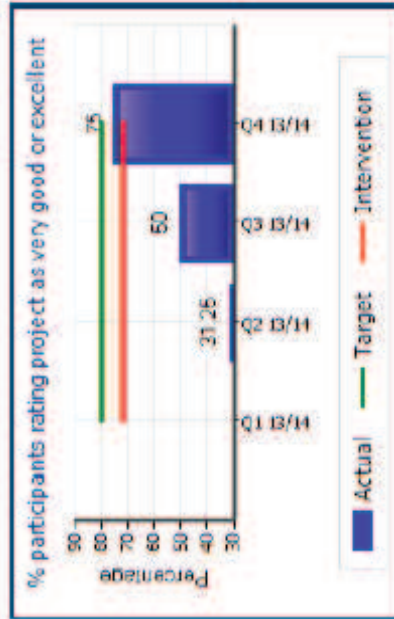
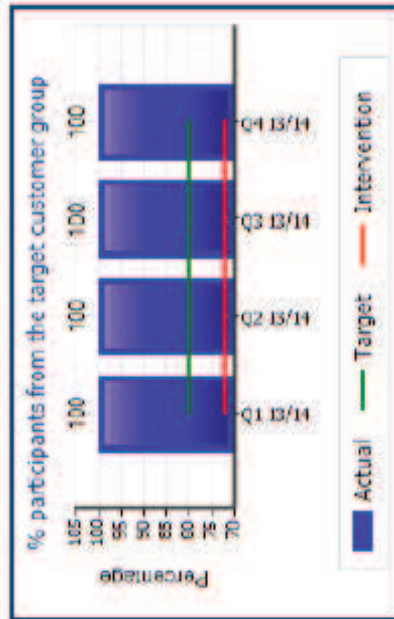
LC5 Improving Adult Life Skills

Project 3: Family Transition

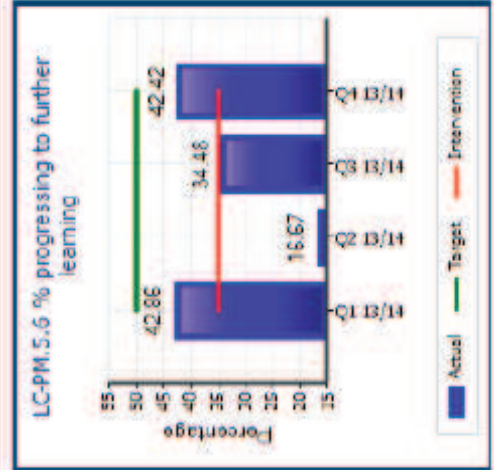
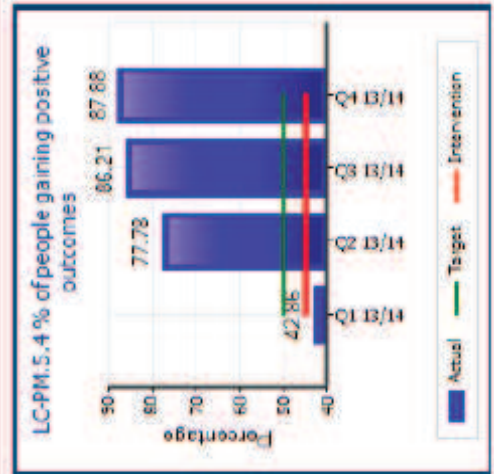
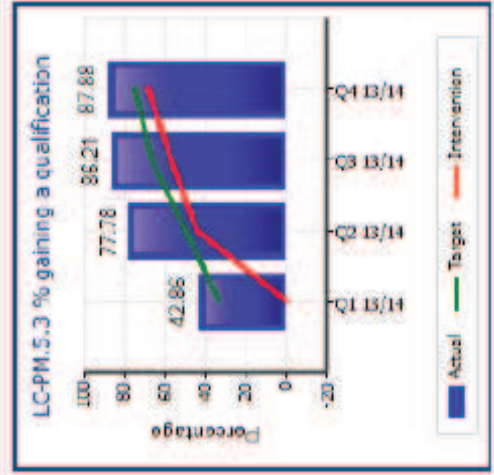


communities *first cymunedau yn gyntaf*

Measuring Quality



Measuring Effect



Healthier Communities

HCI Supporting a Flying Start in the Early Years

Project 1: Postnatal Programme



communities first cymunedau yn gyntaf

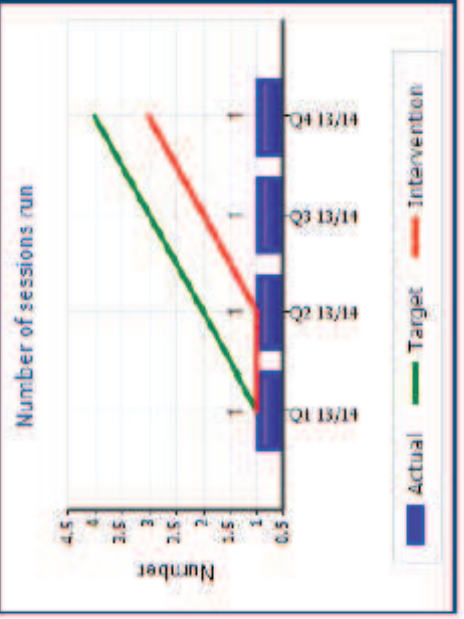
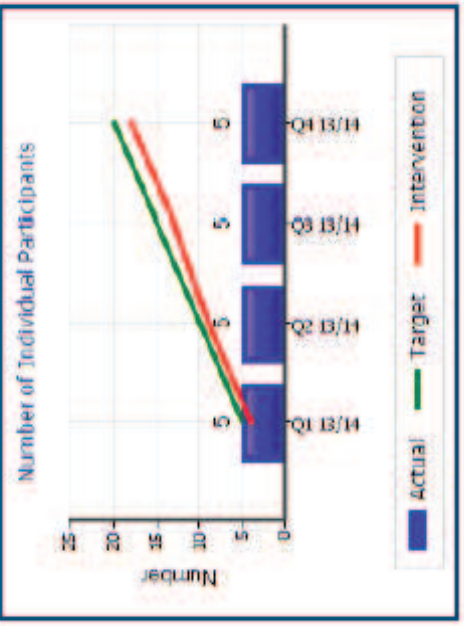
Project Description

This multi-agency project will involve a 4 week family focussed programme covering a variety of child centred topics as follows:

All These sessions will be run as part of existing baby and toddler groups or in tandem. They will be offered to families who have pre-school aged child predominantly but many of the messages will be applicable throughout the child's life.

This project will include exit strategies into locally run training sessions and groups such as cookery courses, self help groups and the Family Engagement Project. Entry referrals and Exit strategies will also be made via the antenatal/postnatal programmes offered through Flying Start.

Measuring Effort



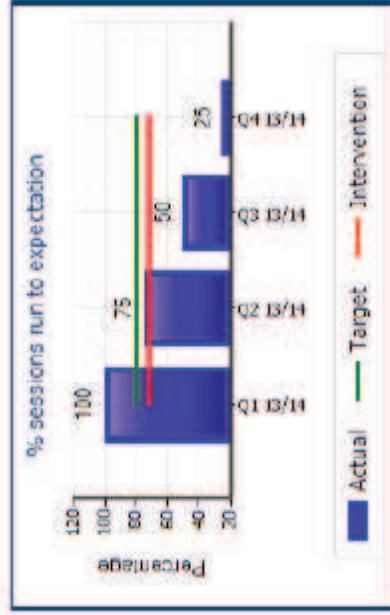
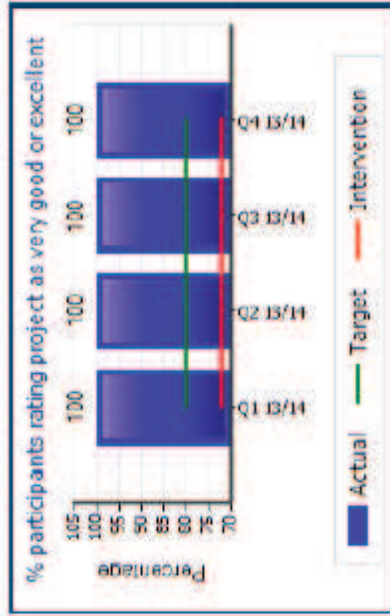
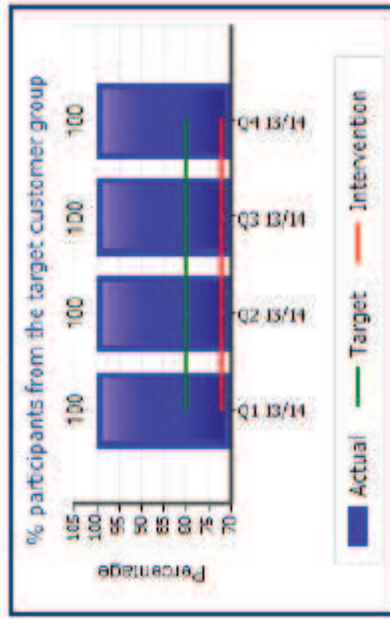
Healthier Communities

HCI Supporting a Flying Start in the Early Years
Project 1: Postnatal Programme

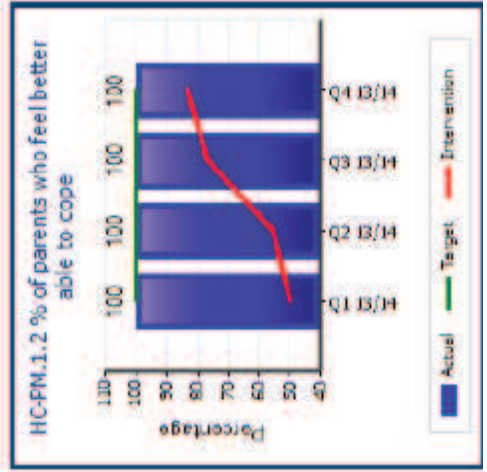


communities first cymunedau yn gyntaf

Measuring Quality



Measuring Effect



Healthier Communities

HCI Supporting a Flying Start in the Early Years

Project 2: Community Antenatal Sessions



communities first cymunedau yn gyntaf

Project Description This project will involve working with the midwifery and health visitor teams within the Local Health Board to increase the number of community antenatal sessions held.

