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

Date: 1st July 2015

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, 7th July, 2015** at **5.30 pm** to consider the matters contained in the following agenda.

Yours faithfully,

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

Chris Burns
INTERIM CHIEF EXECUTIVE

AGENDA

	Pages
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 4th June 2015 (minute nos. 1 - 8).	1 - 6
4 Consideration of any matter referred to this Committee in accordance with the call-in procedure.	

A greener place Man gwyrddach



5 To receive a verbal report from the Cabinet Member for Education and Lifelong Learning.

6 To receive and consider the following Cabinet Reports*: -

1. Abertysswg/Pontlottyn Primary: Outcome of the Statutory Notice - 17th June 2015.

2. Islwyn West Secondary School (IWSS) - Update - 17th June 2015.

**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, 6th July 2015.*

To receive and consider the following Scrutiny reports: -

7 Summary of Estyn Inspection Outcomes Under the New Common Inspection Framework (CIF) - Sept 2014 to May 2015. 7 - 46

8 Caerphilly County Borough Education Transport MTFP 2015/18 - Items for Consideration. 47 - 54

9 Improvement Objective 2014-2015 Year End Review. 55 - 70

10 To record any requests for an item to be included on the next available agenda.

To receive and note the following information items*: -

11 Modern Foreign Languages in Caerphilly Schools. 71 - 80

12 Financial Plan Education and Lifelong Learning 2015/16. 81 - 90

13 Education & Lifelong Learning Grants 2015-16. 91 - 100

14 Summary of Members Attendance - Quarter 4 - 1st January to 14th May 2015. 101 - 104

15 SACRE Minutes - 9th March 2015. 105 - 112

**If a member of the Scrutiny Committee wishes for any of the above information reports to be brought forward for discussion at the meeting please contact Charlotte Evans, 01443 864210, by 10.00 a.m. on Monday, 6th July 2015.*

Circulation:

Councillors J. Bevan, P.J. Bevan, Mrs A. Blackman, W. David (Chair), H.R. Davies, C. Durham, C.J. Gordon, 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 THURSDAY, 4TH JUNE 2015 AT 5.30 P.M.

PRESENT:

Councillor W. David - Chair
Councillor J. Pritchard - Vice-Chair

Councillors:

J. Bevan, D.R. Davies, C. Durham, C. Gordon, D. Havard, G. Johnston, D.W.R. Preece,
J. Roberts and Mrs M. Sargent.

Cabinet Member for Education and Leisure: R. Passmore

Together with:

K. Cole (Chief Education Officer), G. Evans (Senior Manager- Planning & Strategy - Library Services), B. Hopkins (Assistant Director for Education), T. Maher (Assistant Director Planning & Strategy), S. Dixon (Disability Access Officer), A. Price (Interim Head of Democratic Services and Deputy Monitoring Officer) and C. Evans (Committee Services Officer).

Co-opted Members: Mr A. Farina-Childs (Parent Governor), Mrs A. Goss (Parent Governor) Mrs P. Ireland (NUT) and Mrs J. Havard (NUT).

Also Present:

G. Rees (Headteacher – Cwm Ifor), I. Elliott (Headteacher – Trinity Fields), F. Khan (Estyn) and Mrs J. McCarthy (Estyn).

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors P.J. Bevan, Mrs A. Blackman, M.P. James, Mrs G. Oliver, R. Saralis and M. Weston (Cardiff ROC).

2. DECLARATIONS OF INTEREST

There were no declarations of interest received at the commencement or during the course of the meeting.

3. MINUTES – 20TH MAY 2015

RESOLVED that the minutes of the Education for Life Scrutiny Committee meeting held on 20th May 2015 (minute no. 1 – 12) be approved as a correct record and signed by the Chair.

4. CONSIDERATION OF ANY MATTER REFERRED TO THIS COMMITTEE IN ACCORDANCE WITH THE CALL - IN PROCEDURE

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

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

Councillor R. Passmore, Cabinet Member for Education and Lifelong Learning, welcomed Estyn to the Committee and highlighted the encouraging figures within the upcoming report. Members noted that the key challenges for the Authority are raising the levels of attainment within the schools. It was noted that Caerphilly works well within partnerships and are keen to continue improving and changing the culture to meet the challenge.

The Cabinet Member updated the Committee on Urdd Eisteddfod, which was hosted at Llancaiach Fawr. Many of the schools within the Borough took part in the event which welcomed over 88,000 visitors. A special thank you to Ysgol Gyfun Cwm Rhymini for provision of hospitality to many visitors.

Members noted that the Youth Workers in Schools Project has been re-launched and will continue for at least another year. Headteachers are fully engaged in this initiative and have made innovative plans for working with identified pupils and their families, embracing a multiagency approach to overcoming barriers faced.

The Hengoed Parent Forum has been shortlisted for the Welsh Group Learners of the Year Award for the work they have done developing their Petra book and the learning associated with it. They will be presented with the award by Niace Cymru on the 11th June in the SWALEC Stadium in Cardiff. They have also had a video made which was completed in the setting.

Literacy Wales, who made a small contribution to the funding for both Petra book and Gorilla and the Mouse book, have invited 8 parents to a celebration to be held in the Senedd on the 25th June to celebrate 7 years of Literacy Wales projects. David Chamberlain, Arts Development Office, put the books forward as the Caerphilly entry.

Lift/Codi is a Welsh Government funded project which assists NEET young people with health issues, aged 14-24, to gain qualifications, improve confidence, self esteem and identify a suitable employment, training or further education placement. Over the last month the project has helped 35 young people to achieve qualification, 17 young people to secure places in future learning and 3 young people to secure employment.

The Scrutiny Committee thanked the Cabinet Member for the update.

6. 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.

7. THE DIRECTORATE OF EDUCATION AND LIFELONG LEARNING PERFORMANCE REVIEW 2014/15 AND THE PRIORITIES FOR 2015/16.

The report provided Members with an update on the Directorate performance for the financial year 2014/15 and the Directorate priorities for the financial year 2015/16, consideration for the Council's Outcome Agreements, "Improving Early Years Experiences", for which the Directorate of Education and Lifelong Learning is responsible and consideration of one of the Council's six Improvement Objectives for 2015/16, "Improve outcomes for all learners, particularly those vulnerable to underachievement".

A review of the Directorate's performance 2014/15 has been undertaken as part of the Council's corporate planning process and also included performance in delivering one of the five key areas in the Council's Outcome Agreement, "Improving Early Years" and Welsh Government have judged the programme "successful" for 2014/15.

K. Cole (Chief Education Office) introduced the report and provided Members with a presentation, which highlighted that the review identified a fourth consecutive year of improvement in all key indicators at each Key Stage of Education. The processes for those Educated Other Than at School (EOTAS) has been refined and as a result provision and outcomes for young people has improved. In addition, Members noted that the ALN Review has resulted in a reconfiguration of resources and provision and a further report will be presented to Scrutiny in September, when the process has concluded.

Mr G. Rees (Headteacher Cwm Ifor Primary School) and Mr I. Elliott (Headteacher Trinity Fields School and Resource Centre) were introduced and provided Members with a presentation on the partnership work conducted to introduce a Trinity Fields satellite class at Cwm Ifor Primary School.

Discussions took place in the spring and summer of 2014 with the ALN Manager and headteachers, when the principle to form a satellite class was established, more formal consultation was conducted with governors, teachers and parents. The principle for the base was to improve inclusive opportunities and educational outcomes for identified pupils from Trinity Fields School and Resource Centre.

In January 2015, the satellite class was established, which is underpinned by a signed partnership agreement. A video presentation was delivered to the Scrutiny Committee which demonstrated pupils from both schools, highlighting their opinions of the satellite class, its benefits and successes.

The Chair thanked the Headteachers for the presentation and discussion ensued.

The principle was discussed and Members felt that the initiative is excellent, with a number of benefits to both schools and pupils and all involved. A Member sought further information on monitoring of the outcomes and successes. Mr Elliot explained that the project is subject to continuous self evaluation, with the views of students, parents, governors and the Local Authority taken into consideration. The project has a clear focus on its goals and is making small incremental steps towards the outcomes.

A Member queried whether there had been any issues with the integration process. Mr Rees explained the satellite class does not have any impact on school data and that potential issues were pre-empted and suitable measures put in place to make the transition as seamless as possible. However, it was noted that the project has been positive with no significant issues.

Members discussed the integration process and examples of the successes to date were noted. A Member sought further information on plans to develop the principle further in the future. Mr Elliott explained that there are plans to develop a similar class within a secondary school.

Finally, Members were invited to visit Cwm Ifor Primary School to the Satellite classroom, and it was agreed that Officers would make arrangements to accommodate prior to the end of the School year.

Ms R. Collins (Headteacher St Cenydd Community School) was introduced and provided a presentation on the work conducted within St Cenydd Community School on raising standards.

St Cenydd Community School is an English-medium 11 – 18 mixed comprehensive school and is maintained by Caerphilly County Borough Council. There are 1,093 pupils in attendance, included sixth form students. The school is situated in Caerphilly and approximately 27% of the pupils are entitled to Free School Meals, which is higher than the national average (17.4%) and over a quarter of pupils live in the most deprived areas in Wales.

The school intake includes the full range of ability. Very few pupils receive support to learn English as an additional language come from a minority ethnic background. Just fewer than 7% of pupils have a statement of special educational needs compared with the national average of 2.6%. The school has a unitary authority centre for physical disabled, hearing impairment, and speech, language and communication, known as the specialist resource base.

St Cenydd was subject to an inspection in 2013 by Estyn, the school's performance was noted as adequate and prospects for improvement were good. In January 2015, a further visit was conducted, and although the school had demonstrated significant improvements, the school remains in monitoring.

The school has seen significant changes since the employment of the Headteacher. There is clear direction and a renewed spirit amongst staff. It was noted that there is an excellent support system in place from the Local Authority and Governing body. A 5 year improvement plan is in place as well as a tracking and monitoring system, and an excellent support system from the Local Authority and Governing body.

The chair thanked the Headteacher for the detailed presentation and report and discussion ensued.

A Member, recognising the high Free School Meal entitlement, sought further information on the plans to overcome the education attainment gap. Ms Collins explained that a 2-part plan is in place and work is required to improve levels of attainment and meet the needs of all pupils, not just those in receipt of Free School Meals.

Members discussed community involvement and sought further information on the involvement of parents. Ms Collins explained that there is not currently a PTA, as it was felt that communication was a priority. Significant work has been done to improve links with parents, such as a text service and newsletters. In addition, work has been undertaken to increase the involvement and attendance of parents at school, as well as the esteem of pupils, with the introduction of awards schemes and presentation events.

A member sought further information on the improvement in the number exclusions. Ms Collins explained that there is a consistent and fair behavioural management policy in place, which encourages respect. The school have introduced a back to basics campaign, with clear rules and consequences.

The Scrutiny Committee thanked the Headteacher for the presentation and the excellent work that has been conducted to improve the school and wished her well for the future.

B. Hopkins (Assistant Director for Education) provided Members with an overview of the Review of 2014/15 and it was noted that there will be further information on the Youth Service brought to the next Scrutiny Committee.

Members noted that there has been a notable improvement in the NEET's figures from the previous year and the number of people achieving Essential Skills (Basic Skills) has increased from 277 (13/14) to 344 (14/15). Caerphilly has achieved 8 out of 9 of the National Library Standards and was commended for its progress. IN addition, it was noted that a successful programme of statutory maintenance (electrical) is being delivered across schools.

S. Mutch (Early Years Manager) provided the Scrutiny Committee with an overview of the Outcome Agreement and the expansion of the Flying Start Service and it was noted that 13 out of the 18 targets have been met or exceeded in the "what difference have we made" section.

Members noted that the Flying Start Programme is on track and being fully delivered in 19 areas for 2212 children aged 0-3 years. The expansion has faced some challenges however the impact of the programme is still evident in all areas.

A member sought information on barriers to meeting targets. The Officer explained that the primary barrier has been recruitment. Health Boards underestimated the number of Health Visitors that would require additional training and the number of childcare staff that would need to be upskilled in order to make an exceptional service.

K. Cole (Chief Education Officer) provided the Scrutiny Committee with detailed presentation and explanation on the Top 10 Priorities for 2015-16 and requested that a copy of the priorities be brought to subsequent meeting for ease of reference.

Members thanked the Officer for the report and discussion ensued around targets and a Member queried whether KS4 target was achievable and how. The Officer agreed that the target was ambitious, which was welcome, however, after considerable discussion with the EAS Officers and Headteachers, it was felt that the target was achievable and needed to be set at a point that was to be reached in order to maximise potential.

A Member sought further information on the priority on Federation, seeking further information on the process and the schools involved. The Officer highlighted that the process was initially implemented within Fleur-De-Lys and Pengam Primary Schools during the late 1990's, in which the schools worked together and shared a headteacher. The second is Fochriw and Pontllytyn Primary Schools, which is currently under review. Members noted that discussions are under way with another 2 schools to work together to maintain both schools and share best practice.

Surplus places were discussed and Members sought an explanation on the projections. Officers explained that a detailed review was conducted within Primary Schools and a cross check conducted of the classrooms that were in use for teaching purposes, compared to the number of teaching staff. It was concluded that there was an excess in the number of classroom to teachers, as a result the excess was reduced within the Welsh Government proposed formula, however, Members were asked to consider that it would take time before a noticeable reduction could be achieved.

Free School Meals were discussed and the changes in eligibility. Members raised concerns for the families that are no longer eligible for Free School Meals and the impact on deprivation. Officers acknowledged the Members concerns and explained that the changes were implemented by Welsh Government. Further data sharing amongst schools and staff would be required to encourage those that are eligible to take up Free School Meals and mitigate any stigma that can be associated with Free School Meals.

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

There were no requests for items to be placed on the next available agenda, however Members sought information on items previously requested.

1. Councillor Gary Johnston requested information on a Special Scrutiny Committee which was to discuss Free school Meals. It was agreed that the Scrutiny Research Officer would be contacted to follow up the request.
2. Councillor John Roberts requested an update report on Adult Learning and Centres. Members were asked to note that Estyn have made the information available on their website, however a full report will be provided to Members in September.

The meeting closed at 7.54 p.m.

Approved as a correct record, and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on 7th July 2015, they were signed by the Chair.

CHAIR



EDUCATION FOR LIFE SCRUTINY COMMITTEE - 7TH JULY 2015

SUBJECT: SUMMARY OF ESTYN INSPECTION OUTCOMES UNDER THE NEW COMMON INSPECTION FRAMEWORK (CIF) – SEPT 2014 TO MAY 2015

REPORT BY: EDWARD PRYCE, CHALLENGE ADVISER, EDUCATION ACHIEVEMENT SERVICE (EAS)

1. PURPOSE OF REPORT

- 1.1 To inform Members of the judgements made by Estyn inspection teams of Caerphilly schools for the academic year 2014-2015 (where published) and provide a summary of Caerphilly schools' inspection judgements since the introduction of the new Common inspection Framework in September 2010.

2. SUMMARY

- 2.1 The schools included in this report were inspected during the Autumn and Spring Terms, 2014-15. Each of them was inspected under the arrangements for inspections that came into effect on 1st September, 2010.
- 2.2 The report identifies the schools and the dates on which the inspections took place and contains a brief analysis of the inspection findings for each school.

3. LINKS TO STRATEGY

- 3.1 This report links directly to the Education, Lifelong Learning and Leisure Directorate Plan 2015-16.

4. THE REPORT

Introduction

- 4.1 Since September 2010 all schools in Wales have been inspected under a new Common Inspection Framework (CIF).
- 4.2 The purposes of inspection are to:
- provide accountability to the users of services and other stakeholders through public reporting on providers;
 - promote improvement in education and training; and
 - inform the development of national policy by Welsh Assembly Government.
- 4.3 This CIF judges schools under 3 Key Questions, comprising 10 Quality Indicators, as opposed the 7 Key Questions of the previous framework.

4.4 The annual report of Her Majesty's Chief Inspector for Education and Training and Wales is published annually in January for the previous academic year. This report has a summary of the national profile of grades awarded from the report from January 2014.