It is hoped that these sessions will cover a variety of topics including:

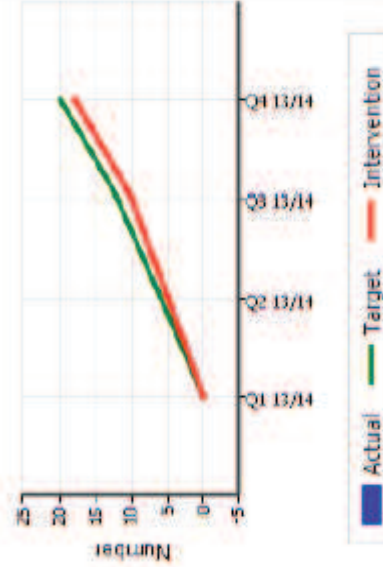
- **Healthy Start** – At present the uptake of Healthy Start within the borough is low and it is hoped that by including information on it during pregnancy an increase in uptake will occur
- **Breastfeeding** – The benefits of breastfeeding to Mum and baby will be explained during these sessions and information will be provided on local breastfeeding groups within the borough
- **Smoking** – The detrimental effects of smoking during pregnancy will be highlighted
- **Alcohol** – The detrimental effects of alcohol consumption during pregnancy will be highlighted
- **Child Safety** – Each parent will receive a ‘Small Steps to Safety’ DVD during pregnancy so that they are able to make informed decision when purchasing equipment and ‘child proofing’ their home.

This project links in with the Draft Healthy Start/Nutrition Action Plan.

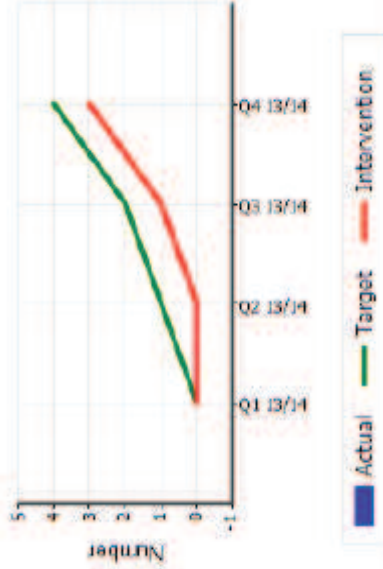
Entry referrals and Exit strategies will also be made via the antenatal/postnatal programmes offered through Flying Start.

Measuring Effort

Number of Individual Participants



Number of sessions run



This project never started due to:

- The inability to get a formalized agreement and engagement between The Health and Wellbeing Officer working with the Health Visitors (LHB).

Healthier Communities

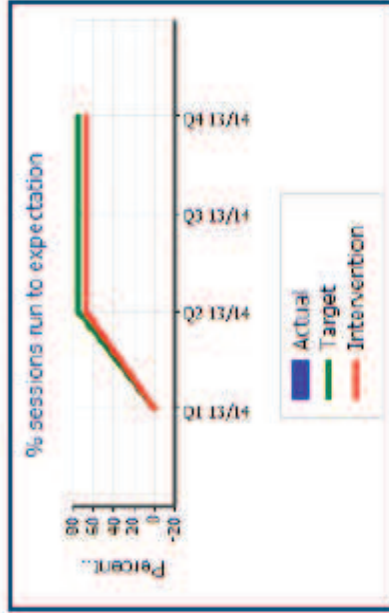
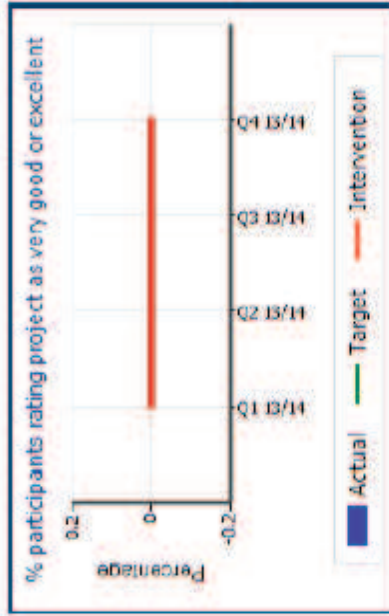
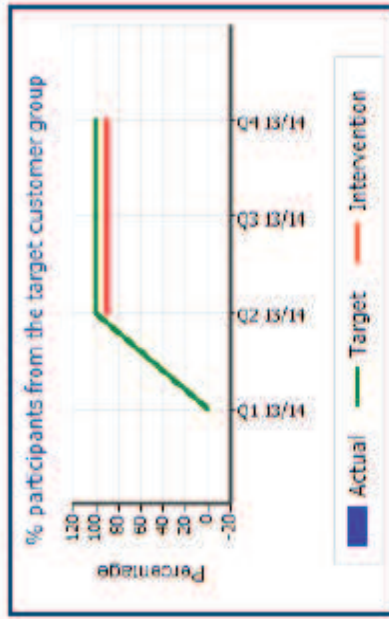
HC1 Supporting a Flying Start in the Early Years

Project 2: Community Antenatal Sessions

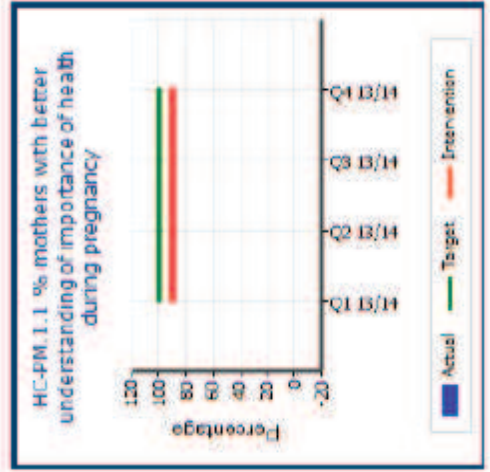


communities first cymunedau yn gyntaf

Measuring Quality



Measuring Effect



Healthier Communities

HC2 Promoting Physical Well Being

Project 1: Streetgames



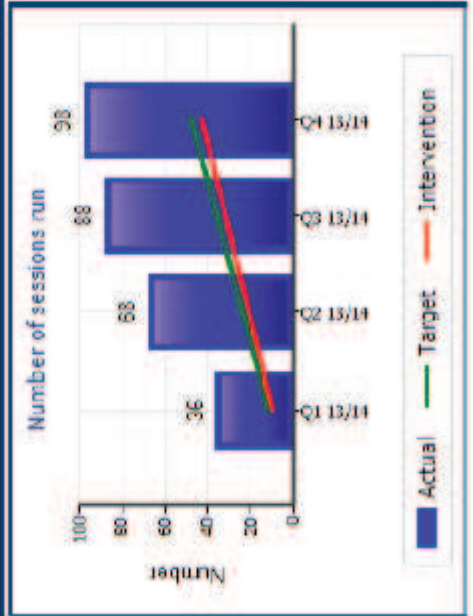
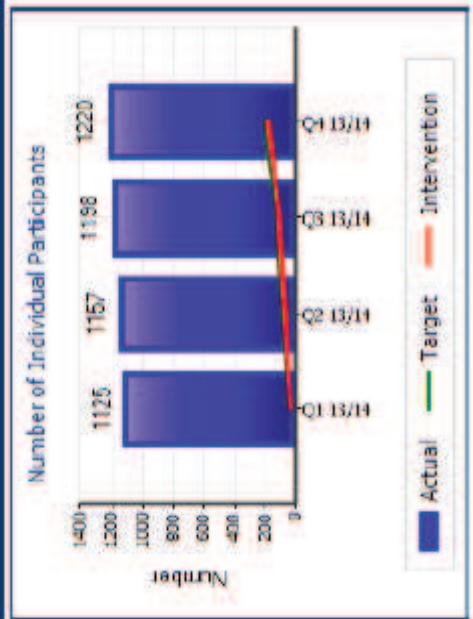
communities first cymunedau yn gyntaf

Project Description

This project will involve the Communities First team working with youth services and Sports Development to maintain existing StreetGames sites and develop new within Upper Rhymney Valley by:

In addition, this project will involve setting up at least 5 additional StreetGames site within Upper Rhymney Valley.