The New Common Inspection Framework (CIF)

4.5 The framework asks the reporting inspector leading a team to provide judgements on the following indicators:

Summary:

- overall judgement on the school's current performance
- overall judgement on the school's prospects for improvement

Main findings: (for the 3 Key Questions and 10 Quality Indicators):

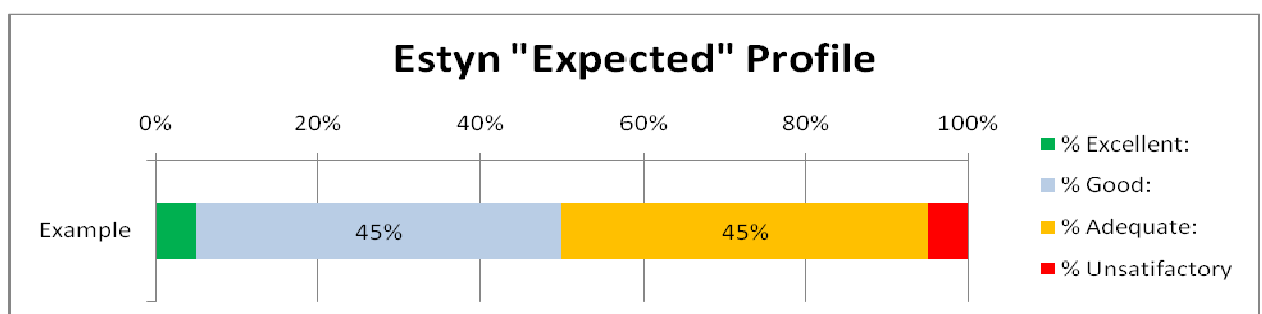
- **Key Question 1:** How good are outcomes?
 - standards
 - wellbeing
- **Key Question 2:** How good is provision?
 - learning experiences
 - teaching
 - care, support and guidance
 - learning environment
- **Key Question 3:** How good are leadership and management?
 - leadership
 - improving quality
 - partnership working
 - resource management

4.6 Each of the 2 overall summary judgements, the judgements for the 3 Key Questions and the 10 Quality Indicators are based on the following 4 point scale:

- Excellent
- Good
- Adequate
- Unsatisfactory

4.7 In order for a school to be judged as "Excellent" for any indicator the schools must demonstrate 'Sector-leading Practice'. This means that the quality of the provision is at the forefront of the sector. 'Sector-leading' also means that the provider should use such practice an exemplar to others. 'Sector-leading practice' is described by Estyn as innovative and cutting edge work that pushes at the boundaries.

4.8 Estyn have made it clear that they expected to see a different grade profile compared with the previous inspections framework. Whilst there is no quota of grades to be awarded they, they initially stated that they expected the following grade profile during the initial phases of inspection:



- 4.9 The Welsh Government's target for the New Common Inspection Framework was that from September 2012, no school should be judged as less than "Adequate" and that by 2015 no school should be judged less than "Good".
- 4.10 In addition to the judgements, made against the 3 key questions, the reports also include a number of recommendations for the school to address. These recommendations are school specific, and are not included in this summary report.

Follow up Activity

- 4.11 If a school receives any judgement which is "Unsatisfactory" or "Adequate" there are 4 categories of follow up activity. If a school is found to be "Unsatisfactory" then the follow up activity is led by Estyn. For "Adequate" judgements the follow up activity will be led by either Estyn or LA Officers.
- 4.12 The 4 follow up categories are:
- Local Authority follow up
 - Estyn follow up
 - Requiring significant improvement
 - Requiring special measures

If schools do not make progress in the year following inspection and by the time of an Estyn Monitoring visit, then they are highly likely to be places in either 'significant improvement or 'special measures'.

Caerphilly Schools Inspections from September 2014 – May 2015

- 4.13 During this academic year, 15 Caerphilly schools have been, or are scheduled to be, inspected. However for these schools, at the time of writing this report, 13 inspection reports had been formally published.

Schedule and outcomes where available.

School	Date of inspection	Follow-up status	Judgement	Prospects	KQ1	KQ2	KQ3
St. Helens Catholic Primary	29/09/2014	PIAP	G	G	G	G	G
Hengoed Primary	22/10/2014	Estyn	A	G	A	G	G
Ystrad Mynach Primary	03/11/2014	PIAP	G	E	G	G	E
Lewis Girls Comprehensive	03/11/2014	Estyn	A	A	A	A	A
Upper Rhymney Primary	10/11/2014	Estyn	A	A	A	A	A
Machen Primary	24/11/2014	PIAP	G	G	G	G	G
Coed-y-Brain Primary	26/01/2015	PIAP	G	G	G	G	G
Tynewydd Primary	09/02/2015	PIAP	G	G	G	G	G
St. Gwladys Bargoed School	09/02/2015	PIAP	E	E	E	E	E
Newbridge School	02/03/2015	Estyn	G	A	G	G	A
Rhymney Comprehensive	20/04/2015	TBC					
Park Primary	20/04/2015	TBC					
Ysgol Gymraeg Bro Allta	18/05/2015	TBC					
Nantyparc Primary	29/06/2015	Inspection notified, but not undertaken at time of report writing					
Ysgol Cwm Derwen	29/06/2015						

Caerphilly Schools inspected September 2013 – July 2014 – Follow-up Status

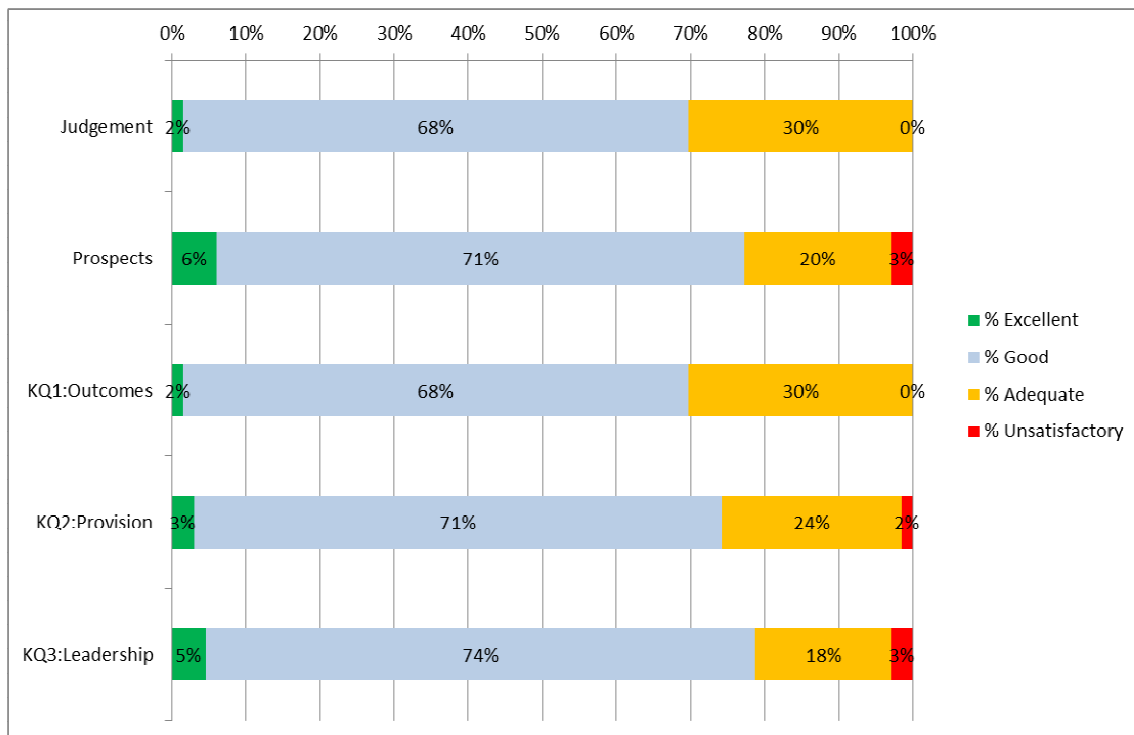
4.14 During the previous academic year, 16 Caerphilly schools had been inspected. Of these schools 12 were placed in a follow-up category and seven have since been revisited and removed from the monitoring category.

School	Original Follow-up status	Current Follow-Up Status
Rhydri Primary	SM	SM
Abertysswg Primary	Estyn	Removed
Aberbargoed Primary	LA	Removed
Markham Primary	Estyn	Removed
Cefn Fforest Primary	LA	Removed
Pontllanfraith Primary	Estyn	Removed
Risca Comprehensive	Estyn	Estyn
Hendre Infants	SM	Removed
Crumlin High Level Primary	LA	LA
St Martins Comprehensive	SI	SI
Ysgol Y Lawnt	LA	LA
Glan y Nant Learning Centre PRU	Estyn	Removed

Evaluation of Judgements from September 2010 – May 2015

4.15 The table below describes the judgements made about the 53 Caerphilly schools inspected in the last 4 years.

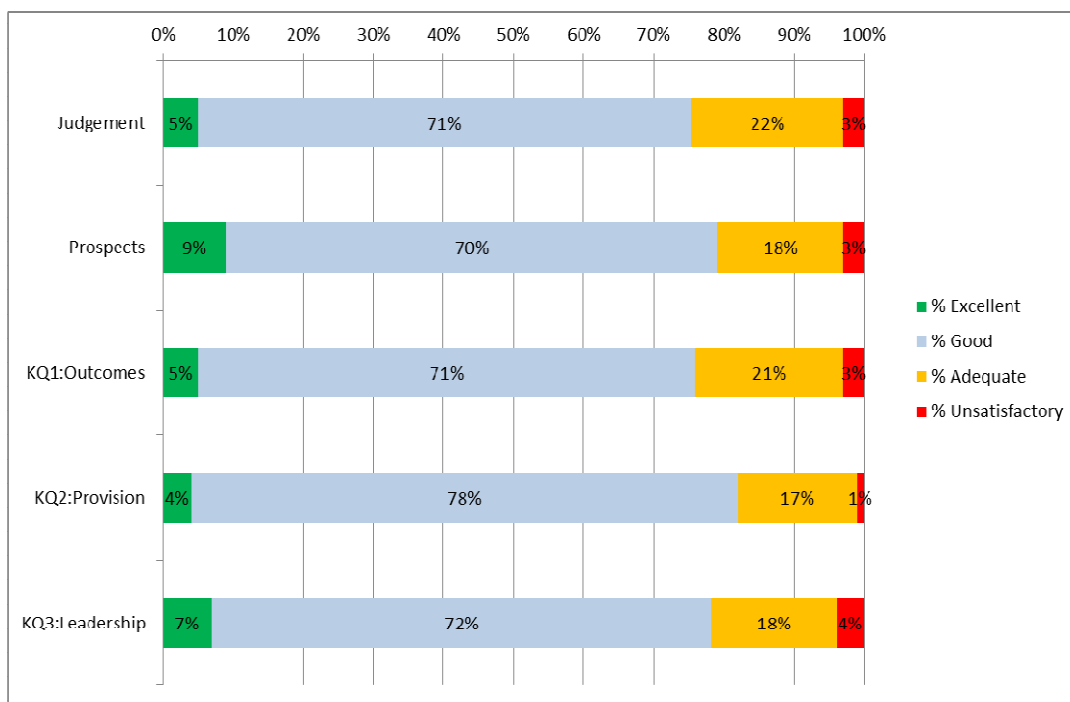
Caerphilly Summary:



4.16 In total 70% of schools have been judged to be “Good” overall, with a further 30% judged to be “Adequate”.

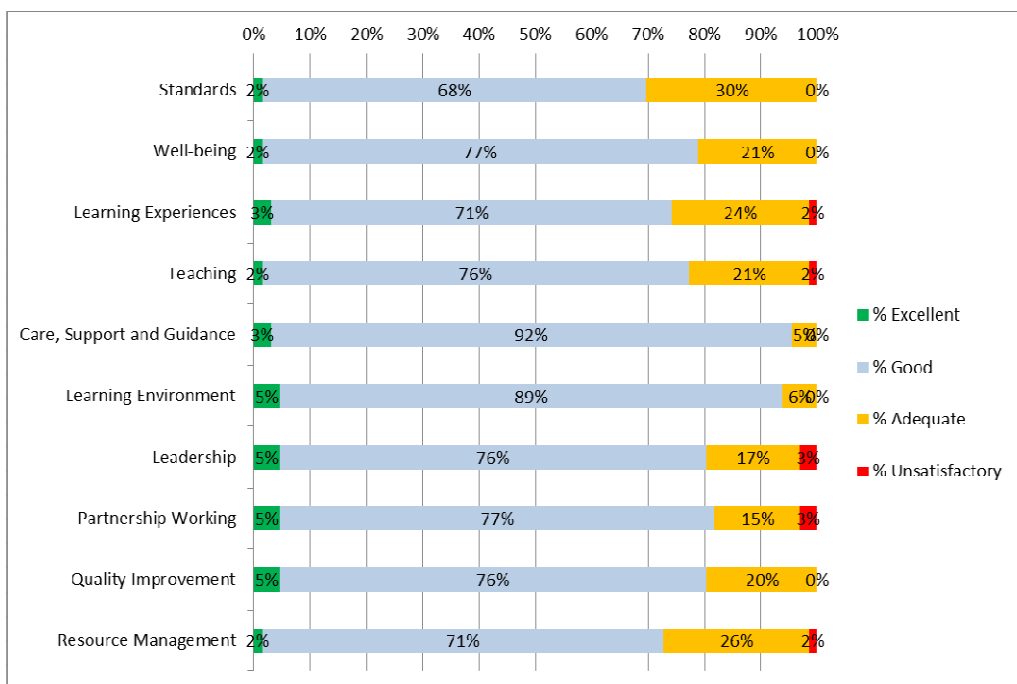
- 4.17 Prospects for improvement are better with 6% judged Excellent, 71% judged to have “Good” prospects for improvement, 20% of schools judged to have “Adequate” prospects, but with a further 3% (2 schools) judged to have unsatisfactory prospects for improvement. The Local authority is currently supporting these schools in partnership with the EAS.
- 4.18 For KQ1, Outcomes, 70% of schools are judged to be “Good”, or better, with a further 30% “Adequate”.
- 4.19 For KQ2, Provision, 74% of schools were judged to be “Good”, or better with 24% “Adequate”, and a further 2% “Unsatisfactory”.
- 4.20 For KQ3, Leadership, 2% of schools were judged to be “Excellent”, 81% were “Good”, 18% “Adequate” and 3% Unsatisfactory.
- 4.21 A smaller proportion of schools were found to be “Adequate” or “Unsatisfactory”, than Estyn’s initial national estimate. The LA will continue to support these schools in partnership with the EAS, as part of the established Monitoring, Challenge, Support and Intervention strategy.
- 4.22 The table overleaf gives the overall national judgements that are available from September 2010 – August 2014, the latest national data available.

National Comparison:



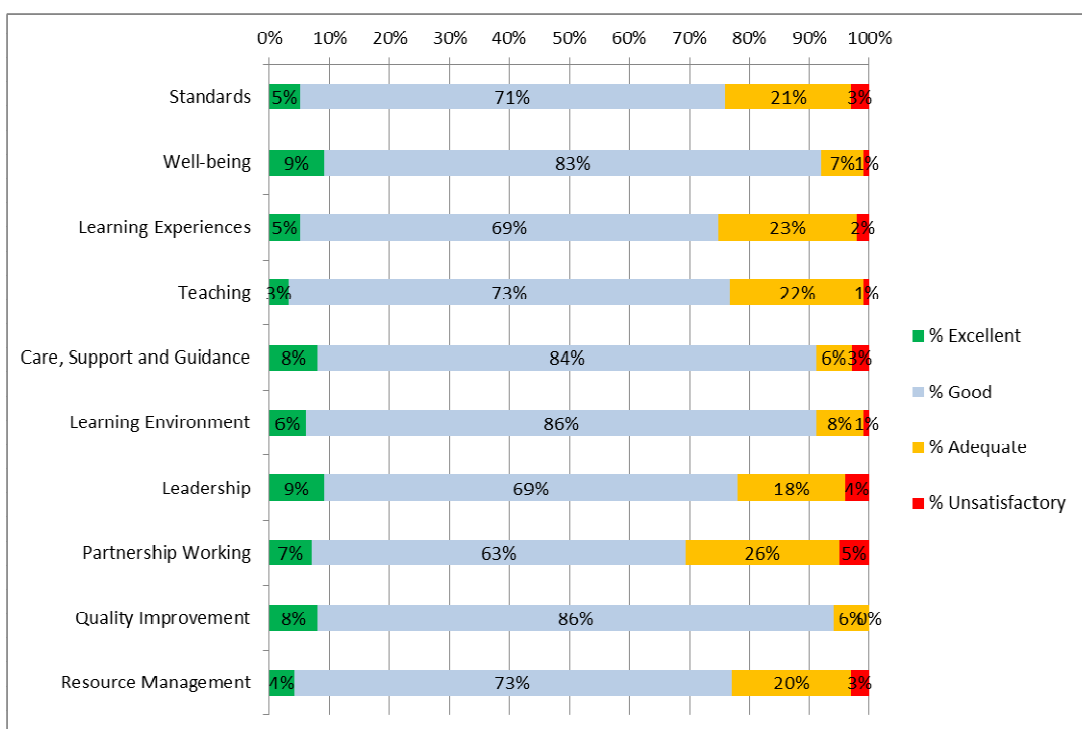
Caerphilly Judgements on the 10 Quality Indicators:

- 4.23 The table below shows the judgements for the 10 Quality Indicators which contribute to the 3 Key Questions.