Measuring Effort



Healthier Communities

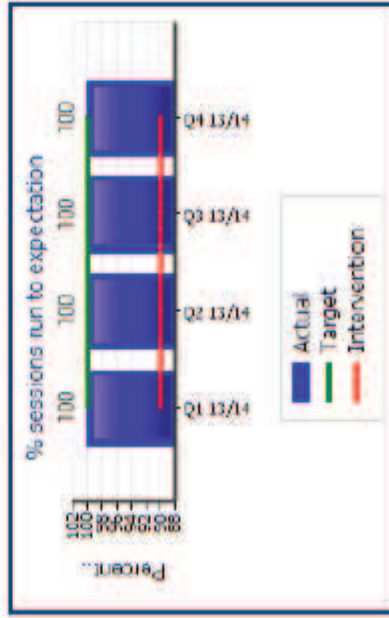
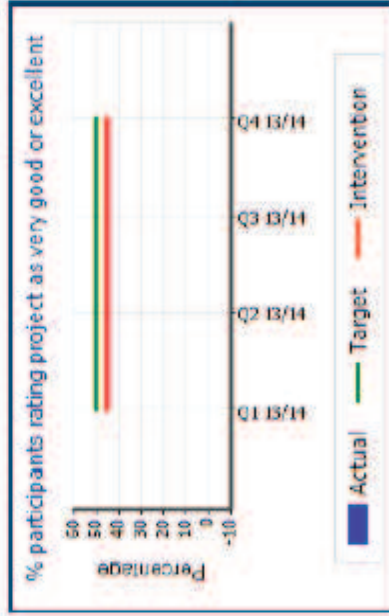
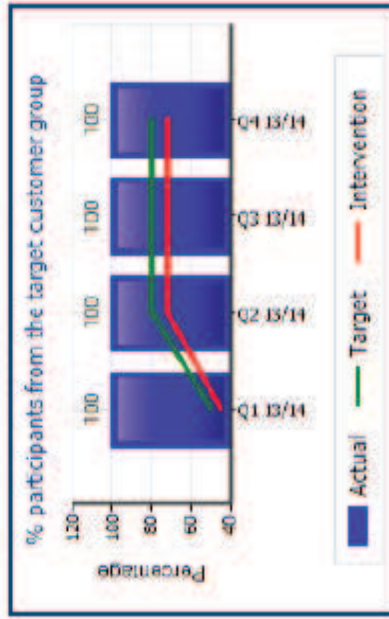
HC2 Promoting Physical Well Being

Project 1: Streetgames

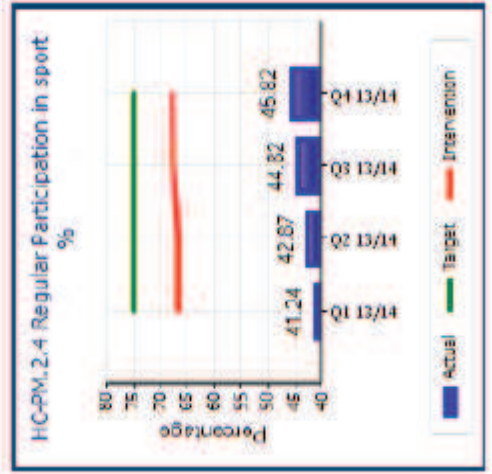


communities first *cymunedau yn gyntaf*

Measuring Quality



Measuring Effect



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EDUCATION FOR LIFE SCRUTINY COMMITTEE - 23RD SEPTEMBER 2014

SUBJECT: ADDITIONAL LEARNING NEEDS (ALN) REVIEW

REPORT BY: ACTING DEPUTY CHIEF EXECUTIVE

1. PURPOSE OF REPORT

1.1 To update Members on the progress of the Additional Learning Needs (ALN) Review.

2. SUMMARY

2.1 The aim of the ALN review is to identify strengths and areas for development of the current services and to provide options for the delivery of services for children and young people with additional learning needs. The report makes recommendations for a way forward with regard to funding models and the rationalisation and re-designation of Specialist Resource Base (SRB) provision.

3. LINKS TO STRATEGY

3.1 SEN Policy and Inclusion Strategy.

3.2 SEN Code of Practice for Wales (2002).

3.3 ALN White Paper (2014).

3.4 School Organisation Code (1 October 2013) and the Council's 21st Century School's programme.

3.5 The Learning Caerphilly theme of 'Caerphilly Delivers', the LSB single integrated plan.

4. THE REPORT

4.1 Learning Education and Inclusion (LEI) Service consists of a wide range of support and intervention services, which includes Educational Psychology, Behaviour Support Service, Education Welfare Service and Additional Learning Needs Service. The purpose of the ALN review was to review the functions of the individual services and identify good practice and areas for development. Head teachers have been fully involved in the review process through a series of stakeholder group meetings.

4.2 As a result of a consultation meeting with Head teachers in July 2013, recommendations were made to prioritise identified areas. These included:

- development of the role of Trinity Fields;
- training for SRB staff;
- development of a common assessment and tracking system for specialist settings;
- quality assurance visits for all SRBs.

- 4.3 It was also recommended that as currently there are no formal service level or partnership agreements between schools that host SRBs and the Local Authority; this could be addressed through the review.
- 4.4 Progress has been made in all the above areas. Quality assurance visits have been completed in collaboration with head teacher and specialist staff. This process has helped inform planning for future SRB developments through identifying training, curriculum planning and performance management.
- 4.5 An assessment tool and tracking system (PIVATS – Performance Indicators and Value Added Target Setting) has been identified, enabling schools and local authority to set effective targets and plan a differentiated curriculum. Key staff have been trained to deliver a roll out programme of training for all SRB staff. All head teachers have been kept informed of this development.
- 4.6 As part of the Local Authority’s commitment to Trinity Fields School as a forward looking centre of excellence, the review made a recommendation to develop a specialist resource base class within a mainstream primary school as a satellite class of Trinity Fields. The Governing Bodies of Trinity Fields School and Cwm Ifor Primary School were consulted and have agreed to this development. Consultation with parents has also taken place. Following minor adaptations it is planned that the satellite class will open early in the autumn term 2014. This development will support the Local Authority’s commitment to extend opportunities for inclusion for all pupils across and within a variety of settings.
- 4.7 A formal ‘Partnership Agreement’ will be developed between Cwm Ifor Primary School, Trinity Fields School and the Local Authority to identify respective roles and responsibilities. It is proposed that this will become a model for future partnership agreements between schools which host SRBs and the Local Authority.

Training and Performance Development

- 4.8 The review highlighted a lack of consistency in training for SRB staff. In order to address this it is proposed that there is a core skills training programme, which would ensure that staff based in SRBs have the appropriate expertise to deal with the range of complex needs and behaviours of children and young people in specialist classes. This would include:
- Behaviour management
 - Communication techniques
 - TEACCH approaches (autism /social communication)
 - Basic self care skills / Manual Handling
 - Assessment – PIVATS training
 - Safeguarding
- 4.9 In addition staff would have access to more in-depth specialist training relevant to the needs of the children they are supporting.

Specialist Resource Bases (SRBs)

- 4.10 There are currently twenty-seven specialist classes in seventeen primary settings. At secondary level four secondary schools host SRB provision (Appendix A). Currently Ysgol Gyfun Cwm Rhymni is resourced to meet the needs of pupils with complex needs. An outcome of the review has been a recommendation that a formal SRB is established. Initial consultation with the Head teacher and Governing Body will commence in the autumn term.

- 4.11 An analysis of provision and future demand has revealed the need for further reorganisation and development of SRB provision to take into account:
- provision required to meet current and future identified need;
 - geographical distribution of SRBs;
 - cross-phase continuity for children and young people.
- 4.12 Addressing these issues could include re-designation and rationalisation of some single phase provisions.
- 4.13 A further outcome from the review has identified that a more in-depth review of behaviour provision and intervention is necessary. Planning for the review is currently taking place and will be actioned during the autumn term 2014.

Funding

- 4.14 The current SRB funding arrangements have been in place for at least 15 years and have not been reviewed during this period. The review identified that the needs of pupils now placed within SRB provision have become increasingly more complex leading to increased demand for additional support in these settings.
- 4.15 Officers from LEI and Finance have developed alternative SRB funding formula options there are two distinct elements, place led funding and pupil led funding.
- **Place Led Funding** – this refers to funding for teachers and teaching assistants in SRB classes. In recognition of the increasing complexity of pupil need, it is proposed that the staff to pupil ratio is increased to one teacher and two teaching assistants to every eight pupils. This should address the number of applications to SPP Panel for additional funding. Place led funding will include any additional funding such as capitation, sanitation allowances and equipment maintenance.
 - **Pupil Led Funding** – this refers to additional funding generated through a SRB matrix to reflect individual pupil needs.(Appendix B)
- 4.16 **Funding Options Summary** - Appendix C illustrates these options applied to Primary SRB settings, the same principle will be applied to secondary settings.

	Option 1	Option 2	Option 3
Place Led funding	1 Teacher , 1 TA level 3 , 1 TA level 1	1 Teacher , 1 TA level 3 , 1 TA level 1	1 Teacher & 2 TAs Core staff funding varies according to the designation of the base to take into account differing roles and responsibilities of TAs
	Sanitation, capitation & equipment maintenance. Sickness / absence supply cover.		
Pupil Led Funding	Through full SRB matrix	Through reduced SRB matrix	Through full SRB matrix
	Additional pupil led funding e.g. PDG, SEG, WEG		

Next Steps

- 4.17 In September LEI officers will meet with head teacher and governing bodies of schools which might be affected by the re-designation and rationalisation of SRBs. Following this a meeting will be held with the stakeholder group to discuss the recommendations of the review. The Budget Forum and Scrutiny Committee will be updated verbally regarding the outcome of the meeting with the Head teacher stakeholder group.

- 4.18 A review of behaviour support services and provision will begin in the early autumn term; this has been identified as a priority in the LEI Service Improvement Plan. In addition to the review of behaviour support services the next phase of the ALN review will consider the role, function and current structure of central services that support pupils with additional learning needs and their associated budgets.

5. EQUALITIES IMPLICATIONS

- 5.1 Additional Learning Needs by its very nature has strong links with the Equalities agenda and so the service review fully takes into account a range of disability issues (physical, mental and learning) as an intrinsic part of the process.
- 5.2 The council's full equalities impact assessment process will be applied to the review when a final SRB funding formula has been agreed.

6. FINANCIAL IMPLICATIONS

- 6.1 The financial implications will be dependent on the chosen funding option. Members will be updated following the determination of the agreed option.

7. PERSONNEL IMPLICATIONS

- 7.1 Rationalisation of base provisions could impact on personnel currently employed in SRBs. Any staff affected will be fully consulted, managed through the workforce redeployment arrangements.

8. CONSULTATIONS

- 8.1 Heads of Services and a Head teacher focus group have been kept fully informed of the progress of the review.
- 8.2 Further consultation is already noted in section 4 with stakeholder groups, however if proposals to re-designate/rationalise SRBs are agreed, parents will be consulted as part of the statutory process.

9. RECOMMENDATIONS

- 9.1 It is recommended that Members note the content of the report and comment on the proposals outlined before they are presented to the Budget Forum.

10. REASONS FOR THE RECOMMENDATIONS

- 10.1 Current provision and funding model is no longer fit for purpose and needs to be revised in order that children and young people's needs are fully met.

11. STATUTORY POWER

- 11.1 The statutory power is section 14 of the Education Act 1996 (functions in relation to provision of Primary and Secondary Schools) and section 14(6)(b) is the specific to special educational provision. Section 315 of the Education Act 1996 is the requirement to review arrangements for special educational provision.

Author: Jacquelyn Elias, Manager, Additional Learning Needs
Consultees: Cabinet Member for Education;
Education Senior Management Team;
Head Teacher Stakeholder group;
Keri Cole, Manager, LEI Service;
Tony Maher, Assistant Director, Planning & Strategy;
Jane Southcombe, Financial Services Manager;
Jacquelyn Elias, Service Manager ALN;
Andrea Davies, School Improvement Manager, ALN;
David Thomas, Senior Policy Officer, Equalities & Welsh Language

Appendices:
Appendix A SRB Provision
Appendix B Summary of Pupil Led funding
Appendix C Summary of Funding Options

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Name of setting - PRIMARY	Type of Provision
Cefn Fforest Primary (KS2)	Complex Learning Difficulties
Cefn Fforest Primary (Yr 3 /4)	Social Inclusion
Coed y Brain Primary (KS1 &2)	Speech and Language
Cwm Ifor Primary (satellite provision)	Complex Learning Difficulties
Cwmcarn Primary(KS2)	Complex Learning Difficulties
Deri Primary (KS1)	Complex Learning Difficulties
Behaviour Management Group at Glan Y Nant (KS2)	Behavioural, Emotional & Social Difficulties
Greenhill Primary (KS1&2)	ASD / Social and Communication
Hendre Juniors (KS2)	Hearing Impairment
Pantside Primary (KS1&2)	ASD / Social and Communication
Pontllanfraith Primary (KS1&2)	Autistic Spectrum Disorder
St James Primary (KS1 &2)	Complex Learning Difficulties
Tir y Berth Primary (KS1&2)	Speech and Language
Ty Isaf Infants (KS1)	Complex Learning Difficulties
Tyn y Wern (Yr 3/4)	Social Inclusion
Tyn y Wern (Rec/ Yr1)	Nurture Class
Ty Sign Primary (KS2)	Behavioural, Emotional & Social Difficulties
Ynysddu Primary School (Rec/ Yr1)	Nurture Class
Ynysddu Primary School (Yr 3/4)	Social Inclusion
Y Ganolfan Cwm Derwen (KS1&2)	Complex Learning Difficulties
Name of Setting- SECONDARY	Type of Provision
Newbridge School (KS3)	Behavioural, Emotional & Social Difficulties
Pontllanfraith Comprehensive (KS3 &4)	Complex Learning Difficulties
Risca Comprehensive (KS3 & 4)	Autistic Spectrum Disorder
St Cenydd Comprehensive (KS3 & 4)	Speech & Language, Sensory and Physical Difficulties
The Learning Centre (KS2 & 3)	PRU - Emotional, Behavioural and Social Difficulties

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Appendix B

Area of Need	5 -9 hours support	10 -14 hours	15 -19 hours	20 – 24 hours	25 -32 hours
Funding	3497	5995	8493	10991	14988
Physical /Medical (to include manual handling/care needs) Toileting (single issue)	Pupil has identified therapeutic needs (OT/Physio programmes) TA2 Pupil is in nappies or pads and is totally dependent upon adults to change and clean them (TA1)		Pupil has high level of dependency for mobility and medical needs and requires therapeutic programmes to be implemented on daily basis. (TA2)		Care plan /Risk Assessment indicates pupil has profound physical medical difficulties which requires a high level of support (TA2)
Safeguarding / well being issues (to include sexualised behaviour, attachment, CAMHS involvement)	Risk assessment identifies need to be supervised during unstructured times (TA1)	Risk assessment identifies pupil needs to be supervised during unstructured times & some activities e.g. PE. TA1			Risk Assessment identifies that pupil requires supervision throughout the school day(TA1)
Supporting mainstream integration		2 or more pupils from base spending 50% of curriculum time in mainstream classes			
HI (Signing required a primary means of communication)					Signing required in order to access curriculum (TA 2/3)
Welsh First Language		Welsh first language pupil placed in English medium setting (TA2)			

Funding

Based on Amounts given as per Additional Support Spreadsheet
Hourly Rate £12.81 (Amount Devolved as Present)

Summary of Funding Options

Current in Formula	Additional Support	Total
1,814,499	159,296	1,973,795
Option 1	2,162,990	
Place Led funding	1 Teacher , 1 TA level 3 , 1 TA level 1	Sanitation, capitation & equipment maintenance.Sickness / absence supply cover.
Pupil Led Funding	Through full SRB Matrix	Additional pupil led funding e.g. PDG, SEG, WEG
Option 2	2,060,647	
Place Led funding	1 Teacher , 1 TA level 3 , 1 TA level 1	Sanitation, capitation & equipment maintenance.Sickness / absence supply cover.
Pupil Led Funding	Through reduced SRB Matrix	Additional pupil led funding e.g. PDG, SEG, WEG
Option 3	1,973,122	
Place Led funding	1 Teacher & 2 TAs Core staff funding varies according to the designation of the base to take into account differing roles and responsibilities of TAs	Sanitation, capitation & equipment maintenance.Sickness / absence supply cover.
Pupil Led Funding	Through full SRB Matrix	Additional pupil led funding e.g. PDG, SEG, WEG

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EDUCATION FOR LIFE SCRUTINY COMMITTEE - 23RD SEPTEMBER 2014

SUBJECT: CAERPHILLY YOUTH SERVICE STRATEGY 2014-2019

REPORT BY: ACTING DEPUTY CHIEF EXECUTIVE

1. PURPOSE OF REPORT

- 1.1 To advise Members of the Education for Life Scrutiny Committee on the allocation of the additional revenue funding to underpin the delivery of the Caerphilly Youth Service Strategy.

2. SUMMARY

- 2.1 The report details the progress on the delivery of the draft Youth Service Strategy (CYSS) for Caerphilly County Borough Council (CCBC) for the period 2014-2019.
- 2.2 The report provides details on the use of the additional £100,000 during the 2013/14 financial year.
- 2.3 The report also includes proposals for the allocation of the additional £100,000 revenue budget for the Youth Service for 2014/15.

3. LINKS TO STRATEGY

- 3.1 The report links directly the 'Learning' section of the Single Integrated Plan for Caerphilly, linking into the L1 - Improve the level of basic skills and the number of achieved qualifications (formal and non-formal) to improve the life opportunities for families, L2 - Develop a multi-agency approach to address the impact of poverty on pupil attainment, and L3 - Children, young people and families have the skills and resources to access job opportunities.
- 3.2 All proposals have a direct link with the Welsh Government National Youth Service Strategy 2014-2018 and also deliver on the Youth Engagement and Progression Framework.
- 3.4 The United Nations Convention on the Rights of the Child and Welsh Government Extending Entitlement Guidance in terms of ensuring opportunities for young people to participate and influence the development of services.

4. THE REPORT

4.1 Introduction

- 4.1.1 The statutory Youth Service in Caerphilly currently engages over 7,800 young people predominantly between the ages of 10 to 19 which is equivalent to 20% of the youth population. Youth provision is managed and delivered by 31 full-time and 200 part-time staff, operating in up to 100 different locations, 28 of which are premises that house youth centre and club provision.
- 4.1.2 The Youth Service budget is £2,862,990, of which £1,225,681 is made up from external grants. This includes additional funding from the Welsh Government, Families First and Community First. This budget provides a platform for the development of a broad and progressive range of youth work methods which are delivered through an extensive partnership structure.
- 4.1.3 A review of the Youth Service was conducted in December 2012 by an independent contractor in order to identify good practice, areas for improvement and opportunities for innovation. This was presented to Scrutiny on the 6th November 2013. This information provided a framework for the development of the draft CYSS.
- 4.1.4 The draft Caerphilly Youth Service Strategy was written and presented to Scrutiny in March 2014. Officers then ensured that the allocation of additional funding would underpin the delivery of the CYSS.

4.2 The Youth Service Strategy Update

4.2.1 Consultation

- 4.2.2 The Youth Service has undertaken a rigorous consultation process on the draft Youth Service Strategy between April and June 2014. This has involved the following groups:
- 4.2.3 Young People - A series of Workshops were held in April which involved over 100 young people. Officers translated the priorities of the service into a young people friendly version and sought their views on all 12 priorities and objectives.
- 4.2.4 Staff – A conference was held in February which involved over 120 youth workers at all levels of the Service.
- 4.2.5 Partnerships – A total of 12 key organisations were provided with a copy of the draft documents and asked to make comments and recommendations.
- 4.2.6 Parents – A consultation event was held with parents on Friday 20th June.
- 4.2.7 Elected Members (EM) – Strategy circulated to all EM and two workshops held which were attended by 6 Councillors.

4.3 Allocation of the additional 100K Revenue during the 2013/14 Financial Year

- 4.3.1 Officers analysed the youth centre/club attendances to determine the membership, frequency of visits and needs of young people.
- 4.3.2 A youth centre banding system / suitability survey was introduced in April 2014 which highlighted fit for purpose facilities, premises which needed upgrading and facilities which were not adequate for the delivery of youth work. This information was utilised to make informed decisions about the refurbishment of Rhymney, New Tredegar and Ynys Ddu as a priority because these facilities were utilised in the day and evening or required urgent attention due to Health and Safety issues.

4.3.3 An analysis of the location of the current Youth Centre and Clubs in line with the 2011 Census youth population is in the process of being completed.

4.3.4 The allocation of the budget was then utilised for the following purposes to expand provision and improve the quality of services.