4.24 The table below gives the same judgements across Wales as a whole, for those schools where inspections have been published.

National Judgements on the 10 Quality Indicators:



4.25 Leadership is judged to be “Good” or better in 81% of Caerphilly schools, compared with 78% nationally.

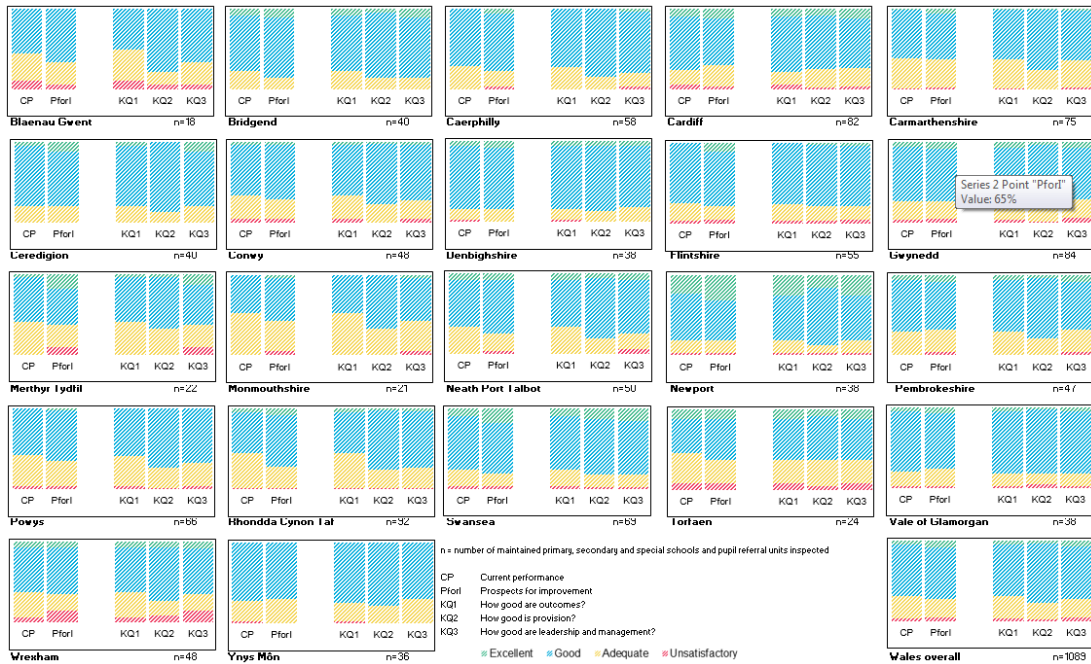
4.26 There have been improvements in the percentage of “Excellent” judgements for Caerphilly in 2014-15. However the overall percentage remains slightly smaller than those made nationally.

4.27 St. Gwladys Bargoed Primary School was inspected in February 2015 and is the first school in Caerphilly CBC to achieve an ‘Excellent’ judgement in all key areas. The headteacher will make a presentation at Education for Life Scrutiny Committee and the inspection report is attached as Appendix 1. The presentation slides are attached as Appendix 2.

- 4.28 Heolddu Comprehensive School remains in Special Measures but is making good progress towards its recommendations and is due to be visited in June 2015.
- 4.29 Rhydri Primary School remains in Special Measures but is making good progress towards its recommendations and is also due to be visited in June 2015. Following the retirement of the headteacher, the school is currently led and managed by the headteacher of Bedwas Junior School.

Summary of all Local authorities in Wales (2010-2014) (Latest Published)

4.30 The table below gives a summary for each of the LAs in Wales for: Overall Judgement, Prospects for Improvement, and the 3 Key Questions.



5. FINANCIAL IMPLICATIONS

5.1 There are no specific financial implications.

6. PERSONNEL IMPLICATIONS

6.1 There are no specific personnel implications

7. EQUALITIES

7.1 The strategies listed in Section 3 all include Equalities and Welsh language considerations, having included relevant officers and groups in the development process. The Council's Policy Unit works closely with the Directorate of Education to support schools and governing bodies in delivering their statutory Equalities duties, which in turn supports overall school performance and provides supplementary information during Estyn inspections.

8. CONSULTATIONS

8.1 As detailed below. All comments have been reflected in the report.

9. RECOMMENDATIONS

9.1 Members are asked to consider and note the report.

10. REASONS FOR THE RECOMMENDATIONS

10.1 To inform Members of the judgements made by Estyn inspection teams of Caerphilly schools for the academic year 2014-2015.

11. STATUTORY POWER

11.1 Education Act 1996.

Author: Edward Pryce, Challenge Adviser, EAS
Consultees: Directorate Senior Management Team
Cabinet Member for Education and Leisure
Chair of Education for Life Scrutiny Committee
Corporate Management Team

Appendices:
Appendix 1 St. Gwladys Bargoed School Estyn inspection report - February 2015
Appendix 2 Presentation by Headteacher of St. Gwladys Bargoed School



A report on

**St Gwladys Bargoed School
Church Place
Bargoed
CF81 8RN**

Date of inspection: February 2015

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.uk

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Publication date: 16/04/2015

Context

St Gwladys Bargoed Primary School is in the town of Bargoed, in the Caerphilly local authority.

There are 312 full-time pupils between the ages of 4 and 11 on roll, taught in 12 classes. In addition, 53 pupils attend the nursery on a full-time basis.

Around 34% of pupils are eligible for free school meals. This is above the national and local averages. Nearly all pupils are of white British ethnic origin with a very few from other ethnic backgrounds. Very few pupils have English as an additional language. No pupils come from homes where Welsh is the first language.

The school identifies that about 26% of pupils have additional learning needs, which is above the average for Wales. A very few pupils have statements of special educational needs. A very few pupils are looked after by the local authority.

The headteacher took up her post in September 1998. The school's last inspection was in 2009.

The individual school budget per pupil for St Gwladys Bargoed School in 2014-2015 means that the budget is £2,645 per pupil. The maximum per pupil in the primary schools in Caerphilly is £5,106 and the minimum is £2,645. St Gwladys Bargoed School is 75th out of the 75 primary schools in Caerphilly in terms of its school budget per pupil.

Summary

The school's current performance	Excellent
The school's prospects for improvement	Excellent

Current performance

The current performance of the school is excellent because:

- Nearly all pupils make very good progress from their starting points and they apply their literacy, numeracy and information and communication technology (ICT) skills to a high standard in work across the curriculum
- Pupils' performance in literacy, mathematical development, English, mathematics and science compares well with similar schools over time
- Nearly all pupils have very positive attitudes to learning and engage well with all aspects of school life to develop their independent learning skills effectively
- Attendance compares well with similar schools and shows a steady trend of improvement over the last four years
- Pupils have a very strong voice in making decisions about school life and in deciding what and how they learn
- The behaviour of nearly all pupils is exemplary and they develop very good social skills
- The curriculum is exciting and engaging and motivates and engages nearly all pupils
- The quality of teaching is consistently high and challenges pupils to achieve to the best of their ability
- The school uses drama exceptionally well to improve pupils' speaking and writing skills
- Additional practitioners support pupils' learning in the Foundation Phase very effectively
- The school's arrangements for supporting pupils with additional learning needs are highly effective
- The school provides a stimulating and exciting learning environment

Prospects for improvement

The school's prospects for improvement are excellent because:

- The headteacher has very high expectations of all pupils and staff and this ensures high standards of teaching and learning
- Senior leaders challenge underperformance robustly to provide equality of learning opportunities for all pupils across the school
- Staff at all levels contribute to leadership teams and these have a strong influence in bringing about improvement, for example in standards in numeracy
- The headteacher places a high priority on mentoring and developing staff, for example effective performance management systems help to raise the standards pupils achieve in writing and in the development of their reasoning skills

- School leaders have a strong commitment to ensuring no pupil is disadvantaged and pupils eligible for free school meals achieve as highly as other pupils
- The school nurtures pupils very effectively ensuring they become resilient learners, for example leaders fund full-time nursery places to ensure pupils have firm learning foundations in the early years
- The governing body provides effective support and challenge to the school and this helps to improve, for instance the quality of teachers' marking
- Leaders take good account of the views of pupils on all aspects of school life and pupils feel the school acts upon their suggestions
- There is a highly reflective culture that involves pupils, staff, and governors very effectively in the school's self-evaluation and improvement processes.
- The school's very good partnership with parents has a positive effect on outcomes for pupils and enables parents to better support their children's learning at home
- Leaders provide very good opportunities for teachers to share their expertise with other schools, for example their skills in teaching ICT and numeracy
- In view of the high standards many pupils achieve, the school provides excellent value for money

Recommendations

R1 Improve the spelling skills of pupils in key stage 2

R2 Improve the attendance of pupils eligible for free school meals

R3 Share all aspects of the existing good practice in teaching and assessment across the school

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Excellent

Standards: Excellent

Many pupils enter the school with skills, knowledge and understanding below the expected level for their age. However, nearly all pupils make outstanding progress as they move through the Foundation Phase. As a result, by Year 2, nearly all pupils attain the expected level for their age in literacy and numeracy and a minority attain the higher-than-expected level. Nearly all pupils continue to make good progress in key stage 2 and by the end of Year 6, most pupils attain the expected level for their age in English, mathematics and science. A minority of pupils attain the higher-than-expected level in English and mathematics and close to half attain this level in science.

In the Foundation Phase, nearly all pupils listen very well to each other and to adults. Most speak clearly when responding to questions and join in with class discussions enthusiastically. In key stage 2, most pupils listen with interest to adults and to each other. They speak confidently, using a rich vocabulary, for example when explaining the reasons for the way they present their work in response to a poem.

Most pupils in the Foundation Phase make very good progress with reading. By Year 2, nearly all pupils read with enjoyment and talk enthusiastically about their favourite books and authors. They use their knowledge of the sounds that letters make to help them read unfamiliar words and they use punctuation well to help them make sense of what they are reading. More able pupils read accurately with good expression and make sensible predictions about what might happen next in stories. In key stage 2, nearly all pupils are enthusiastic about books and reading. They explain their preferences about the types of books and authors they read, for example saying they enjoy 'Carrie's War' because it helps them to understand what life was like for children living in the Second World War. Most pupils use their reading skills very effectively for research. For example, they use the contents and index pages of information books appropriately to locate information about the blitz and use the internet well to find out about the different stages in the life cycle of plants.

Younger pupils in the reception class write simple words and short phrases independently using their phonic knowledge well and most make very good progress in writing. For example, they write letters to Baby Bear from Goldilocks and make their own books to re-tell the story of 'We're Going on a Bear Hunt'. By the end of the Foundation Phase, nearly all pupils write well for a wide range of purposes. Their writing is lively and interesting. For example, they write letters asking for donations to buy equipment for the outdoor area and reports on the solar system. Spelling is generally accurate and pupils use their phonic skills effectively to help them spell more challenging words such as 'scrumptious'. More able pupils use capital letters and full stops well and are beginning to use a wider range of punctuation. In key stage 2, pupils write well in a good range of contexts. They apply these skills very effectively across the curriculum, for example when writing diary entries and

newspaper reports about the Fire of London. By the end of Year 6, many pupils have developed a mature writing style and use a wide range of vocabulary to suit the purpose of their writing. They use paragraphs and punctuation well to help structure their work. Most pupils' handwriting skills are very good and they present their work well. Throughout the school, nearly all pupils have a good understanding of the writing process and they plan, draft and edit their work very well to improve the quality. However, throughout key stage, many pupils make too many errors with spelling, including familiar, every day words.

Most pupils develop their number skills well in the Foundation Phase. They can apply these effectively in their work, for example when measuring the distance of shadows from light sources or giving change when selling items in role-play areas. In key stage 2, nearly all pupils' skills in handling numbers are very good and they use these effectively in their work across the curriculum. For example, in science they investigate the impact of exercise on pulse rates and calculate the number of times a heart beats in a minute, an hour and a day.

Pupils' skills in using the Welsh language are good. Many pupils in the Foundation Phase ask and answer simple questions well for example, when talking about the weather. They use the language effectively throughout the school day in the classroom and the playground. By the end of key stage 2, most pupils ask and answer more complex questions well, extending their answers using a range of connectives. Many read simple texts with good pronunciation. They redraft their writing appropriately and as result, writing in Welsh is of a good standard.

Pupils' ICT skills are very good. They use these effectively in the classroom. For example, pupils in the reception class use tablet computers and quick response codes confidently to find items on a treasure hunt. Older pupils use ICT skills well in their roles as digital leaders. Members of the teaching and learning committee have developed a pupil friendly electronic version of the Literacy and Numeracy Framework. They share this with all pupils through an electronic presentation, which included tables and graphs of pupils' responses. As a result, nearly all pupils have a very good understanding of how they can apply their literacy and numeracy skills in all subjects and areas of learning.

Pupils eligible for free school meals attain as well as other pupils at the expected levels for their age. However, they tend to perform less well at the higher-than-expected levels.

Pupils with additional learning needs make very good progress in their learning.

In the Foundation Phase, pupils' performance in literacy and mathematical development at the expected outcome 5 has placed the school in the top 25% of similar schools for the last three years. Performance of pupils at the higher-than-expected outcome 6 has varied over the same period but for two of the last three years, performance has been in the top 25% of similar schools.

In key stage 2, pupils' performance at the expected level 4 over the last four years generally places the school in the top 25% for English, mathematics and science when compared with similar schools. At the higher-than-expected level 5, pupils' performance in all three subjects is more variable over the same period.

Wellbeing: Excellent

Nearly all pupils feel safe in school and say they receive excellent personal support from all staff. For example, pupils talk to adults about their feelings in a positive way. This helps them to feel better about themselves and improves the way they cope with difficult situations. Nearly all pupils understand how to be healthy, for example by eating fruit and drinking water. Most engage enthusiastically in a wide variety of physical activities at school, such as the after school dance club and the walk to school scheme

Behaviour is exemplary throughout the school and pupils understand and respond positively to the high expectations that staff have of them. Nearly all pupils show an interest and enthusiasm in their work and are very happy and proud to be part of the school. All pupils show respect and concern for others. Older pupils show initiative and take increasing responsibility for their own welfare and that of other pupils. For example, play-leaders encourage others to join in playground games such as skipping.

Most pupils have a strong voice in deciding what they learn through discussions in pupil planning days. The outcomes then feed into teachers' planning. Many pupils are involved in clubs and committees that make decisions about the work of the school. These include the Criw Cymraeg, digital leaders, the sports council and the teaching and learning committee in addition to the school and eco councils. Pupils from the teaching and learning committee take part in learning walks to improve the school environment. They make relevant suggestions, for example adding punctuation displays to the Year 1 and 2 classrooms to support younger pupils when they are writing. Pupils take on these additional responsibilities exceptionally well and complete their duties with self-assurance and maturity. These opportunities enable pupils to develop their independent learning skills to a high level.