4.3.5 Allocation of resources for 2013/14

	Allocation	Detail	Amount
1	Summer Programme Abertyswg Cefn Hengoed Crosskeys Crumlin Fochriw Lansbury Pantside Penllwyn Risca Tyn Y Wern Ynysddu	Increase access to provision during the summer months <ul style="list-style-type: none"> • 4 Youth Centres • 7 Youth Clubs • 4 Outreach programmes 	Total = £40,000
2	Upgrading Youth Centres and Clubs to ensure fit for purpose Centres <ul style="list-style-type: none"> • New Tredegar • Rhymney Clubs <ul style="list-style-type: none"> • Ynys Ddu 	Improvements <ul style="list-style-type: none"> • New flooring • Kitchen fittings • New Heaters • Toilet facilities • Modified a large storage space into a 1.1 Counselling room • Guards on light fittings • Security • Compliance with Health and Safety regulations • Decorating 	Total = £31,000
3	Purchase additional equipment, resources and materials to expand curriculum all 29 centres and clubs.	<ul style="list-style-type: none"> • Appropriate furniture • Equipment and materials all 28 centres and clubs • DDA suitability 	Total = £29,000
	Total		£100,000

4.3.6 Allocation of resources 2014/15

	Allocation	Detail	Amount
1	Summer Programme Centres and Clubs Abertyswg Cefn Hengoed Crosskeys Crumlin Fochriw Lansbury Pantside	Increase access to provision during the summer months <ul style="list-style-type: none"> • 4 Youth Centres • 7 Youth Clubs 9 additional provision on an outreach basis Aberbargoed Abercarn Bedwas	Total Centres = £35,000 Total Outreach = £25,000 Grand total = £60,000

	Penllwyn Risca Tyn Y Wern Ynysddu	Blackwood Caerphilly Town Centre Cwmcarn Nelson Phillipstown Senghenydd	
2	Upgrading Youth Centres to ensure fit for purpose	Improvements <ul style="list-style-type: none"> • Refurbishment • DDA suitability Bedwas Crosskeys Crumlin The Hanger Risca <ul style="list-style-type: none"> • 	£20,000
3	Purchase additional equipment, resources and materials to expand curriculum all 29 centres and clubs.	<ul style="list-style-type: none"> • Appropriate furniture • Equipment and materials all 28 centres and clubs 	£20,000
	Total		£100,000

5. EQUALITIES IMPLICATIONS

- 5.1 The Youth Service Strategy, operational plan and project management templates will have a holistic commitment to equality of opportunity.
- 5.2 The Youth Service will be required to demonstrate its contribution to the inclusion agenda in line with the Council's Strategic Equality Objectives, via targets, consultation and monitoring in the Youth Service Strategy, the Directorate's Service Improvement Plans and information provided for inclusion in the annual monitoring and improvement reports for Equalities and Welsh language to the relevant Commissions.

6. FINANCIAL IMPLICATIONS

- 6.1 Elected Members have made available an additional revenue allocation of £100,000 to strengthen the delivery of the Youth Service. The 2013/14 allocation has been utilised effectively in preparation for the commencement of delivery of the draft Youth Service Strategy.

7. PERSONNEL IMPLICATIONS

- 7.1 There are no personnel implications as a result of this report.

8. CONSULTATIONS

- 8.1 All comments received are contained within the report.

9. RECOMMENDATIONS

- 9.1 Members note the content of the report.

10. REASONS FOR THE RECOMMENDATIONS

- 10.1 To ensure that members are aware of the outcomes of the consultation process.
- 10.2 To apprise Members of how the additional funding has been allocated across the borough.

11. STATUTORY POWERS

- 11.1 Extending Entitlement: supporting young people in Wales.
- 11.2 The Learning and Skills Act 2000.
- 11.3 Local Government (Wales) Measure 2010, Equalities Act 2010 (Statutory Duties) (Wales) Regulations 2011, Welsh Language Measure (Wales) 2011.

Author: Tanis Ann Cunnick, Community, Youth and Adult Services Manager
E-mail: cunnit1@caerphilly.gov.uk

Consultees: Sandra Aspinall, Acting Deputy Chief Executive
Tony Maher, Assistant Director, Education and Lifelong Learning
Corporate Management team
Councillor Passmore, Cabinet Member for Education and Lifelong Learning
Gareth Hardacre and Lynne Donavan, HR
Principal Solicitor - Gail Williams
David Thomas, Senior Policy Officer (Equalities and Welsh Language)
Finance Division – Nicole Scammell

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EDUCATION FOR LIFE SCRUTINY COMMITTEE - 23RD SEPTEMBER 2014

SUBJECT: 21ST CENTURY SCHOOLS: GATEWAY REVIEW

REPORT BY: ACTING DEPUTY CHIEF EXECUTIVE

1. PURPOSE OF REPORT

- 1.1 To present the outcome of the Office of Government Commerce (OGC) Gateway Review that was undertaken as part of the Welsh Government's validation of the 21st Century Schools Programme.

2. SUMMARY

- 2.1 The report presents the findings of the Gateway Review for Caerphilly's 21st Century Schools Programme. Overall the Programme is given a green/amber rating, which is the second highest out of a possible five ratings and represents a positive outcome. The review also makes five recommendations which are detailed below.

3. LINKS TO STRATEGY

- 3.1 The Gateway Review process is used by the Welsh Government to evaluate and monitor progress with regard to delivery of the 21st Century Schools Programme. The actual review process is the OGC Gateway Review 0: Strategic Assessment. The purpose is to review the outcomes and objectives for the programme and confirm the Welsh Government's 21st Century Schools Strategy is being delivered.

4. THE REPORT

- 4.1 The full report is attached as Appendix 1. The review was undertaken between 19th May 2014 and 21st May 2014. The composition of the Review Team is summarised below:

Review Team Leader: Martin Dove

Review Team Members: Peter Jones
David Paget

- 4.2 Overall Caerphilly's 21st Century Schools Programme is rated a Green/Amber in terms of delivery confidence by the Review Team.

The outcome of a gateway review is assessed as one of five levels of delivery confidence as shown below:

RAG	Criteria Description
Green	Successful delivery of the project/programme to time, cost and quality appears highly likely and there are no major outstanding issues that at this stage appear to threaten delivery significantly
Amber/Green	Successful delivery appears probable however constant attention will be needed to ensure risks do not materialise into major issues threatening delivery
Amber	Successful delivery appears feasible but significant issues already exist requiring management attention. These appear resolvable at this stage and if addressed promptly, should not present a cost/schedule overrun
Amber/Red	Successful delivery of the project/programme is in doubt with major risks or issues apparent in a number of key areas. Urgent action is needed to ensure these are addressed, and whether resolution is feasible
Red	Successful delivery of the project/programme appears to be unachievable. There are major issues on project/programme definition, schedule, budget required quality or benefits delivery, which at this stage do not appear to be manageable or resolvable. The Project/Programme may need re-base lining and/or overall viability re-assessed

- 4.3 The report made five recommendations. These are shown in the table below along with the progress made in their implementation:

Recommendation	Progress
1. Determine the arrangements for the design of the new school at Oakdale.	Completed
2. Review governance arrangements and project management responsibilities between the project board and the interim Governing Body for the new school at Oakdale.	Completed
3. Undertake further local stakeholder engagement for the upper Rhymney Valley project.	In progress for completion by October 2014
4. Review and agree plans for the Upper Rhymney Valley project.	Scheduled for completion by March 2015
5. Develop an integrated plan for capital and education, human resources, ICT and the activities for each project.	Completed

- 4.4 In terms of the key findings, the report is positive in many aspects of all three projects. In terms of the Welsh Medium Development (Y Gwindy) the Review Team report confidence that the project will be completed within budget and on time. With respect to the Secondary School Project at Islwyn West, the review recognises the successful conclusion of the statutory consultation period. However, it also highlights the need for urgency to ensure the project is delivered on time. The review also acknowledges the complexity of the project in terms of the design needed to address both the temporary pupil bulge and the constraints of the site. With regard to the Upper Rhymney Valley, the review recognises the work that has taken place to date, but also highlights the need for further stakeholder engagement, which is being progressed.
- 4.5 In terms of overall progress, the review is positive about the project and risk management. However, it identifies the need for the integration of the contractor and education plans, with plans for human resources, ICT and other activities. This is a key recommendation which has subsequently been progressed.

5. EQUALITIES IMPLICATIONS

- 5.1 In delivering Caerphilly's 21st Century Schools Strategy, relevant Equality Impact Assessments are undertaken when appropriate on specific projects.

- 5.2 The Strategy supports the Council's Strategic Equality Objectives 3 and 4 - Physical Access and Communications Access as all new schools are designed and built to be fully accessible.
- 5.3 The OGC Gateway Review, in its recommendations, notes the need for further stakeholder engagement in the Upper Rhymney Valley. The issues around this recommendation are noted in more detail on page 3 of the Review document.
- 5.4 This further consultation will be done in line with the Council's approved Public Engagement Strategy and the guidance in the Equalities Consultation and Monitoring document, ensuring that the views of all stakeholders, including those who come under the protected characteristics, continue to be taken into account in the decision-making process. This then also supports the Council's Strategic Equality Objective 5 - Engagement and Participation.

6. FINANCIAL IMPLICATIONS

- 6.1 There are no direct financial implications to this report.

7. PERSONNEL IMPLICATIONS

- 7.1 There are no direct personnel implications to this report.

8. CONSULTATIONS

- 8.1 The views of consultees have been incorporated into this report.

9. RECOMMENDATIONS

- 9.1 Members are requested to note the contents of this report.

10. REASONS FOR THE RECOMMENDATIONS

- 10.1 To ensure that Members are aware of the outcome of the Gateway Review.

11. STATUTORY POWER

- 11.1 The 21st Century Schools Programme is being delivered in accordance with the Local Government Acts 1972 and 2000, as well as School Standards and organisation (Wales) Act 2013.