Attendance is good. It has improved significantly over time and is now in the top 25% when compared to similar schools in Wales. However, the attendance of pupils eligible for free school meals is consistently lower than that of other pupils. Nearly all pupils arrive at school punctually.

Key Question 2: How good is provision?	Excellent
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Learning experiences: Excellent

The school provides high quality learning experiences through a broad, balanced and creative curriculum. All teachers in the Foundation Phase plan interesting opportunities for pupils for example, through the study of a topic on pirates. In key stage 2, teachers use books and authors well to plan high quality learning experiences for pupils. For example, they plan opportunities for pupils to use music, art and ICT skills when studying a poem by Rudyard Kipling. The school uses drama and role-play in a highly effective way to provide opportunities to develop pupils' speaking, listening and writing skills. For example, Year 2 pupils write at length when applying for a job on board a ship following a drama lesson about pirates.

Teachers plan very effectively to develop pupils' skills. High quality curriculum plans incorporate effectively the objectives from the Literacy and Numeracy Framework. As a result, pupils have very good opportunities to apply their literacy, numeracy and ICT skills to a high level in all areas of the curriculum. Provision for developing pupils' writing skills in particular, is a significant strength of the school.

The school provides a very wide range of extra-curricular activities in sport, literacy and technology. These enrich the curriculum extremely well. For example, the writers' club provides excellent opportunities for pupils to extend their literacy and ICT skills.

Nearly all staff use Welsh regularly in lessons and around the school, providing good role models for pupils. Planning to develop the Welsh language throughout the school is comprehensive and ensures that pupils make good progress in developing Welsh skills. Teachers provide excellent opportunities for pupils to study Welsh authors and books for example, 'Y Bwgan Wood' by Ann Lewis. Visits to places such as the Wales Millennium Centre and The Museum of Welsh Life help pupils to develop a good understanding of the history and culture of Wales.

Teachers provide good opportunities for pupils to understand how to act sustainably and create a sustainable environment. The eco council is successful in obtaining grants to develop wildlife habitats. This process enables pupils to apply a wide range of skills effectively in a purposeful context. For example, pupils use research skills to find out which plants pollinate well and number skills to work out the costs of gardening tools. The school helps pupils to develop a good understanding of life in other cultures. For example, through curriculum topics about other countries such as Brazil and by celebrating events such as the Chinese new year.

Teaching: Excellent

Nearly all teachers have high expectations of all pupils and this contributes well to the very good progress that most make. All teachers ensure that pupils understand the aims of the lessons and they give clear explanations of tasks and activities. Most teachers use a good range of effective teaching strategies to interest and engage pupils, for example, they provide challenging opportunities for them to work in pairs and small groups. An exceptional feature of teaching at the school is the use of drama and role-play to develop pupils' speaking and writing skills. Teachers in the Foundation Phase use songs and rhymes very effectively to support routines and to consolidate learning. For example, they sing a Welsh song collaboratively as they walk to the forest school. Nearly all teachers ask questions that challenge pupils' thinking and they check their understanding well. They plan activities that build very effectively on pupils' prior knowledge. They ensure that the pace of learning is good and this motivates and engages nearly all pupils. Support staff in the Foundation Phase work exceptionally well with groups of pupils. They have a very good subject knowledge that they use very effectively to support pupils' learning. In key stage 2, support assistants provide very good support for pupils on literacy and numeracy intervention programmes. This has a very positive effect on the progress targeted pupils make.

All teachers mark pupils' work regularly. Nearly all teachers give oral and written comments that help pupils to see how well they are doing. Most teachers also provide useful comments that show pupils how to improve their work. These teachers provide opportunities for pupils to assess their own and others' work and this develops pupils' critical thinking skills well. All teachers make accurate assessments of pupils' achievements. The school tracks the progress of individuals and groups of learners well and uses this information effectively to ensure that nearly all make very good progress.

Reports to parents are informative and meet statutory requirements.

Care, support and guidance: Excellent

The school is a very caring environment where all staff value pupils highly. There is an atmosphere of mutual respect and trust. The strong focus on pupils' health and wellbeing is a significant strength of the school. The school makes appropriate arrangements for promoting healthy eating and drinking. Learning experiences promote pupils' personal development well including their spiritual, moral, social and cultural development. For example, school assemblies offer interesting opportunities for pupils to develop their understanding of different emotions and characteristics, for example happiness, resilience and determination.

Effective support from specialist agencies such as educational psychologists and hearing impaired teachers help the school to improving outcomes for vulnerable pupils. For example, speech and language therapists work with pupils from the nursery and as a result, pupils' speaking skills improve very quickly.

The provision for pupils with additional learning needs is very good. The school has very effective procedures and systems for identifying, supporting, challenging and monitoring pupils with additional needs. Staff identify pupils needing support at an early age. This enables teachers to provide a good range of interventions to ensure that all pupils achieve as well as they can. These include programmes to help pupils improve their social, emotional, literacy and numeracy skills. Support assistants provide particularly effective support for pupils with additional needs both within the classroom and through specific interventions. Arrangements for teaching older pupils with additional learning needs in smaller classes is very effective and has a particularly positive impact on pupils' learning and social skills.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school has an inclusive ethos and provides a caring and welcoming environment for all pupils. Teachers encourage pupils to treat each other fairly and to respect individual differences and backgrounds. As a result, pupils show care and concern for all in the school, the community and the wider world. This ensures a very happy school where there are excellent working relationships between pupils, staff, families and the wider community.

School leaders maintain the school buildings well. The use the school makes of its accommodation is very good. Classrooms and corridors provide bright, stimulating areas for pupils to learn. Role-play areas in the Foundation Phase link well to topics and themes and staff use these effectively to develop pupils' speaking, writing and numeracy skills. Teachers and support assistant use all areas of the school to best advantage to support pupils' learning. The school has a wide range of resources, which match the needs of pupils well. Pupils and adults, including those from the wider community make good use of specialist areas, such as the ICT and cookery rooms. The school makes very good use of its limited playground areas as a stimulus for pupils' play and learning. In addition, teachers use an area of land near the school effectively to help pupils apply their skills in context, for example using ICT to develop mapping skills.

Key Question 3: How good are leadership and management?	Excellent
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Leadership: Excellent

The headteacher and her senior leadership team share a powerful vision for nurturing resilient learners and this is evident in every part of school life. The headteacher challenges underperformance robustly and has very high expectations of all staff and pupils. As a result, pupils achieve very well and standards of behaviour and attitudes to learning are exemplary. The head teacher knows teachers and pupils exceptionally well. She gives equal value to every stage of pupils' education, from the nursery to Year 6. As a result, pupils make good progress at each stage, building on the firm foundations laid down in the early years.

Members of the school's leadership team have clear roles and responsibilities within a well-balanced management structure. Leaders communicate very effectively with each other and within their teams ensuring that they address key priorities efficiently. The school has effective systems for managing the performance of teachers. This process links well to school priorities and is successful in bringing about change. For example, a focus on the teaching of mathematics has improved pupils' reasoning skills. Senior leaders work across the school to provide high quality support and challenge for all colleagues. The mentoring and development of staff is a significant strength.

Members of the leadership team have a clear understanding of the school's strengths. They use all available data very effectively to identify and challenge the areas in which the school could do better. For example, leaders identified the need to improve pupils' writing skills. They provided a good range of training opportunities to raise teachers' skills in developing writing and as a result, pupils' skills have improved considerably.

The head teacher values the contribution that all members of the school community make to improving standards in the school. The creation of cross-phase teams enables all teaching and support staff to share the responsibility for school improvement in their areas of expertise and interest. These provide good opportunities for staff at all stages of their careers to develop and refine their leadership skills. Teams meet regularly and contribute effectively to monitoring and evaluating the school's strategic direction and bringing about improvements. For example, the standards team has recently evaluated pupils' responses to the national reading tests and used this information to improve the teaching of reading.

The governors have a good understanding of their roles. They fully embrace the inclusive culture and high expectations set for staff and pupils alike. Senior leaders ensure that the governing body understands the school's performance data. Governors provide a suitable level of challenge and monitor the school's progress effectively. For example, they monitor the quality of teachers' marking in pupils' books. This has led to greater consistency in the way teachers comment on what pupils do well and what they need to improve.

Improving quality: Excellent

The school has a very rigorous and inclusive approach to improving quality. The head teacher has created a highly reflective culture that involves pupils, staff, and governors very effectively in the school's self-evaluation and improvement processes.

Leaders monitor standards of teaching and learning robustly. The headteacher has a clear system that allows different members of staff to work together over time to monitor the quality of teaching. As a result, teachers have a common understanding of effective practice and the school is sure that judgements made about the standards pupils achieve are secure and consistent. The school draws on a good range of first hand evidence to help teachers to know what they are doing well. These include scrutiny of pupils' work, lesson observations and excellent use of pupil performance data. Leaders use this evidence effectively to inform the school's self-evaluation report.

Pupils make very worthwhile contributions to school improvement. For example, pupils were recently involved in innovative work to review and revise a tracking document to help them assess their own progress in literacy and numeracy. They also contribute to ensuring consistency and progression in the learning environment by conducting learning walks with the support of a senior leader and school governor.

The school improvement plan focuses effectively on improving pupil standards. It contains suitable success criteria and measurable targets. Lines of responsibility are very clear and the school prioritises expenditure very effectively, linked to priorities. For example, the school funded whole school training to support improvements in teaching numeracy across the curriculum. This has had a measurable effect on pupils' standards as well as contributing significantly to improvements in teaching that have been shared widely with other schools.

Partnership working: Good

The school has very beneficial partnerships in place with parents and with the local community.

Staff operate an open door policy and provide weekly opportunities for parents to consult with teachers about their children's progress. The school offers all parents regular opportunities to visit school to learn about new initiatives. For example, parents work alongside their children on literacy and numeracy activities during each autumn term. This helps them to understand better what their children are learning and enables them to provide more effective support and encouragement at home.

The school offers many valuable opportunities for parents to join children in after school clubs. For example, parents and children attend a regular cookery club and this helps to raise their awareness of healthy eating. The school has very good links with the local community, for example through the food co-operative where pupils organise fruit and vegetable boxes for local people each week.

The school makes a valuable contribution to partnership working with other schools. For example, all school staff contributed to an event led by the leader of numeracy to share good practice with teachers from other local schools, including staff from the local high school. The school's digital leader trains teachers from other schools regularly to share good practice in developing staff and pupils' ICT skills.

Strong links with the local playgroup ensure that pupils settle well when they start school. The school has good links with the local secondary school and these support pupils appropriately as they move on to the next stage of learning. For example, a member of the Welsh department works with pupils in Year 6 to further develop their Welsh skills before they enter Year 7.

Resource management: Excellent

Leaders ensure that the school has a full complement of highly motivated staff, who have the appropriate qualifications to teach the curriculum effectively.

The headteacher invests well in worthwhile opportunities for all staff to increase their professional knowledge, understanding and skills. This promotes a strong sense of common purpose within the school, which benefits staff and pupils. There is a strong learning culture, with regular opportunities to share expertise and new knowledge, both formally and informally. This leads to consistency, continuity and progression across the school, creating a secure and familiar environment benefiting all pupils.

The school makes very good use of its budget to fund priorities that have a positive effect on standards. For example, leaders use the school budget to fund full-time nursery places as they understand clearly the significant impact of good early years' provision on pupil progress, particularly for those who are vulnerable.

Leaders make very effective use of the Pupil Deprivation Grant to support vulnerable pupils. They have a strong commitment to ensuring no pupil is disadvantaged and use this funding well to support pupils' academic attainment and wellbeing. For example, leaders identify pupils needing support with reading and numeracy and provide support for these in small groups. The school also funds programmes to support pupils' social and emotional development to improve confidence and self-esteem. As a result, nearly all vulnerable pupils attain the expected levels for their age at the end of the Foundation Phase and key stage 2.

In view of the very good progress pupils make during their time at the school, the school gives excellent value for money.

Appendix 1: Commentary on performance data

6762391 - St Gwladys Bargoed School

Number of pupils on roll	345
Pupils eligible for free school meals (FSM) - 3 year average	33.5
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	40	38	46
Achieving the Foundation Phase indicator (FPI) (%)	92.5	89.5	95.7
Benchmark quartile	1	1	1
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	40	38	46
Achieving outcome 5+ (%)	95.0	89.5	95.7
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	25.0	15.8	34.8
Benchmark quartile	1	3	1
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	40	38	46
Achieving outcome 5+ (%)	97.5	97.4	97.8
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	25.0	26.3	34.8
Benchmark quartile	1	2	1
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	40	38	46
Achieving outcome 5+ (%)	95.0	97.4	100.0
Benchmark quartile	1	1	1
Achieving outcome 6+ (%)	20.0	28.9	65.2
Benchmark quartile	3	3	1

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6762391 - St Gwladys Bargoed School

Number of pupils on roll	345
Pupils eligible for free school meals (FSM) - 3 year average	33.5
FSM band	5 (32%<FSM)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	38	42	29	39
Achieving the core subject indicator (CSI) (%)	94.7	81.0	89.7	89.7
Benchmark quartile	1	1	1	1
English				
Number of pupils in cohort	38	42	29	39
Achieving level 4+ (%)	94.7	81.0	96.6	89.7
Benchmark quartile	1	2	1	1
Achieving level 5+ (%)	26.3	21.4	34.5	23.1
Benchmark quartile	3	3	1	3
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	38	42	29	39
Achieving level 4+ (%)	97.4	85.7	93.1	89.7
Benchmark quartile	1	1	1	1
Achieving level 5+ (%)	26.3	31.0	31.0	35.9
Benchmark quartile	3	1	2	2
Science				
Number of pupils in cohort	38	42	29	39
Achieving level 4+ (%)	97.4	88.1	100.0	97.4
Benchmark quartile	1	2	1	1
Achieving level 5+ (%)	31.6	35.7	34.5	43.6
Benchmark quartile	2	1	1	1

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Primary Questionnaire (Overall)

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	148	138 93%	10 7%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	148	137 93%	11 7%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	148	143 97%	5 3%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	148	148 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	148	146 99%	2 1%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	148	136 92%	12 8%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	148	147 99%	1 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	148	138 93%	10 7%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	148	136 92%	12 8%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	148	148 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	148	135 91%	13 9%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	147	134 91%	13 9%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	36	26 72%	10 28%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	36	28 78%	8 22%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	36	27 75%	8 22%	0 0%	0 0%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	25%	1%	0%		
My child is making good progress at school.	35	26 74%	8 23%	0 0%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	36	20 56%	15 42%	0 0%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	36	26 72%	9 25%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	36	28 78%	7 19%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	35	21 60%	13 37%	0 0%	0 0%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	36	25 69%	9 25%	1 3%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	3%	1%		
My child is encouraged to be healthy and to take regular exercise.	36	23 64%	11 31%	1 3%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	36	29 81%	6 17%	0 0%	0 0%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	34	19 56%	11 32%	2 6%	0 0%	2	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	36	21 58%	12 33%	1 3%	0 0%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	36	25 69%	9 25%	2 6%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	36	21 58%	11 31%	2 6%	0 0%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	36	23 64%	12 33%	0 0%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	31	17 55%	11 35%	0 0%	0 0%	3	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	36	25 69%	11 31%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	36	27 75%	9 25%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	1%		

Appendix 3

The inspection team

Mrs Jane Mccarthy	Reporting Inspector
Mrs Sheila Margaret Birkhead	Team Inspector
Mrs Catherine Mary Jenkins	Lay Inspector
Ms Patricia Ann Hoffer	Peer Inspector
Ms Susan Ann Price	Peer Inspector
Mrs K Evans (Headteacher)	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

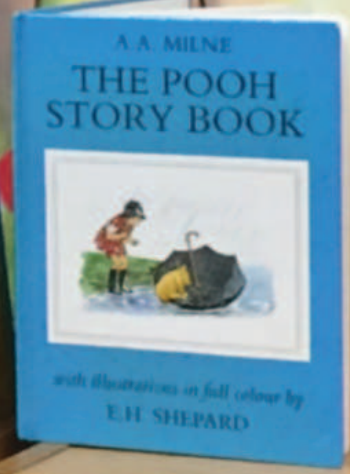
The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.

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Excellence in St Gwladys
Primary School

Headteacher: Kathryn Evans
Chair of Governors: Dr. E.D.G. Williams

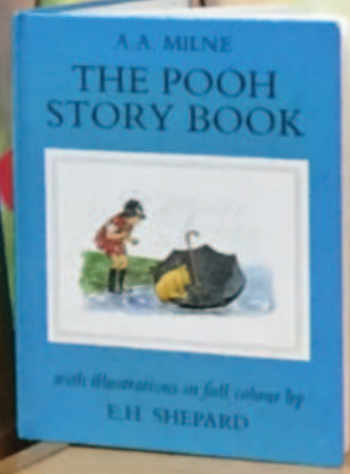
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Excellence in St Gwladys
Primary School

Headteacher: Kathryn Evans
Chair of Governors: Dr. E.D.G. Williams

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Climbing the Beanstalk in high winds and staying at the top.



Communities First School

325 FTE

34% FSM

26% ALN

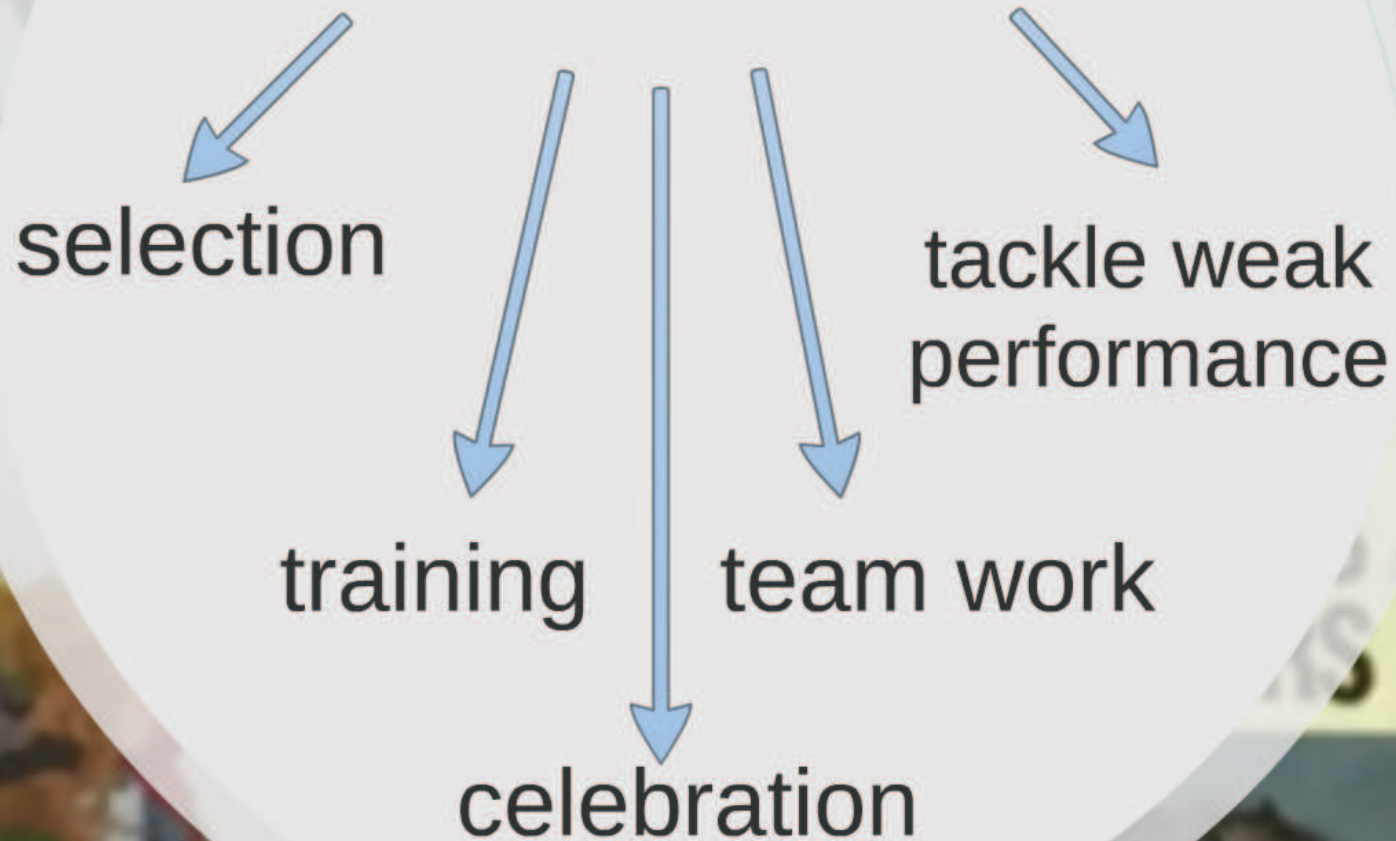
Shared vision

high expectations ***open mindset***

Learners:

independent ***imaginative***
resilient ***creative***
problem solvers

Invest in staff



Recognising the importance of emotional intelligence

Using digital technologies



Interactive
Whiteboards



Computers
iPads
Mac

Community Involvement



***Involve parents/
carers in the message***

***Headteacher
visibility within the
school***

Headteacher visibility within the school

Excellence in St Gwladys
Primary School

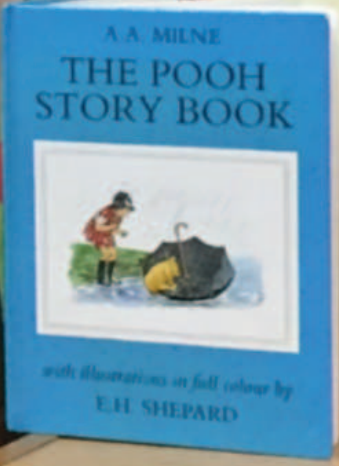
Headteacher: Kathryn Evans
Chair of Governors: Dr. E.D.G. Williams

Using digital
technologies

Interactive
Whiteboards Computers
iPads
Mac

Recognising the
importance of
emotional
intelligence

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EDUCATION FOR LIFE SCRUTINY COMMITTEE - 7TH JULY 2015

**SUBJECT: CAERPHILLY COUNTY BOROUGH EDUCATION TRANSPORT MTFP
2015/18 – ITEMS FOR CONSIDERATION**

REPORT BY: INTERIM CHIEF EXECUTIVE

1. PURPOSE OF REPORT

- 1.1 To consider Medium Term Financial Plan (MTFP) options from Caerphilly County Borough Education Transport service following the previous report to Scrutiny Committee on 20 May 2014.

2. SUMMARY

- 2.1 This report considers the County Borough Education Transport Service's review options in assisting the Local Authority to meet its obligations in respect of the 2015/18 MTFP to achieve a 20% general reduction in overall spend.
- 2.2 The range of discretionary home to school and college transport services is reproduced in Appendix 1 of the report, together with an approximate estimated savings amount. These were considered in detail at the Special Scrutiny Committee 19 June 2014 and on 20 May 2014.
- 2.3 At Scrutiny on 20 May, Members agreed to receive further information on ET1 (post-16 mainstream), ET2 (review of walking distances), and ET11 (review of hazardous routes – negligible or low risk).
- 2.4 Any changes made to education transport policy are covered by the Learner Travel (Wales) Measure 2008 that states that a local authority must agree and publish the information before 1 October of the year preceding the start of the academic year they will apply from.

3. LINKS TO STRATEGY

- 3.1 The work of the Education Transport Service contributes to a number of the Council's key strategic priority areas and plans including 'Caerphilly Delivers: The Single Integrated Plan 2013-2017', in particular with respect to:
- **Prosperous Caerphilly** – supporting local people to improve their employment opportunities and compete for work.
 - **Learning Caerphilly** – providing access to a range of resource, facilities, and services that underpin basic skill development, qualification attainment, and access to materials that support improved educational achievement among residents of all ages.

4. THE REPORT

- 4.1 Members acknowledged that the Council has one of the most generous discretionary transport policies for home to school and college transport in Wales and most authorities have reduced, or are in the process of reviewing, their provision in the difficult current financial climate.

Consultation

- 4.2 Whilst the Learner Travel Wales Measure and the revised operational guidance issued in June 2014 makes it clear that if a local authority decides to change or remove the discretionary transport provision it provides, it must publish the information before 1 October of the year preceding the academic year in which the changes will come into force, neither is prescriptive about the process local authorities must follow.
- 4.3 It is apparent from recent legal challenges and in some cases, full judicial reviews against Councils over changes proposed or confirmed with regards to discretionary services, that Councils have adopted wider and more formal consultation processes, as lack of proper and effective consultation has been a critical factor in challenge or review. It is proposed that the options to remove / revise discretionary policy within the county borough follow a timetable that allows for meaningful consultation and feedback from parents, pupils, schools and other stakeholders. To do this effectively, it is recommended that options are developed during the autumn term, with a view to full consultation taking place during the spring term 2016, with any initial changes introduced from September 2017, requiring formal confirmation of revised policy to be published before 1 October 2016.

Charging

- 4.4 The position across the 22 LAs in Wales is mixed in relation to charging, varying from 50p - £3.50 per day, with many LAs providing a travel grant to partially offset costs as an alternative.

Post-16 Transport (ET1)

- 4.5 Members supported the introduction of a fixed parental contribution for all post-16 students (option iv example within the Scrutiny report of 20 May – potential saving of 500k per annum based on £180 charge per student per year) on the basis that officers have consideration for hardship and low income families and consider alternatives for this. This represents a saving of around 50% of the cost of current post-16 provision.
- 4.6 Education Maintenance Allowance (EMA) is a financial scheme applicable to students and those undertaking unpaid work-based learning in Wales, Scotland and Northern Ireland and aged between sixteen and nineteen whose parents have a certain level of taxable income. It applies to those doing, or applying to do, at least 12 hours of guided learning on further education courses in school sixth forms, sixth form colleges and Further Education colleges. The weekly payment for the scheme is £30, paid every 2 weeks directly to the student. This is payable if:
- household income is £20,817 or less if the student is the only young person in the household; or
 - household income is £23,077 or less if there are any additional young people eligible for child benefit in the household.
- 4.7 If any parental contribution was reduced for low income families, this would reduce the savings possible and hence directly impact upon the MTFP target reductions.
- 4.8 If no concession is given in lieu of receipt of EMAs, a £1 daily charge would generate income of circa 500k p.a., £1.50 per day = 750k p.a. and £2 per day = £1m etc., based on the 2800 pupils currently travelling.

4.9 In addition to the proposal to charge, post-16 policy would be aligned to any changes in distance for secondary pupils aged 11 to 16, so the discretionary 2 mile limit would revert to the statutory 3 mile limit. In addition, the following would be proposed:

- Cap the upper age limit – the current policy provides for transport until the end of a student’s chosen course, providing the student was under the age of 19 at the commencement of the course. In some cases, this means a student who has reached the age of 22 is still in receipt of free transport. It is proposed to align the policy with that of most other Council’s and end the provision at the end of the academic year in which the student reaches their 19th birthday.
- Introduce a cap on overall transport costs of £500 per student (less agreed annual charge). This would apply to students travelling to courses outside the county borough, where transport costs can exceed £500 per academic year. The balance to be paid to the student in the form of a travel grant in lieu of the authority making arrangements on a student’s behalf.

Statutory Walking Distances (ET2)

4.10 Members agreed on 20 May to support the recommend of increasing the statutory walking distances to 2 miles (Primary) and 3 miles (Secondary).

4.11 Examples of the potential geographic areas affected by this change are as follows:

Primary Schools	
YG Cwm Gwyddon, Abercarn	Newbridge, Panside and Pontywaun
YG Trelyn, Pengam	Cefn Fforest, Highfields and Libanus Road
YG Bro Allta, Ystrad Mynach	Cefn Hengoed (south of Bryn Siriol)
Ysgol y Lawnt, Rhymney	Abertysswg / Pontlottyn
St Helens Primary, Caerphilly	Lon y Llyn, Mill Road, Nantgarw Road, St Martin’s Road, Watford Estate
Secondary Schools	
Cwmcarn High School	Crosskeys, , Risca, Pontymister, Wattsville
Lewis Boys School	Cefn Hengoed, Cwm Calon, Gelligaer, Penybryn
Pontllanfraith Comprehensive	Cwmfelinfach, Ynysddu
Rhymney Comprehensive	Butetown, Rhymney
Risca Comprehensive	Crosskeys, Risca
YG Cwm Rhymni	Bargoed, Blackwood, Cefn Hengoed, Gelligaer
Post 16	
Coleg Gwent, Crosskeys	Abercarn, Pontymister, Ty Sign
Ystrad Mynach College	Cefn Hengoed, Gelligaer, Llanbradach, Pontllanfraith

NB. Within the areas listed, some parts may qualify depending on cut off distance. Additional schools / areas may be affected depending on review / assessment of available walking route. The list should not be considered exhaustive.

4.12 In relation to a move towards statutory distances, there are 2 options which would be considered :

- remove discretionary provision in its entirety; or
- make an appropriate daily charge.

4.13 Under the 1st option, the Council would be obliged to retain provision for existing pupils in the relevant phase of education, so the savings would have a long lead time before they were realised.

- 4.14 Should a charging option be considered, the table below illustrates the various options and the corresponding income levels based on various reductions for Free School Meals (FSM) students.

Charge per day	Total Income at FSM Charges of								
	£ -	£ 0.25	£ 0.50	£ 0.75	£ 1.00	£ 1.25	£ 1.50	£ 1.75	£ 2.00
£	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000
1.00	166	177	188	198	209	-	-	-	-
1.25	208	219	229	240	251	261	-	-	-
1.50	250	260	271	282	292	303	314	-	-
1.75	291	302	312	323	334	344	355	366	-
2.00	333	343	354	365	375	386	397	407	418

- 4.15 It is recommended to propose an option to introduce a daily charge of £1.50 with full concession for FSM students which would generate an estimated income of £250k per annum (around 7% of current budget).

Provision of Transport to Faith Schools (ET7).

- 4.16 Members resolved on 20 May to unanimously support the recommendation to continue to maintain the existing service. Since the meeting, Swansea Council has received the outcome to a judicial review that its decision to cease free school transport for many faith school pupils amounted to indirect discrimination.

Hazardous Walking Routes (negligible or low risk) (ET11)

- 4.17 Members supported re-assessing the routes as below:

<u>Route</u>	<u>Assessment</u>
• The Rise, Llanbradach to Coed y Brain Primary	Negligible
• Llanfach to Abercarn Primary	Negligible
• Wattsville to Cwmfelinfach Primary	Negligible
• Hollybush to Markham Primary	Negligible
• The Rise to Lewis Girls Comprehensive	Low
• Croespenmaen to Rhiw Syr Dafydd Primary	Low
• Pwyllypant to Coed y Brain Primary	Low
• Penybryn to Lewis Girls Comprehensive	Low

- 4.18 Local authorities are under a legal duty to assess the travel needs of learners who walk to school. In Wales, the guidance was reviewed and revised by the Minister and published in June 2014.
- 4.19 Local Authority responsibility is to identify whether a walked route is available and to identify risks / put in place mitigation where appropriate. This involves working in partnership with organisations / agencies to complete risk assessments which address identified problems and consulting children and young people via other organisations / bodies.
- 4.20 Parental responsibility is to decide at what age it would be appropriate for their child to walk unaccompanied to school. In the event of a child not being eligible to receive free transport and having to walk to school, it will be for parents to make suitable travel arrangements for their children between home and school.

4.21 The new Guidance prescribes two main provisions:

- A risk assessment in relation to physical / traffic risks and takes account of footway standard, traffic volumes, accident statistics, the availability of safe crossing points and lighting.
- The second relates to 'Social Danger', which the guidance states is 'open to different interpretations and is subjective', but in this context, the commonest interpretations provided by children and young peoples include: stranger danger; danger(s) posed by paedophiles; dangers posed by criminals (muggers, thieves); anti-social behaviour (the presence of bullies, alcoholics or drug addicts) and physical manifestations, such as discarded needles or places where drug abuse / misuse takes place. It also confirms that children can perceive dangers, even if none exist and confirms it is important that local authorities determine whether perceived danger is supported by any evidence.