Author: Martin Donovan, Project Lead 21st Century Schools
E-mail: DONOV1@caerphilly.gov.uk

Consultees: Directorate Senior Management Team
Councillor Rhianon Passmore, Cabinet Member for Education & Lifelong Learning
Nicolle Scammell, Acting Director of Corporate Services & S151
David A Thomas, Senior Policy Officer (Equalities & Welsh Language)
Stuart Rosser, Interim Chief Executive

Appendices:

Appendix 1: Gateway Review Report.

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OGC Gateway™ Review 0: Strategic assessment
Programme Title: Caerphilly 21st Century Schools Programme
OGC Gateway™ ID: AH/14/008
Privacy Marking: UNCLASSIFIED



Office of Government Commerce

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OGC Gateway™ Process

Review 0: Strategic assessment

Version number: Draft 0.8

Date of issue to SRO: 21/05/2014

SRO: Sandra Aspinall

Agency or NDPB: Caerphilly County Borough Council

OGC Gateway™ Review dates: 19/05/2014 to 21/05/2014

OGC Gateway™ Review Team Leader:
Martin Dove

OGC Gateway™ Review Team Members:
Peter Jones
David Paget

OGC Gateway Delivery Confidence Assessment

Delivery Confidence Assessment	Amber / Green
	<p>This Delivery Confidence Assessment indicates that successful delivery appears probable and constant attention will be needed to ensure risks do not materialise into major issues threatening delivery.</p> <p>This reflects the Review Team’s confidence in the project’s ability to deliver its aims and objectives and identifies specific issues that threaten the delivery of outcomes and jeopardise the delivery of benefits. It indicates the resilience of the project to overcome identified shortcomings or threats and also the review team’s professional judgement of the likelihood of the project succeeding even though there may be no definitively clear evidence either way.</p> <p>The Caerphilly County Borough Council (CCBC) 21st Century Schools Programme, which includes three discrete projects, provides improved provision of Welsh medium places, reduces about a third of the surplus school places and provides investment in one new school and enhancements or integration of other schools. This first phase of the Welsh Government (WG) / CCBC programme is affordable with the funding secured. There are clear investment and community benefits identified, with educational benefits measured through the normal indicators.</p> <p>CCBC has a track record of developing schools projects, an experienced education team, a culture of working well together corporately and is well set up to deliver the programme. The SRO has a clear vision and an approach that seeks to ensure strong buy-in from pupils, parents, staff and other stakeholders. Sound project board governance arrangements are in place. The project manager has advanced the development of the capital schemes and risk management is sound.</p> <p>Plans to complete the Welsh medium development at Y Gwindy are well advanced, with contract award imminent and this is highly likely to be completed by the target timescale of September 2015 and within cost.</p> <p>Plans for secondary rationalisation are progressing well, following a positive outcome to the consultation process. Firm plans are in place with WG to complete all stages of the business planning process by autumn 2014. There is a good awareness of the challenges this project faces, which include: the timing and delivery of the design and construction of the new school on a tight site; the need for design flexibility to initially provide additional capacity; determining a preferred option for the Blackwood school; and governance, management and planning arrangements for the transition. There is recognition of the risk that the school may not be ready to open in September 2016.</p>

OGC Gateway™ Review 0: Strategic assessment

Programme Title: **Caerphilly 21st Century Schools Programme**

OGC Gateway™ ID: **AH/14/008**

Privacy Marking: **UNCLASSIFIED**

Plans for the Upper Rhymney Valley are at a much earlier stage with a 2017 completion date. There has been local engagement in various communities and in some there is opposition to the proposal. Since the original proposal was developed, some different issues have emerged, which need to be considered. CCBC is aware of this and is committed to exploring the issues and opportunities ahead of any decisions and formal consultation.

The governance arrangements are sound and include an SRO, project board and project management for the capital schemes. Integrated capital and educational plans are needed for each project to bring together all the various strands of work and this is now being progressed.

The programme currently includes the WG Band A projects and CCBC has commenced the development of plans for the potential Band B phase of the 21st Century Schools Programme.

The Delivery Confidence assessment RAG status uses the definitions below.

<u>RAG</u>	<u>Criteria Description</u>
Green	Successful delivery of the project/programme to time, cost and quality appears highly likely and there are no major outstanding issues that at this stage appear to threaten delivery significantly
Amber/Green	Successful delivery appears probable however constant attention will be needed to ensure risks do not materialise into major issues threatening delivery
Amber	Successful delivery appears feasible but significant issues already exist requiring management attention. These appear resolvable at this stage and if addressed promptly, should not present a cost/schedule overrun
Amber/Red	Successful delivery of the project/programme is in doubt with major risks or issues apparent in a number of key areas. Urgent action is needed to ensure these are addressed, and whether resolution is feasible
Red	Successful delivery of the project/programme appears to be unachievable. There are major issues on project/programme definition, schedule, budget required quality or benefits delivery, which at this stage do not appear to be manageable or resolvable. The Project/Programme may need re-baselining and/or overall viability re-assessed

Summary of Report Recommendations

The Review Team makes the following recommendations which are prioritised using the definitions below.

Ref. No.	Recommendation	Critical/ Essential/ Recommended
1.	Determine the arrangements for the design of the new school at Oakdale	Critical – do now
2.	Review governance arrangements and project management responsibilities between the project board and the interim Governing Body for the new school at Oakdale	Essential – do by July 2014
3.	Undertake further local stakeholder engagement for the Upper Rhymney Valley project	Essential – do by October 2014
4.	Review and agree plans for the Upper Rhymney Valley project	Essential – do by March 2015
5.	Develop an integrated plan for capital and education, human resources, ICT and other activities for each project	Critical – do now

Critical (Do Now) – To increase the likelihood of a successful outcome it is of the greatest importance that the programme/project should take action immediately

Essential (Do By) – To increase the likelihood of a successful outcome the programme/project should take action in the near future

Recommended – The programme/project should benefit from the uptake of this recommendation.

Background

The aims of the programme

The overall aim of Caerphilly County Borough Council's (CCBC) 21st Century Schools Programme, originally prepared in October 2010, is to transform the educational opportunities for learners through the provision of improved learning environments. The benefits to be realised from the programme will be improvements in outcomes and in the condition, suitability, sufficiency and sustainability of school buildings.

The updated strategic programme, SOP2, clearly sets out the strategy and investment aims and the options appraisal process which was followed to determine the projects for inclusion in phase 1 of the programme and addressed in the period up to 2020. These are the Welsh medium development, the secondary rationalisation (phase 1) and the Upper Rhymney Valley 3 -19 strategy.

The key benefits to be realised include:

- Improved educational outcomes and enhanced skills levels.
- Improvements in the condition of school buildings and increased compliance.
- Improvements in accommodation to meet the needs of 21st century learners.
- ICT enhancements to transform teaching & learning.
- Further development of the 6 post -16 investment objectives, including increasing options.
- Substantial reduction in surplus school places.
- Meeting the continued increase in demand for Welsh medium education.
- Special educational needs are met, including in accordance with recent provision mapping exercise.
- Review of school catchment areas.
- Exploring the use of federated arrangements.
- Increased energy efficiencies, reduced carbon emissions and savings of up to £3m pa.
- Asset rationalisation, by co-locating other services on school sites.
- Backlog maintenance costs substantially reduced.

The driving force for the programme

As part of the wider 21st Century Schools Programme across Wales, CBCC has developed a first phase secondary education rationalisation programme that aims to remove unwanted surplus places in the authority in order to support the aim that all other provision may be enhanced.

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The procurement delivery status

For the three projects within the programme and their procurement delivery status is as follows:

1. Y Gwindy: Welsh medium development - Final stages of procurement.
2. Secondary Rationalisation: Phase 1 – Strategic outline case to be submitted shortly.
3. Upper Rhydney 3 -18 - early stage of development.

Current position regarding OGC Gateway™ Reviews

Welsh Government requires Gateway Reviews of all 21st Century Schools Programmes. This is the first Gateway Review of this programme.

Purposes and conduct of the OGC Gateway™ Review

Purposes of the OGC Gateway™ Review

The primary purposes of an OGC Gateway Review 0: Strategic assessment, are to review the outcomes and objectives for the programme (and the way they fit together) and confirm that they make the necessary contribution to Ministers' or the department's overall strategy. A Gateway 0 review is repeatable throughout the life of the programme.

Appendix A gives the full purposes statement for an OGC Gateway Review 0.

Conduct of the OGC Gateway™ Review

This OGC Gateway Review 0 was carried out from 19/05/2014 to 21/05/2014 at Caerphilly County Borough Council, Ty Penallta, Tredomen Park, Ystrad Mynach, Hengoed, CF82 7PG. The team members are listed on the front cover.

The people interviewed are listed in Appendix B.

The Review Team would like to thank the SRO, the project manager and interviewees for their support and openness, which contributed to the Review Team's understanding of the programme and the outcome of this review. The administrative arrangements for the review were excellent.

Findings and recommendations

1: Policy and business context

Policy and approval

The original programme for secondary places rationalisation was developed in 2010. This was then developed and refined into a first phase of rationalisation through a Member-led approach, which examined all of the options and worked through a formal decision-making process to identify and confirm proposals to be included in the revised programme. This recognised the imperatives of needing to make substantial progress quickly and to make the best use of available finance.

The prioritisation of a small programme of Band A projects was based upon the urgency for more Welsh medium secondary places and the need for realistic timescales to achieve project outcomes. The programme links directly to CCBC Education for Life, sustainability and regeneration strategies.

Funding and affordability

The projects in Band A have a funding requirement of £52m, half of which is from CCBC's own resources and half of which is from WG match funding. At a programme level, funding allocations are approved in principle, and each project then has specific funding approved and commitment via an agreement between WG and CCBC following approval of the Full Business Case. The specific agreement for the funding of the Y Gwindy project is in place. CCBC's funding is in place and has primarily been secured from its own resources, with only a small amount of prudential borrowing proposed.