4.22 The review of low / negligible routes will be undertaken during the next academic year, and will follow the new guidance. The process for assessment will be developed with relevant parties and will be undertaken consistently and fed back to Scrutiny Committee for consideration. The potential saving in this area is £91k.

5. EQUALITIES IMPLICATIONS

5.1 Equality Impact Assessments will be produced as part of the next stage in the formal review process. Where required the detailed Equality Impact Assessments undertaken will form part of subsequent reports to Members for their information and consideration.

6. FINANCIAL IMPLICATIONS

6.1 The financial implications of each review area considered as part of this report have been noted where known.

6.2 Based upon a general reduction of 20%, the MTFP notionally provides for a £1.3million reduction.

7. PERSONNEL IMPLICATIONS

7.1 There are no direct personnel implications.

8. CONSULTATIONS

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

9. RECOMMENDATIONS

9.1 It is proposed that the recommended way forward be to consult on proposals to achieve the following estimated annual savings:

	£'000
• Post-16 (daily charge of £1.50 with no concessions)	753
• Statutory distances (daily charge of £1.50 will full concessions for FSM students)	250
• Hazardous routes (low or negligible risk) up to	91

9.2 Members were previously advised of a £250,000 saving to the base budget as a result of new mainstream contracts from January 2015. The net effect of all of these proposals would result in an annual saving of £1.3m in line with the MTFP.

10. REASONS FOR THE RECOMMENDATIONS

- 10.1 To enable Education for Life Scrutiny Members to duly consider the County Borough Education Transport Service's review options in assisting the Local Authority to meet its obligations in respect of the 2015/18 Medium Term Financial Plan.

11. STATUTORY POWER

- 11.1 1996 Education Act.
- 11.2 Learner Travel (Wales) Measure 2008.

Author: Bleddyn Hopkins, Assistant Director, Education & Lifelong Learning.
Consultees: Keri Cole, Chief Education Officer
Corporate Management Team
Terry Shaw, Head of Engineering Services
Clive Campbell, Transportation Engineering Manager
Huw Morgan, Team Leader – Integrated Transport Unit
Lynne Donovan, Personnel Manager
Cllr R Passmore, Cabinet Member, Education and Lifelong Learning
Cllr T Williams, Cabinet Member Transport, Highways and Engineering
Jane Southcombe, Principal Accountant

Appendices:
Appendix 1: List of Discretionary Services

EDUCATION FOR LIFE SCRUTINY COMMITTEE**List of discretionary home to school / college transport services**

<u>Ref</u>	<u>Description</u>	<u>Estimated Savings</u> <u>£'000</u>
ET1	Post 16 Transport for mainstream students - discontinue - introduce travel grant / fixed parental contribution - setting a cap on transport costs	77 – 850 850 360 - 660 77
ET2	Review of walking distances Primary (1 ¹ / ₂ - 2 miles); Secondary (2-3 miles)	400
ET3	Post 16 transport for pupils/students with additional learning needs (ALN)	172
ET4	Charging for free concessionary transport	25 – 50
ET5	Provision of escorts on Primary school transport	99
ET6	Provision of escorts on Secondary school transport	18.6
ET7	Provision of transport to Faith schools	365
ET8	Provision of transport to Welsh Medium schools	1235
ET9	Provision of transport for pupils who change address in years 10 to 13	9
ET10	Provision of transport for pupils residing in refuges, hostels or temporary housing	29
ET11	Review of hazardous routes (negligible or low)	91

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EDUCATION FOR LIFE SCRUTINY COMMITTEE - 7TH JULY 2015

SUBJECT: IMPROVEMENT OBJECTIVE 2014-2015 YEAR END REVIEW

REPORT BY: INTERIM CHIEF EXECUTIVE

1. PURPOSE OF REPORT

- 1.1 The Local Government (Wales) Measure 2009, requires all local authorities in Wales to set and publish a set of priorities that improve the life of citizens. The Wales Audit Office (WAO) use Improvement Objectives (IO) and other data/information to evaluate the Council's annual progress on key performance indicators to measure the outcomes and impact on the citizens of Caerphilly.
- 1.2 The purpose of the report is to update elected members on the progress of Improvement Objective 3 – Develop an effective and accessible Youth Service that supports the personal and social development of young people, for the year 2014/15 and provide the service's evaluation of whether the IO has been successful or not.

2. SUMMARY

- 2.1 The Council identified the development of the Youth Service as a priority in 2013 and the IO was established over the period April 2013 – March 2015.
- 2.2 Members are asked to review progress and agree the recommendations. At the year end, all actions have been achieved and the report highlights the positive work that has taken place and as such the objective has been assessed as successful.

3. LINKS TO STRATEGY

- 3.1 The IO delivers on the priorities contained in the Caerphilly Single Integrated Plan 2013-2017, specifically those contained within the Learning section of the plan.
- 3.2 The Improvement Objective is one of the Councils' six priorities that were published to the public in July 2013. The objectives were put in place for a two year period and were completed at March 2015.
- 3.3 The performance improvement objectives also deliver on key Welsh Government Guidance which includes the recently published Youth Engagement and Progression Framework – Implementation Plan (2013) and the National Youth Service Strategy (2014)

4. THE REPORT

- 4.1 The Improvement Objective provides the Youth Service with a priority focus in terms of delivering quality personal and social education to the young people between 11-25 years of age living in Caerphilly County Borough Council.

- 4.2 Over the past two years the Welsh Government has made significant steps in producing strategic guidance for service that impact on young people. The publication of the Youth Engagement and Progression Framework (2013), which supports the Welsh Government Programme for Government and identifies that intensifying youth engagement and employment, is a priority for Wales. The framework aims to help all young people overcome the challenges they face so that they have the opportunity to make a positive progression beyond compulsory education at 16.
- 4.3 The development of this framework and the National Youth Work Strategy for Wales (2014) reinforces our aims to introduce a strong data management system to allow us to make informed decisions, and align services. They also instruct us to continue developing a tracking system, now with national guidelines, to provide early identification information on young people regarding the attainment and engagement.
- 4.4 At a local level, the development of a Caerphilly Youth Service Strategy provides a local interpretation of these national documents and highlights important areas for action.
- 4.5 The Improvement Objective focused on six priorities including:
- Review of the Youth Service
 - Data system
 - Increase Accredited Learning Opportunities
 - Work closely with schools
 - Improve outcomes for learners
 - Multi Agency Working

Each of these actions has been completed and the Directorate judges the improvement objective to be successful. The full summary is provided in Appendix 1.

- 4.6 This Action Plan has been monitored on a regular basis by Education and Lifelong Learning's Senior Management Team (SMT) as part of the Directorate's performance management process.
- 4.7 Following the completion of the IO, work will progress to deliver an effective and accessible Youth Service through the annual service plans which will be reported to scrutiny bi-annually.

5. EQUALITIES IMPLICATIONS

- 5.1 There are no equalities implications associated with this report although the objective seeks to address inequalities and promote opportunities for learning for young people.

6. FINANCIAL IMPLICATIONS

- 6.1 There are no direct financial implications associated with this report.

7. PERSONNEL IMPLICATIONS

- 7.1 There are no personnel implications associated with this report.

8. CONSULTATIONS

- 8.1 All responses from consultations have been incorporated into this report.

9. RECOMMENDATIONS

- 9.1 The Scrutiny Committee consider the content of the report and note the progress made in meeting the actions set out in the action plan.

10. REASONS FOR THE RECOMMENDATIONS

- 10.1 That the Council undertakes effective scrutiny for setting and monitoring of performance improvement.
- 10.2 To apprise members of progress made in meeting the improvement objective and the impact on young people.

11. STATUTORY POWER

- 11.1 The Local Government Measure 2009.

Author: Tanis Ann Cunnick – Manager, Youth Community and Adult Education
Consultees: Keri Cole – Chief Education Officer
Bleddyn Hopkins - Assistant Director, Education and Lifelong Learning
Councillor Rhianon Passmore – Cabinet Member for Education
Ros Roberts – Corporate Performance Manager

Appendices:
Appendix A Year End (2014-2015) Improvement Objective 3 Dashboard

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Improvement Objectives

IO3 - Develop an effective and accessible Youth Service that supports the personal and social development of young people.

Summary

The Welsh Government demonstrated their commitment to youth work by publishing the National Youth Work Strategy in February of this year. The CCBC Youth Service will focus on delivering in response to this through the Caerphilly Youth Service Strategy and Operational Plan 2014- 2019 to ensure a consistent drive on the previous year's achievements but in a more specific and measurable way.

Effective youth work practice can build the capacity and resilience of young people. Youth Services have a strong track record in engaging young people in positive activities that are participative, empowering and encouraging. Through non-formal and informal learning, which supports personal and social development, Youth Services help young people to develop the skills and qualities they will need in adulthood.

The improvements that have taken place between 2013 and 2015 have provided a strong foundation from which to continue developing effective youth work practices. This is an important area of work for the authority, and a joined up approach in supporting young people to reach their potential has been recognised as an area for on going development which will be reported through the annual service plans. Elements of this work will also be captured as part of the new suite of improvement objectives, one of which focuses on improving outcomes for all learners, particularly those vulnerable to under achievement.

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A greener place to live, work and visit
Man gwyrddach i fyw, gweithio ac ymweld



Improvement Objectives

IO3 - Develop an effective and accessible Youth Service that supports the personal and social development of young people.

2014-15 End of Year Progress Summary:

All actions linked to the Improvement Objective are complete and overall, performance indicators are achieving the targets set. The only exception relates to EDU002i, which is a national indicator measuring the pupils who leave school without an approved external qualification. The EAS (Education Achievement Service) has undertaken the role of challenging all secondary schools to improve performance, which includes this measure.

The overall the Directorate have assessed the objective and judged it to be **successful** for the year 2014/15.

2014-15 Six Month Progress Summary:







At the midyear point all actions have progress made against them, and each one is progressing in a timely manner for completion in March 2015. For this reason the Directorate class the current status of the improvement objective as **successful**.

2013/14 End of Year Progress Summary:

We assessed this objective and judged it to be **successful** for the year 2013/14.


IO3 - Develop an effective and accessible Youth Service that supports the personal and social development of young people.

Actions




Title	Comment	RAG	Overall Status	% Complete
A1 Consult, publish and implement the Youth Service Strategy	<ul style="list-style-type: none"> - Following consultation and refinement, publication was made in January 2015, with implementation of associated operational plan following. - Officers have prepared an annual progress report on the outcomes and impact on the objectives and tasks in the operational plan. 		Complete	100
A2 Increase the numbers of young people engaged by the Youth Service in comparison to the youth population	<ul style="list-style-type: none"> - The number of contacts (visits) has increased from 64,033 in 2013/14 to 71,541 to 2014/15, which is an increase from 8.2 average visits per registered user in 2013/14 to 11.3 in 2014/15. - The Youth Service has a responsibility to deliver universal and targeted youth work in line with the above strategy. Lead workers have focused on supporting young people who are the hardest to reach which requires more quality and intensive intervention. - The Youth Service is currently identifying savings in line with MTFP. Officers are attempting to reduce expenditure which has a minimum impact on front line delivery but there is a risk that significant reductions will prevent us from increasing our engagement in the future. 		Complete	100
A3 Introduce a "Youth Work in Schools" project to engage young people experiencing poverty and deprivation, to improve	<ul style="list-style-type: none"> - Youth Work in Schools had been introduced into 4 (Lewis School, Pengam, Pontllanfraith, Rhymney and St Martin's) schools as a pilot project and this has secured additional funding for 2015-16: This will be delivered via a refined management structure. - The outcomes and impact of the project will not be fully realised until the end of the academic year but has nevertheless achieved all Welsh Government targets to date. 		Complete	100
A4 Increase the numbers of young people securing non-formal learning qualifications.	<ul style="list-style-type: none"> - A number of young people at any given time are enrolled on national accreditations and are undertaking modules and credits, working towards final accreditation. - Alongside more standard forms of accreditation such as Agored, Asdan and Duke of Edinburgh, the Youth Service offers children and young people the opportunity to engage in a number of achievement-related activities that enrich their lives and reduce barriers to learning. An example of this is the Junior Youth Leadership programme, delivered from July 2014-January 2015 with 11 young people gaining accreditation. Further delivery is scheduled for Autumn 2015. - A young person has been employed initially through the Passport Programme as an apprentice youth worker. This young person is currently undergoing a work based learning placement within the Youth Service, He has secured a contract for a year experience, the opportunity to secure qualifications and potential career advancement within this field of work. 		Complete	100
A5 Improve equality of access to Youth Service provision, by widening delivery of Youth Work. Expand youth work methodology and settings in order to meet the needs of young people.	<ul style="list-style-type: none"> - Partnership established with schools and Communities First to deliver Youth (and Family) Workers in Schools Programme, as referenced in A3. - Delivery has been extended to include Caerphilly town centre, and current discussions in relation to a partial service restructure includes the widening of delivery options, to include more flexible, outreach methods. 		Complete	100
A6 Refining methods of data collection, embracing current technology and aligning with other educational data, to better track the engagement and progression of young people.	<ul style="list-style-type: none"> - Officers have developed a MIS structure that is compatible with Educational, National and Regional youth Service data collection methods. This has reached the point of operational use. - Additionally, an electronic identification system has been introduced to aid schools and key officers to target appropriate intervention and support NEETs or potential NEETs (Not in Education, Employment or Training). - A Caerphilly Information Sharing Protocol has been written and ratified by the endorsing body (WASPI). This will enable offices to share information and assist young people to secure destinations and realise their potential. 		Complete	100

IO3 - Develop an effective and accessible Youth Service that supports the personal and social development of young people.



How much did we do?

Title	Actual	Target	Intervention	RAG	Result 12 Months Ago	Comment
Number of Young People engaged by Youth Services	6347.00	6100.00	4100.00		7848	The performance of last year (2013-14) is inclusive of circa 1900 young people who were engaged by the youth service, and are now engaged by other grant youth projects. In addition to this indicator the number of contacts (visits) has increased from 64,033 in 2013/14 to 71,541 to 2014/15, which is an increase from 8.2 average visits per registered user in 2013/14 to 11.3 in 2014/15. This identifies that young people are using the

How well did we do it?

Title	Actual	Target	Intervention	RAG	Result 12 Months Ago	Comment
% of all inspections of selected youth service projects and clubs graded as adequate or above (wording revised 13-14)	100.00	100.00	90.00		75	This PI changed its name in 2014/15 from "% of peer observations judged as good or above all youth service provision based on a planned observation cycle per year."
Customer Satisfaction - Youth Services - % Young People rating the quality of service to be good or above (Annual)	93.00	90.00	80.00		90.00	93% of young people said they were Very Happy or Happy with the Service, 6% of young people marked it as "OK" and 1% marked Unhappy.
Percentage of pupil attendance in secondary schools (EDU016b)	92.94	93.50	92.00		92.02	The provisional data indicates the attendance is 92.9%. This will be confirmed via the publication of PAM data.

Is anyone better off?

Title	Actual	Target	Intervention	RAG	Result 12 Months Ago	Comment
% of 16 year olds who are not in education, employment or training (NEET) in October (Yr 11)	3.50	4.00	4.40		4.4	This is a reduction of 0.9% on the previous year (4.4%), and is the 3rd successive year of improvement. The Wales percentage for 2014/15 was 3.1%.
The percentage of pupils (including those in local authority care) in any local authority maintained school, aged 15 as at the preceding 31 August who leave compulsory education, training or work based learning without an approved external qualification (04a EDU002i)	1.00	0.30	0.40		0.4	This figures is calculated from 22 people who left without a qualification from a cohort of 2152.

Improvement Objective 2013 – 2015

Develop an effective and accessible Youth Service that supports the personal and social development of young people.

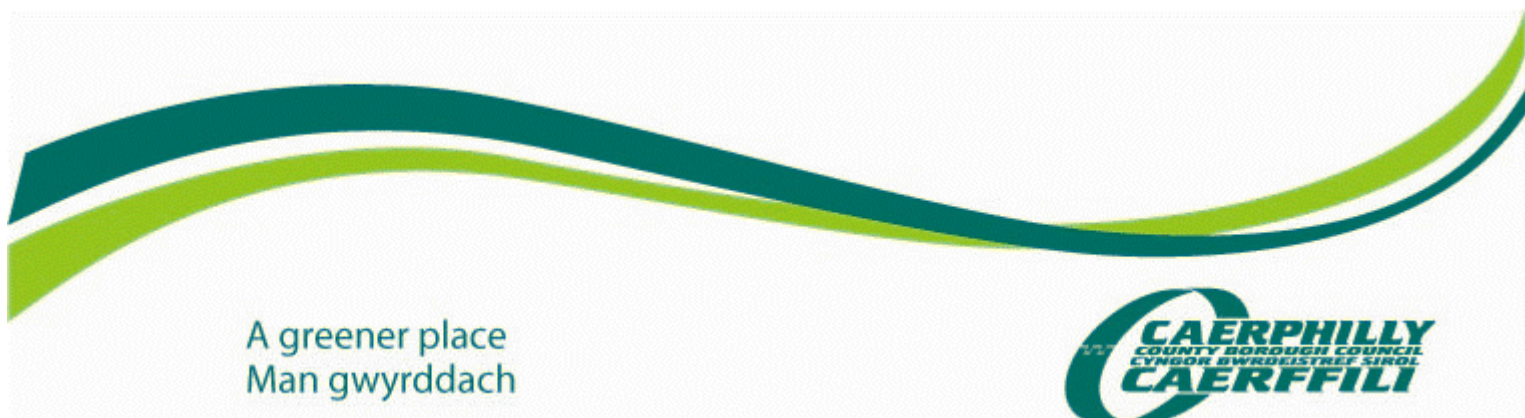
Paul O'Neill
7th July, 2015

A greener place
Man gwyrddach



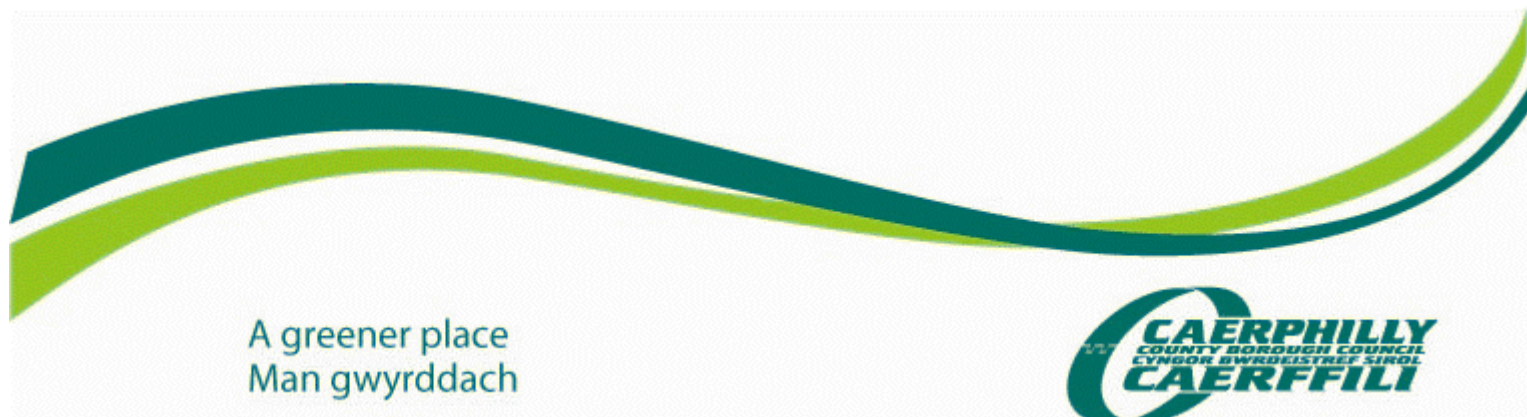
Improvement Action

- **Consult, publish and implement the Youth Service Strategy**
 - Consulted young people, Elected Members, staff and partner organisations
 - Annual Operational plan report evidencing progress



Improvement Action

- **Increase the numbers of young people engaged by the Youth Service**
 - Overall numbers increasing – 3 year trend
 - Introduced a more focussed and intensive engagement process for the hard to reach
 - Collating the numbers of young people formally registered vs unregistered



Improvement Action

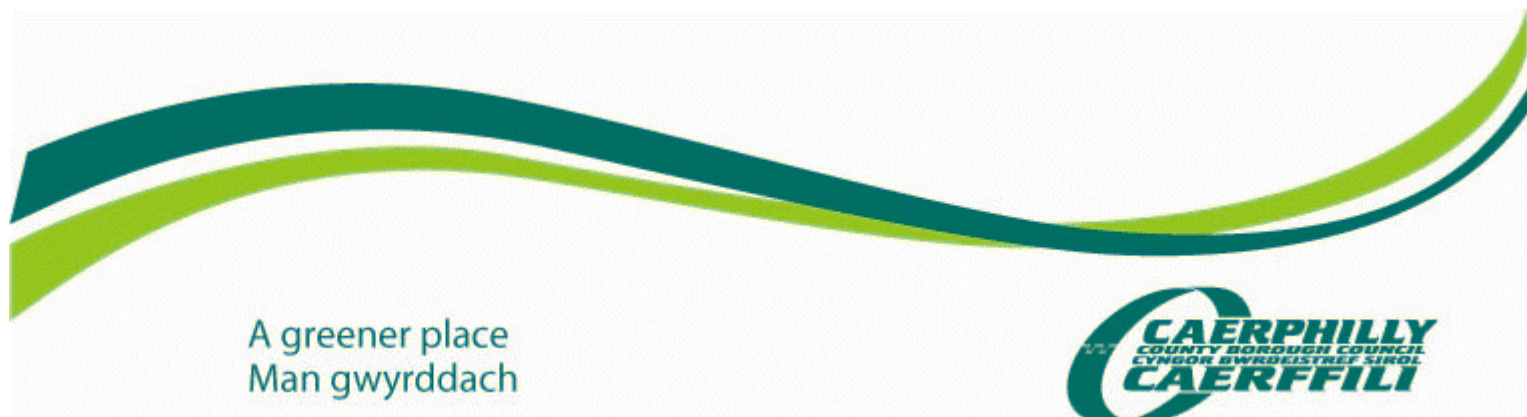
- Introduced a “Youth Work in Schools” project to engage young people from deprived communities, to improve attendance, behaviour and achievement
 - Pilot programme near completion and partners committed to sustain for a further academic year
 - Project Board established to monitor project effectively
 - All targets met
 - Project has included a focus on poverty issues

Improvement Action

- **Increase the numbers of young people securing non formal* learning qualifications**

** Non-formal = qualifications other than GCSEs which are valued by employers and young people*

- Local award increasing
- National qualifications secured increasing
- Types and range of qualifications increasing to meet young peoples needs



Improvement Action

- **Improve equality of access to Youth Service provision, by widening delivery of Youth Work**
 - Expanded summer provision for young people
 - Worked in partnership to expand provision during other holiday periods and reduce anti social behaviour (Project Bernie)
 - Established provision in Caerphilly Town Centre
 - Increased outreach provision

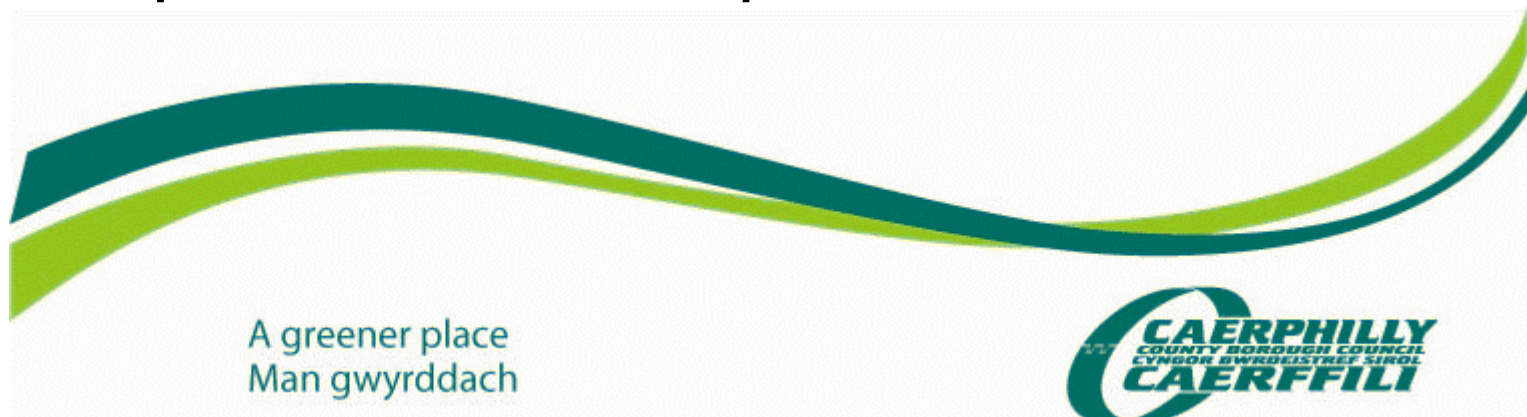


Improvement Action

- **Refine methods of data collection, embracing current technology and aligning with other educational data, to better track the engagement and progression of young people**
 - New system established to ensure robust, accurate and current information
 - System compatible with schools related data
 - Information contributing to reducing young people at risk of becoming or currently are NEET

Way Forward

- Utilise data to inform service improvement
- Continue to expand youth work methodology, universal and targeted youth work
- Continue to increase engagement
- Restructure the Youth Service
- Respond to MTFP requirements





EDUCATION FOR LIFE SCRUTINY COMMITTEE - 7TH JULY 2015

SUBJECT: MODERN FOREIGN LANGUAGES IN CAERPHILLY SCHOOLS

REPORT BY: PRINCIPAL CHALLENGE ADVISER, EDUCATION ACHIEVEMENT SERVICE (EAS)

1. PURPOSE OF REPORT

- 1.1 To inform Members of the current situation with regard to provision and pupil outcomes of modern foreign languages(MFL) in Caerphilly County Borough Council (CCBC) schools.

2. SUMMARY

- 2.1 The report outlines the current provision within primary and secondary schools and the forthcoming changes to the support of MFL.

3. LINKS TO STRATEGY

- 3.1 This complements the Local Authority's (LAs) strategy of securing continued improvement in pupil outcomes at Key Stage 3 and Key Stage 4 and in particular the performance of pupils and their access to a broad and balanced curriculum.

4. THE REPORT

- 4.1 This section examines the provision of MFL at the various key stages in Caerphilly schools.

4.2 Provision in Primary School

The study of MFL is not a compulsory part of the National Curriculum at KS2. Schools offer lessons on an ad hoc basis. This is usually dependent upon expertise and interest that may exist amongst current members of staff and is normally provided as a voluntary after school or lunchtime club. On occasions this may be as a result of regular visits schools may take to France for older Key Stage 2 pupils, or a British Council Comenius project. One school provides Spanish as part of teachers' planning preparation and assessment (PPA) time.

The table below provides a synopsis of current provision in our primary schools. This indicates that approximately only 18% of schools are engaged in MFL activities.

School	
Hendre Junior	A seasonal after school club for Year 6 during the summer term leading up to transition to KS3. This weekly club is run by one of the teaching staff and focusses on French and Spanish (broadly for half a term each).
Hendredenny Park Primary	A lunchtime club run last summer term for Mandarin. This was led by the secondary school exchange Chinese tutor
Plasyfelin Primary	An after school French Club is beginning in the autumn term, The school did have a French Club previously but it is not operating this term
St. James' Primary	During the autumn and spring terms a French Club for Year 5 and Year 6 pupils is taking place as part of the preparation for the trip that is run to Paris..
Libanus Primary	A link has been formed with EE Anatole France, Blain, nr. Nantes. The headteacher visited this primary school for a week last year using a Comenius grant. Pupils in Year 6 correspond at intervals in basic French and English in the form of a letter. French Club is held after school for Year 6 to develop basic conversational skills. The MFL teacher in Blackwood Comprehensive, assisted by some Year 10 pupils, has delivered some sessions In April Year 6 pupils attended a "French morning" at Blackwood Comprehensive to develop vocabulary and basic language patterns as part of the transition to Year 7 . Every year a party of Year 6 pupils is taken to Mayenne in France for 5 days. Pupils are encouraged at every opportunity to use the French language skills they have learnt in the Club and MFL lessons.
Nant y Parc	A weekly after school club for French for Year 5/6 pupils runs all year round to prepare pupils for their summer Paris trip. Year 5 class have one hour per week Chinese culture/Mandarin lesson.
Risca Primary	Spanish and French clubs are run by external agencies
Bedwas Junior/ Rhydri Primary	The school employs a Spanish tutor to deliver language lessons during teachers' planning preparation and assessment (PPA)time
Cwm Derwen	taught Chinese for two and a half years until Christmas and plan to restart in September

4.3 Provision at KS3

Key Stage 3 is the only phase of education where it is compulsory for pupils to study at least one modern foreign language. The revised programmes of study and attainment targets for MFL become legal requirements by means of an Order made by the Welsh Government (WG) and came into effect on:

- 1 August 2008 for Years 7 and 8
- 1 August 2009 for Year 9.

Schools may offer European or world languages such as Arabic, French, German, Japanese, Mandarin, Russian, Spanish, Urdu. Schools may choose which languages they teach taking into account demand, interest, progression routes and resources.

4.4 KS3 Outcomes 2012-2014

School (* School with SNRB)	% Achievement of Level 5+			% Achievement of Level 6+		
	2012	2013	2014	2012	2013	2014
Bedwas High	70	63	72	27	28	22
Blackwood Comprehensive	72	77	88	33	35	29
Cwmcarn High	92	98	82	46	66	47
Heolddu Comprehensive	67	63	79	17	35	41
Lewis Girls' Comprehensive	84	90	90	60	59	61
Lewis School Pengam	73	79	85	40	47	41
Newbridge School	72	84	95	21	36	54
Oakdale Comprehensive	63	73	84	29	31	33
Pontllanfraith Comprehensive*	55	65	77	12	12	32
Rhymney Comprehensive	72	65	70	19	23	20
Risca Community Comprehensive*	51	42	67	8	6	10
St Cenydd Comprehensive*	66	68	64	27	19	22
St Martin's Comprehensive	73	76	89	33	40	63
Ysgol Gyfun Cwm Rhymni	80	78	77	37	42	36
Caerphilly	72	74	80	31	35	37
Wales	75	78	82	36	40	45

4.4 Data for KS3 performance is reported as a percentage of MFL in total and not divided into the separate subject areas. The majority of languages delivered are French and German. Outcomes as for all subject areas at KS3 are based upon Teacher assessment and not external examination. Assessment is based upon pupils' ability at speaking and listen, reading and writing. Most schools are making year on year progress at expected Level 5 and at Level 6.

4.5 Regional Comparison

	Cohort			L5+ % Achievement			L6+ % Achievement		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Blaenau Gwent	737	690	665	62.8	64.6	69.5	21.0	19.3	27.1
Caerphilly	2153	2076	2041	72.0	74.1	80.3	30.5	34.7	37.1
Monmouthshire	767	809	789	77.8	78.7	87.2	39.8	33.9	47.3
Newport	1791	1640	1696	75.4	75.9	77.4	33.4	36.1	39.5
Torfaen	1281	1224	1102	74.9	78.6	81.3	33.6	34.4	39.5
EAS - South East Wales	6729	6439	6293	73.1	75.0	79.4	31.9	33.2	38.4
Wales	-	-	-	74.5	78.1	82.2	36.3	40.2	45.1

4.6 Performance for Caerphilly as a whole has steadily improved at expected Level 5 and Level 6. Against expected level in 2014 Caerphilly performs well in relation to other LAs and is above the regional average at 80.3%. However for 2014 at Level 6 performance is below the regional average.