Each of the projects is discrete and two of the projects include funding arrangements for further work, which to some extent, are dependent on the actual costs in the initial phase of the project. At Oakdale, once the capital costs for the new school are firm and contracted, any 'remainder' funding will be used for the expansion and improvement of Blackwood school. For Y Gwindy, a sum has been set aside for a new 3G pitch and the scale of this will be determined once the main tender has been signed and there is a clearer view on project cost. For Upper Rhymney Valley a capital sum allocation has been identified.

In terms of overall programme affordability, the majority of the savings from surplus places have effectively already been made through the way that the allocations system works. There are limited further savings to be secured from premises overheads.

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Benefits

For each project, as well as the educational and direct investment project benefits, WG also requires measurement of community benefits. Educational benefits will be tracked using the Education Department's normal performance monitoring indicators including: improving opportunities for learning in Welsh medium settings; maintaining and improving high quality education provision for 14 - 19 year - olds in CCBC including improved outcomes for learners at Level 2 and 3; improving the economic future and employment prospects for young people in CCBC; making school buildings more fit for purpose; and the enabling of community learning. Details of how these benefits will be achieved should form part of the transition and implementation plans for each school project. The first phase of the programme delivers a large in surplus places and substantial new investment in school buildings.

2: Business case and stakeholders – individual projects

The review of current projects reflects the relative independence of each project and includes consideration of the current stage of business case development, stakeholder support, readiness for next phase, the transition plan, the change management plan, the HR plan, and the project timetable, costs and benefits.

Welsh medium development

The Welsh medium development project (Y Gwindy) comprises the move of a nearby primary school onto the single campus, building school facilities for a Welsh medium comprehensive through refurbishing an existing building and some new build to provide additional capacity.

The Final Business Case (FBC) for £20m investment was approved by WG on 17 April 2014, including £3m previous expenditure. This is currently in procurement with tenders received at the time of this review and contract award imminent. The construction cost risk transfers on contract signing. Phase 1 is complete and phases 2 and 3 are being procured together, following the lack of interest from the market in separate phased procurement. The project team consider that this can be delivered within the project cost and meet the September 2015 timescale for the additional facilities. There will be a separate procurement for a 3G pitch, with the budget and specification to be finalised once the main contract has been let.

Much of the work required in establishing the staff arrangements for this new school has been completed through the joint working of the school and CCBC. The focus has been to ensure that existing high standards are spread and shared across both comprehensive sites.

Secondary rationalisation: Phase 1

This is the first CCBC project to reduce the 3,000 surplus places as required by the Welsh Government and Estyn. Constructing a new school at Oakdale as a replacement for the existing Pontllanfraith and Oakdale comprehensives reduces

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unwanted surplus places by over 700 by September 2016. This brings down CCBC's total secondary surplus places to 20% which is the WG's trigger point for review. CCBC is working towards reducing surplus places to 15% as an absolute maximum and plans to address this in subsequent secondary rationalisation phases. The consultation process for the proposals has been successfully completed and plans are in place with WG to complete the business planning process by autumn 2014.

The project includes subsequent refurbishment and new facilities at Blackwood school for the additional capacity which arises from adjusting catchment areas. The transition arrangements mean that there is a 'bulge' in pupil numbers for the first three years or so at the new school at Oakdale until admission arrangements re-divert pupils to Blackwood comprehensive. This will decline during the three years. CCBC has a plan to manage this 'bulge' based on strategic advice that a flexible / agile building design for the new school which can accommodate the 'bulge' without compromising the future capacity of the school.

It is estimated that the cost of the new school will be £18m to £18.5m. Council approved funding of £9.25m as 50% match funding to support £9.25m of grant funding provided by the Welsh Government as part of the 21st Century Schools Programme.

The balance of the approved CCBC / WG funding for this project, currently estimated at £1.5m to £2m, is for investment at Blackwood. An options appraisal has been undertaken for Blackwood, with a range of options for implementation once the level of funding available is clarified. The school have been consulted on the options as they have been developed. The timing of the next phase of determining a preferred option, preparing the business case and likely delivery plan should be included in the overall programme plan.

The proposed design for Oakdale is relatively complex given the tightness of the site, the integration of the special resource base, the requirement to design flexibility to provide 'bulge' capacity for the first three years or so and the tight delivery timescales. CCBC has been considering the best way to procure and design this school and a final decision is needed on this soon to meet the demanding timescales for delivery.

Initial consideration has been given to the need for a contingency plan in the event of a time overrun from September 2016. It is well recognised that there is a risk of a delay happening, as well as the likely pressure on cost from the design and site constraints. CCBC is likely to consider a standardised school design which has been developed by various market operators during the last two to three years.

Recommendation 1: Confirm the arrangements for the design of the new school at Oakdale

The changes under secondary rationalisation are being managed through the closure of two existing schools and the creation of a new school. The process to establish an interim Governing Body early in the project has commenced and the plans are to have this in place shortly. One of the first tasks will be to appoint the Headteacher. There are clear advantages around doing this, including continuing work on curriculum development and organisational structure and staffing for the new school. As ultimately the Governing Body and Headteacher become the owners of the new school, this provides an opportunity for many of the responsibilities for change management to be transferred from CCBC to them during the different stages of project development. This needs to be considered in the light of an overall transitional project plan which brings together the capital, educational, organisational and other activities for this project.

Recommendation 2: Review governance arrangements and project management responsibilities between the project board and the interim Governing Body for the new school at Oakdale

An external educationalist with relevant experience and expertise has been brought in to assist with the development of the curriculum and the initial bringing together of staff and pupils. The appointment of the interim Governing Body and a Headteacher will be critical to creating a new culture for the new school. The SRO is committed to the early engagement of all stakeholders. Initial informal meetings have been held with staff and unions. This is all positive and there is considerable energy and enthusiasm for this new school.

Upper Rhymney Valley

This scheme was submitted as one of the twelve Band A proposals in the original SOP in 2010. The bid proposal involves rationalising three existing Primary schools into one new one, and thereby removing circa net 100 Primary school places. The scheme also involves developing community facilities in an area of high social deprivation as well as upgrading existing facilities on the Rhymney Comprehensive site where the new school would be co-located. This would result in a single site 3 - 19 campus, under the leadership of one Headteacher. The bid was taken forward as part of this programme.

The scheme is still at a relatively early stage with initial discussions commencing with local communities during 2013. Three primary schools will close under these plans, with pupils travelling to a new school. One of the schools is particularly isolated. Currently there are objections in some of the communities to the proposal, with a perception that perhaps a decision has already been made. There are concerns that this project will have a serious negative impact on the communities. Recent engagement has been difficult and there are different concerns in each of the communities, including issues about access, transport and safety, reuse of existing

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buildings, the co-joining of primary and secondary schools and the need to examine alternatives.

CCBC recognises these concerns and the issues raised and is seeking to continue the engagement and explore the issues. CCBC has scheduled a further set of meetings with a representative group of staff, governors and members of the community to ensure that all matters raised are fully explored prior to making a firm proposal about the way forward for the Upper Rhymney Valley project.

Recommendation 3: Undertake further local stakeholder engagement for the Upper Rhymney Valley project

Recommendation 4: Review and agree plans for the Upper Rhymney Valley project

3: Management of intended outcomes

Governance and project management arrangements

The programme includes three projects which are largely independent of each other, apart from their dependency on CCBC and WG funding and sitting under a common governance structure within the CCBC.

The 21st Century Schools Board in CCBC brings together all aspects of the programme including the construction programme. Given the importance of the programme to CCBC, it is good that the Acting Chief Executive chairs the Board and that the relevant Cabinet Member and other senior officers are on the Board. Minutes of these meetings clearly set out what the issues are on each project in the programme and how these are being addressed. The SRO is the Director of Education & Lifelong Learning and Acting Deputy Chief Executive who has a clear vision and an approach which seeks to ensure strong buy-in from pupils, parents, staff and other stakeholders. The education team is experienced in taking forward changes of this nature.

Specific programme and project management arrangements going forward are evolving. Each project, once it enters the construction phase, will effectively have a project manager from the delivery team directly responsible for the day-to-day delivery of the scheme. Construction project management experience will continue to be needed through the delivery of completion, post project evaluation and measurement of benefits realisation for each scheme. At a programme level, two managers will take forward the Y Gwindy and Oakdale projects, and the Upper Rhymney Valley project.

Programme and project plans

An overall programme plan and individual project plans have been prepared for each capital scheme. There is acknowledged need to widen the content of the plans to include the associated change management plans. These will vary for each project and may include consultation, curriculum changes, transition, integration, staff changes, ICT and transport, as well as wider Council interests such as health and safety, planning and regeneration. The higher level plan should identify milestones, critical path and dependencies. The plans should also include milestone dates when the agreed benefit baseline measures will be reviewed. CCBC are now progressing the integration of these plans.

Recommendation 5: Develop an integrated plan for capital and education, human resources, ICT and other activities for each project

Following the letting of the contract for Y Gwindy, it is planned to run an initial lessons learned process to capture learning and feed this in to the planning of subsequent projects. This process could helpfully tap into any information WG has available from similar exercises elsewhere in Wales. Formal post project evaluation is planned for each scheme.

4: Risk management

Individual projects will have risk registers for their capital elements and one is already developed for the Y Gwindy project. The latter includes one high risk (design omissions and errors in mechanical and electrical) and several medium risks (start delay, client changes, tender over budget, existing windows and other repair work). Risk management will be developed with the contractor when appointed. Cost risk is transferred to the contractor and robust CCBC change control measures will be established and controlled by the project manager.

There is also a programme risk register with no high risks and a number of medium risks including: difficulty in obtaining and / or developing the preferred sites; abnormal site conditions; proposals not endorsed during statutory consultation; failure to gain planning and environmental approvals for the proposed project; and construction over – run and / or increased costs.

Escalation of programme and project Council risk is initially to the Project Board. From there escalation is to the Council's Big Project Risk Register and the Corporate Risk Register.

As individual projects develop risk identification and management will need broadening to include risks identified from other activities such as curriculum changes, new organisational structures, school changes, transition and transport workstreams.

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5: Readiness for next phase

At the programme level, the next phase beyond Band A projects will include the development of the strategic outline plan for the projects to be considered at part of a potential Band B. This timing for this is uncertain and will be dependent on WG match funding through any extension of the WG's 21st Century Schools Programme.

CCBC has commenced the development of such plans for the potential Band B phase, which will include addressing a further reduction in surplus places. This will be beneficial given that the planning for schools projects and, particularly the rationalisation of places, has a long lead-in time.

While core education funding is ring-fenced, the scale of cost reductions CCBC faces in 2015/6 and 2016/17 suggests that the pressure to make the best use of available resources will increase further. This potentially impacts on CCBC's future flexibility to source its own funding to be used alongside matching WG funds and will also need to inform planning assumptions for the next phase.

The next OGC Gateway™ Review

Gateway 0 Programme Reviews are repeatable through the programme life. The next review should be prior to the opening of the new school at Oakdale planned for September 2016 or, if required earlier by WG, the Band B phase of the 21st Century Schools Programme.

APPENDIX A

Purposes of OGC Gateway™ Review 0: Strategic assessment

- Review the outcomes and objectives for the programme (and the way they fit together) and confirm that they make the necessary contribution to overall strategy of the organisation and its senior management.
- Ensure that the programme is supported by key stakeholders.
- Confirm that the programme's potential to succeed has been considered in the wider context of the organisation's delivery plans and change programmes, and any interdependencies with other programmes or projects in the organisation's portfolio and, where relevant, those of other organisations.
- Review the arrangements for leading, managing and monitoring the programme as a whole and the links to individual parts of it (e.g. to any existing projects in the programme's portfolio).
- Review the arrangements for identifying and managing the main programme risks (and the individual project risks), including external risks such as changing business priorities.
- Check that provision for financial and other resources has been made for the programme (initially identified at programme initiation and committed later) and that plans for the work to be done through to the next stage are realistic, properly resourced with sufficient people of appropriate experience, and authorised.
- After the initial Review, check progress against plans and the expected achievement of outcomes.
- Check that there is engagement with the market as appropriate on the feasibility of achieving the required outcome.
- Where relevant, check that the programme takes account of joining up with other programmes, internal and external.

APPENDIX B

Interviewees

Name	Role
Sandra Aspinall	Acting Deputy Chief Executive, Caerphilly County Borough Council
Martin Donovan	Project Lead, 21 st Century Schools
Lisa Haile	Personnel Manager, Caerphilly County Borough Council
Tim Williams	Headteacher, Pontllanfraith Comprehensive School
Davina Parfitt	Headteacher, Abertysswg Primary School
Tyrone Powell	Chair of Governors, Fochriw Primary School
County Councillor Wynne David	Chair of Education Scrutiny Committee, Caerphilly County Borough Council
Nicole Scammell	Acting Director of Corporate Finance & S151, Caerphilly County Borough Council
Donna Jones	Health & Safety Manager, Caerphilly County Borough Council
Peter Hindley	Head of Reorganisation 21st Century Schools Programme, Department of Education & Skills, Welsh Government
Rhian Kyte	Team Leader, Strategic & Development Planning, Caerphilly County Borough Council
Owain ap Dafydd	Headteacher, Ysgol Gyfun Cwm Rhymni
Ron McLean	Associate Project Management AECOM
Stuart Rosser	Acting Chief Executive, Caerphilly County Borough Council

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EDUCATION FOR LIFE SCRUTINY COMMITTEE - 23RD SEPTEMBER 2014

SUBJECT: EDUCATION FOR LIFE SCRUTINY COMMITTEE FORWARD WORK PROGRAMME

REPORT BY: ACTING DIRECTOR OF CORPORATE SERVICES & SECTION 151 OFFICER

1. PURPOSE OF REPORT

1.1 To report the Education for Life Scrutiny Committee Forward Work Programme

2. SUMMARY

2.1 Forward Work Programmes are essential to ensure that Scrutiny Committee agendas reflect the strategic issues facing the Council and other priorities raised by Members, the public or stakeholders.

3. LINKS TO STRATEGY

3.1 The operation of scrutiny is required by the Local Government Act 2000 and subsequent Assembly legislation.

4. THE REPORT

4.1 The Education for Life Scrutiny Committee Forward Work Programme identifies reports that are due to be presented to scrutiny during the period August to September 2014 and have followed consultation process which includes key stakeholders and the public.

4.2 For information, the latest Education for Life Scrutiny Committee Forward Work Programme is attached at Appendix 1.

5. EQUALITIES IMPLICATIONS

5.1 There are no specific equalities implications arising as a result of this report.

6. FINANCIAL IMPLICATIONS

6.1 There are no specific financial implications arising as a result of this report.

7. PERSONNEL IMPLICATIONS

7.1 There are no specific personnel implications arising as a result of this report.

8. CONSULTATIONS

8.1 There are no consultation responses that have not been included in this report.

9. RECOMMENDATIONS

9.1 That Members note the Forward Work Programme.

10. REASONS FOR THE RECOMMENDATIONS

10.1 To improve the operation of scrutiny.

11. STATUTORY POWER

11.1 The Local Government Act 2000.

Author: Catherine Forbes-Thompson Scrutiny Research Officer

Consultees: Jonathan Jones Democratic Services Manager

Appendices:

Appendix 1 Education for Life Scrutiny Committee Forward Work Programme

Education for Life Scrutiny Committee Forward Work Programme – August to October 2014

Subject Area	Report Title	Proposed Meeting Date
Pre-Decision Scrutiny	<u>No reports for this area</u>	
Consultation and Information	Additional Learning Needs (ALN) Review	23 rd September 2014
	Youth Service Strategy Update (for information)	23 rd September 2014
	Forward Work Programme	23 rd September 2014
Performance Management:- <ul style="list-style-type: none"> • WAO Service Performance Reports • Improvement Objectives • Council Self-Evaluation • Service Improvement Plans 	<u>No reports for this area</u>	
Budget Monitoring	Medium Term Financial Plan	Special Scrutiny - 18 th September 2014
	Medium Term Financial Plan	Special Scrutiny – 22 nd October 2014
Ombudsman Reports	<u>No reports for this area</u>	
Task and Finish Group	<u>No reports for this area</u>	
Members / Public Requests, Call-Ins and CCfA	Impact of multi-agency working to improve (educational) outcomes for (vulnerable) children and young people	23 rd September 2014
Scrutiny of Designated Persons and Other Organisations	<u>No reports for this area</u>	

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EDUCATION FOR LIFE SCRUTINY COMMITTEE – 23RD SEPTEMBER 2014

**SUBJECT: SUMMARY OF MEMBERS' ATTENDANCE – QUARTER 1 –
8TH MAY 2014 TO 30TH JUNE 2014**

**REPORT BY: ACTING DIRECTOR OF CORPORATE SERVICES AND SECTION 151
OFFICER**

1. PURPOSE OF REPORT

1.1 To report Members' levels of attendance at scheduled meetings of Caerphilly County Borough Council.

2. THE REPORT

2.1 Appendix 1 details Members' attendance for quarter 1 (8th May 2014 to 30th June 2014), at the following meetings:

- Council;
- Cabinet;
- Scrutiny Committees;
- Planning Committee;
- Audit Committee;
- Democratic Services Committee; and
- Sustainable Development Advisory Panel.

2.2 The information is compiled from attendance sheets signed by Members at these meetings.

2.3 The appendix also allows for a comparison with the same period in the preceding two years. When making comparisons to previous quarters/years, please note that overall averages given are the weighted average to reflect the number of meetings in each quarter.

2.4 Details for the next quarter (1st July 2014 to 30th September 2014) will be reported to the next appropriate meeting of the Scrutiny Committee.

3. EQUALITIES IMPLICATIONS

3.1 There are no specific equalities implications arising as a result of this report.

4. FINANCIAL IMPLICATIONS

4.1 There are no specific financial implications arising as a result of this report.

5. PERSONNEL IMPLICATIONS

5.1 There are no specific personnel implications arising as a result of this report.

6. CONSULTATIONS

6.1 None.

7. RECOMMENDATIONS

7.1 That Members note the content of the report.

8. REASONS FOR THE RECOMMENDATIONS

8.1 To inform Members of attendance levels at scheduled meetings of Caerphilly County Borough Council from the Annual Meeting of Council, 2014.

Author: C. Evans (Committee Services Officer)

Background Papers:
Member attendance sheets

Appendices:
Appendix 1 Schedule of Members' Attendance 2012 to 2015

Quarterly Summary of Attendance Levels (Percentages)

AGM to AGM

	2012-2013					2013-2014					2014-2015				
	Q1	Q2	Q3	Q4	Total	Q1	Q2	Q3	Q4	Total	Q1	Q2	Q3	Q4	Total
Council	89	88	85	81	84	87	82	82	88	85	84				84
Crime & Disorder		38		59	59		69		94	82					0
Education For Life	75	78	66	69	72	72	75	69	75	73	66				66
Health, Social Care & Wellbeing	88	75	85	88	84	75	66	78	69	72	75				75
The Living Environment															
Regeneration															
Regeneration and Environment	69	77	71	88	76	69	63	81	84	74	81				81
Policy & Resources	81	88	71	79	77	69	78	84	85	79	78				78
Planning Committee	75	83	80	74	78	75	82	85	89	83	85				85
Audit Committee		58	50	42	48	83	75	67	83	77	58				58
Democratic Services Committee		44	63	69	60	69		69	75	71	88				88
Sustainable Development Advisory Panel	73	45	64	45	61	64	64		64	64					0
Average Attendance per quarter	78	67	71	71	74	74	72	77	81	76	77				77
Cabinet	90	94	93	88	91	95	82	92	93	91	93				93

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