4.7 Whilst performance at expected level is generally rising many schools report that the allocation of curriculum time at KS3 for MFL has been reduced to enable greater focus on literacy and numeracy

4.8 KS4 Outcomes

School (* School with SNRB)	2012	2012	2013	2013	2014	2014
	Entries	% Achievement	Entries	% Achievement	Entries	% Achievement

GCSE French

Wales	5733	73	5677	80	4875	78
Caerphilly	291	72	242	83	206	78
Newbridge School	27	67	17	82	13	85
Pontllanfraith Comprehensive*	1	0			9	100
Blackwood Comprehensive	29	86	31	90	22	86
Oakdale Comprehensive	19	100	12	92	24	83
St Cenydd Comprehensive*	14	64	10	60	11	36
Risca Community Comprehensive*	11	55			6	67
St Martin's Comprehensive	24	83	17	88		
Lewis School Pengam	5	60	5	60	16	69
Lewis Girls' Comprehensive	23	52	38	89	38	61
Rhymney Comprehensive	19	42	18	72	13	85
Bedwas High	22	77	13	92	12	83
Ysgol Gyfun Cwm Rhymni	33	88	21	76	18	100
Cwmcarn High	64	67	60	82	24	83

GCSE German

Wales	1287	77	1183	79	1164	78
Caerphilly	13	38	9	100	10	60
Heolddu Comprehensive	13	38	9	100	8	50
Lewis School Pengam					1	100
Lewis Girls' Comprehensive					1	100

GCSE Italian

Caerphilly	7	100	10	70	19	58
Newbridge School	7	100	10	70	19	58

GCSE Polish

Caerphilly	1	100	0		1	100
Blackwood Comprehensive	1	100				
Risca Community Comprehensive*					1	100

GCSE Portuguese

Caerphilly	0		1	100	0	
Heolddu Comprehensive			1	100		

GCSE Chinese

Caerphilly	0		0		1	100
Bedwas High					1	100
GCSE Spanish						
Wales	1371	76	1628	78	1553	75
Caerphilly	93	77	98	71	78	87
Pontllanfraith Comprehensive*	9	33	16	50		
Blackwood Comprehensive	8	75	10	80		
Oakdale Comprehensive	11	100				
St Martin's Comprehensive	7	71	25	84	33	85
Lewis School Pengam			11	45	7	43
Lewis Girls' Comprehensive	18	61				
Rhymney Comprehensive	1	100				
Ysgol Gyfun Cwm Rhymni	22	82	26	69	32	97
Cwmcarn High	17	100	10	100	6	100

GCSE French: Written Language (Short Course)

Caerphilly	54	26	85	11	0	
Cwmcarn High	54	26	85	11		

**Level 2 French
(QCF)**

Caerphilly	39	100	64	100	46	100
Blackwood Comprehensive	25	100	34	100	31	100
Ysgol Gyfun Cwm Rhymni	14	100	30	100	15	100

**Level 2 Reading
French (QCF)**

Caerphilly	39	100	0		0	
Blackwood Comprehensive	25	100				
Ysgol Gyfun Cwm Rhymni	14	100				

**Level 2 Speaking
French (QCF)**

Caerphilly	34	100	0		0	
Blackwood Comprehensive	20	100				
Ysgol Gyfun Cwm Rhymni	14	100				

Level 2 Understanding Spoken French (QCF)

Caerphilly	39	100	0		0	
Blackwood Comprehensive	25	100				
Ysgol Gyfun Cwm Rhymni	14	100				

**Level 2 Writing
French (QCF)**

Caerphilly	39	100	0		0	
Blackwood Comprehensive	25	100				
Ysgol Gyfun Cwm Rhymni	14	100				

**Level 1 Speaking
French (QCF)**

Caerphilly	5	100	30	100	17	100
Blackwood Comprehensive	5	100			2	100
Ysgol Gyfun Cwm Rhymni			30	100	15	100

Entry French

Caerphilly	15	100	2	100	16	100
Oakdale Comprehensive	15	100	2	100	16	100

Entry Spanish

Caerphilly	1	100	0		0	
Oakdale Comprehensive	1	100				

- 4.9 MFL is an option subject for pupils at KS4. French remains the most popular option for pupils both across Wales and within Caerphilly followed by Spanish and German.
- 4.10 The number of pupils taking GCSE courses in MFL has significantly dropped over two years. French by 85 and German by 123 pupils. Spanish has gained in popularity from 2012 but dropped by 75 from 2013 numbers.
- 4.11 Where schools indicate GCSEs in e.g., Polish or Chinese, this indicates pupils sitting exams in their native language and not the offer of a direct teaching provision at the school.
- 4.12 Performance and pupil outcomes in German and French has been variable. However Spanish has shown a steady increase.
- 4.13 In an attempt to increase access to MFL a limited number of schools are offering vocational L1 and L2 courses through the Qualifications and Credit Framework (QCF).
- 4.14 **KS5 Outcomes (see table below)**
- 4.15 The number of pupils taking up MFL subjects is low within the Local Authority. Only 6 studied French, no pupils took German and Spanish attracted only 4. The numbers currently sitting A levels in MFL (2015) is also very low.
- 4.16 Student outcomes at the higher grades are also lower which could potentially mean pupils being unable to study languages at Higher education level.
- 4.17 The diminishing trend of pupils opting to take MFL subjects is prevalent across Wales. A recent study by the British Council highlights the issue. In the vast majority of schools (93 per cent) MFL is optional at Key Stage 4 for all pupils. Nearly half of responding schools (47 per cent) report declining numbers for MFL in Key Stage 4 and in one in five schools this decline is by 10 per cent or more of pupils.
- 4.18 In Key Stage 3, the only education phase at which the study of MFL in Wales is compulsory, many pupils are receiving only a minimal or fragmented experience of language learning. When pupils choose their GCSE subjects, foreign languages fare badly as they are seen as more difficult than many other subjects, unpredictable in terms of delivering the top grades needed for continuing to A levels and not as important for future careers as STEM subjects.

The situation at post-16 is of even greater concern. The very low numbers of students opting for MFL mean that, in many cases, courses are becoming financially unviable. Other issues contributing to the decline in numbers at A level are the greater perceived difficulty of A level examinations in MFL compared to those for other subjects and students' need to be more certain of achieving the highest grades at A level in order to take up university places. Three quarters of respondents see low take-up of MFL at post-16 as a challenging issue, even more than those who are concerned about take-up for MFL at Key Stage 4.

- 4.19 WG have recognised the issue through the recent announcement by Huw Lewis Minister for Education. The study of MFL occupy an important place in education. They are also important to Welsh businesses too, as increasing amounts of our trade and commerce is done with new partners overseas. A recognition that a new approach to MFL learning in Wales is needed.
- 4.20 From the end of this academic year the Centre for Information on Language Teaching (CiLT Cymru), who have been responsible for supporting and promoting MFL in schools, will be replaced with the Improving and Promoting Modern Foreign Languages Plan, which will come into effect from September 2015. The Plan will promote a new approach to MFL in schools with a secondary school in each consortium becoming a Modern Foreign Language Centre of Excellence, tasked with working in partnership with other secondary schools and primary schools in their region.
- 4.21 Schools within each MFL Centre of Excellence will benefit from school to school based support and provide a sustainable and self improving model of working for the future. The Plan also includes the establishment of a mentoring programme targeted at Key Stage 3 pupils that will raise the profile of MFL subjects and ensure learners are aware of the benefits of MFL study, both in terms of accessing higher education and in securing employment.
- 4.22 Regional consortia will take over the overall responsibility for MFL. Modest resources have so far been secured to create a lead-school / lead-cluster approach to improvement in MFL. The EAS MFL project team have identified 2 schools that will lead on MFL improvement across the region based on a range of criteria, including feedback from CiLT, analyses of data and the readiness for school-to-school approaches. Both secondary schools identified to lead on the project are from Caerphilly LA: Ysgol Gyfun Cwm Rhymni and Blackwood Comprehensive School.
- 4.23 It is proposed that a lead-school group is formed consisting of Ysgol Gyfun Cwm Rhymni, Blackwood Comprehensive plus one primary feeder for each school – so four schools with defined areas of leadership in English-Medium Primary and Secondary and Welsh-Medium Primary and Secondary. Both secondary heads have agreed to the initial proposals with an EAS project team.

School (* School with SNRB)	2013									2014												
	A	B	C	D	E	U	Number of Entries	% A*-B (A/AS Level)	% A*-E (A/AS Level)	A*	A	B	C	D	E	U	GCSE A*-C	GCSE D-G	Entry Level	Number of Entries	% A*-B (A/AS Level)	% A*-E (A/AS Level)
A Level Chinese																						
Caerphilly								-	-												-	-
St Martin's Comprehensive								-	-												-	-
A Level French																						
Wales							354	54	97											340	54	98
Caerphilly		1	1	1	3	1	7	14	86			1	2	3					6	17	100	
St Cenydd Comprehensive*								-	-												-	-
St Martin's Comprehensive								-	-				1	1					2	0	100	
Lewis Girls' Comprehensive					1		1	0	100												-	-
Rhymney Comprehensive			1			1	2	0	50					2					2	0	100	
Bedwas High		1		1			2	50	100			1	1						2	50	100	
Ysgol Gyfun Cwm Rhymini					1		1	0	100												-	-
Cwmcarn High					1		1	0	100												-	-
A Level German																						
Wales							113	67	97											90	67	99
Caerphilly	1						1	100	100												-	-
Heolddu Comprehensive								-	-												-	-
Lewis Girls' Comprehensive	1						1	100	100												-	-
A Level Polish																						
Caerphilly								-	-	1										1	100	100
Bedwas High								-	-	1										1	100	100
A Level Spanish																						
Wales							132	45	91											98	50	94
Caerphilly	1		1	3	3		8	13	100					2	2				4	0	100	
St Martin's Comprehensive			1	1	1		3	0	100												-	-
Ysgol Gyfun Cwm Rhymini				1	2		3	0	100						2				2	0	100	
Cwmcarn High	1			1			2	50	100					2					2	0	100	
AS level Chinese																						
Caerphilly			1				1	0	100												-	-
Bedwas High			1				1	0	100												-	-
AS level French																						
Caerphilly			1	2	4	5	12	0	58				3		5				8	0	38	
St Cenydd Comprehensive*						2	2	0	0												-	-
Lewis Girls' Comprehensive			1				1	0	100												-	-
Rhymney Comprehensive								-	-						1				1	0	0	
Bedwas High				1			1	0	100					1					1	0	100	
Ysgol Gyfun Cwm Rhymini			1	1			2	0	100						1				1	0	0	
Cwmcarn High				1	2	3	6	0	50					2		3			5	0	40	
AS level German																						
Caerphilly				1	1	1	3	0	67												-	-
Heolddu Comprehensive				1	1	1	3	0	67												-	-
AS level Spanish																						
Caerphilly				3	2	3	8	0	63					1	1	1			3	0	67	
St Martin's Comprehensive				1	1		2	0	100												-	-
Ysgol Gyfun Cwm Rhymini				1		3	4	0	25												-	-
Cwmcarn High				1	1		2	0	100					1	1	1			3	0	67	
GCSE French																						
Caerphilly																		1		1		
Ysgol Gyfun Cwm Rhymini																		1		1		
GCSE Short Course Chinese: Written Language (Short Course)																						
Caerphilly																		1		1		
St Martin's Comprehensive																		1		1		
Entry Level Spanish																						
Caerphilly																						
Heolddu Comprehensive																						
Entry Level Spoken German: Communicating Personal Information (Entry 3) (QCF)																						
Caerphilly																			20	20		
Ysgol Gyfun Cwm Rhymini																			20	20		
Entry Level Spoken Italian: Communicating Personal Information (Entry 3) (QCF)																						
Caerphilly																			21	21		
Ysgol Gyfun Cwm Rhymini																			21	21		
Entry Level Spoken Mandarin: Communicating Personal Information (Entry 3) (QCF)																						
Caerphilly																			16	16		
Ysgol Gyfun Cwm Rhymini																			16	16		
Entry Level Spoken Spanish: Communicating Personal Information (Entry 3) (QCF)																						
Caerphilly																			29	29		
Ysgol Gyfun Cwm Rhymini																			29	29		

5. EQUALITIES IMPLICATIONS

- 5.1 There is no specific equalities impact in relation to the content of this report. When performance information is discussed with schools as part of the monitoring, challenge, support and intervention programme, equalities issues, such as gender and ethnicity are taken into account. Similarly the Local Authority self-evaluation considers all equalities issues.

6. FINANCIAL IMPLICATIONS

- 6.1 There are no direct financial implications for the local authority.
- 6.2 The Global Futures programme, which is to be supported by up to £480,000 of funding from the Welsh Government in the first academic year, will come into effect from September. A proportion of this funding will come to the region to support the 'Centre of Excellence'.

7. PERSONNEL IMPLICATIONS

- 7.1 There are no personnel implications associated with this report.

8. CONSULTATIONS

- 8.1 All responses from consultations have been incorporated into this report.

9. RECOMMENDATIONS

- 9.1 That Members note the content of the report.

10. REASONS FOR THE RECOMMENDATIONS

- 10.1 To provide Members with information on the current provision within primary and secondary schools and the forthcoming changes to the support of MFL.

11. STATUTORY POWER

- 11.1 Education Act 1996.

Author: John Rawlings - Principal Challenge Adviser, EAS
Consultees: Primary and Secondary Headteachers - CCBC schools
Directorate Senior Management Team
Cabinet Member for Education
Chair – Education for Life Scrutiny Committee

Background Papers:

Written Statement - Global Futures – a plan to improve and promote MFL in Wales Huw Lewis, Minister for Education and Skills June 1 2015 -

<http://learning.gov.wales/docs/learningwales/publications/130424-foreign-languages-in-the-curriculum-en.pdf>

Modern Foreign Languages in secondary schools in Wales - <https://www.cfbt.com/en-GB/Research/Research-library/2015/r-language-trends-wales-2015>

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EDUCATION FOR LIFE SCRUTINY COMMITTEE - 7TH JULY 2015

SUBJECT: FINANCIAL PLAN EDUCATION AND LIFELONG LEARNING 2015/16

REPORT BY: INTERIM CHIEF EXECUTIVE

1. PURPOSE OF REPORT

- 1.1 To provide members with details of the Financial Plan for Education & Lifelong Learning for 2015/16.

2. SUMMARY

- 2.1 The Financial Plan outlines the details of how the Directorate's total available budget has been allocated for the financial year.

3. LINKS TO STRATEGY

- 3.1 The report identifies how the Directorate intends using the allocated resources to ensure that key strategies are achieved.
- 3.2 The report also supports the Learning theme of "Caerphilly Delivers", the local service board single integrated plan.

4. THE REPORT

4.1 2015-16 Revenue Budget

- 4.1.1 The Welsh Government's Revenue Support Grant (RSG) for Caerphilly CBC for the 2015/16 financial year is a reduction of 3.3% after adjusting for new responsibilities and transfers in i.e. a cash decrease of £8.892m.
- 4.1.2 Members will recall that as a consequence of the financial settlement a package of savings totalling £11.96m was agreed to enable the Council to deliver a balanced budget for the 2015/16 financial year. Specific savings for Education & Lifelong Learning amount to £809k.
- 4.1.3 The approved 2015/16 budget for Education & Lifelong Learning totals £124m.

4.2 Education & Lifelong Learning

- 4.2.1 As part of the Authority's budget process the Directorate has been given budgetary growth of 1.2% for potential pay award costs, excluding Teachers and other school based staff. There has also been a 1.5% increase (net of 1.5% fees and charges increases) for non pay budgets. In addition 0.6% budgetary growth has been allocated to meet the Schools Pledge (£665k). The Individual Schools Budgets (£95m delegated directly through the formula & £5m Post 16 grant & revenue support grant funded) will need to fund any pay, price and other growth related pressures within the cash limited protected budget.

4.2.2 The Directorate's specific savings target for 2015-16, agreed by Council on the 25th February 2015, is £809k. The table below provides a list of the agreed savings, details of which have been provided to Education for Life Scrutiny and Council previously:

DIRECTORATE SAVINGS	£'000
Budget Realignment:	
- Earmarked Formula Funding	10
- Teacher Performance Management	40
- School Meals Admin., Utility & Telephones	20
- Lifelong Learning Admin.	15
- Visually Impaired Service	30
- WJEC Contributions	10
Vacancy Management / Service Review:	
- Administration	83
- Behaviour Support	35
- Language Support Primary	35
- Psychology Service	22
Redirection of Roles to Grant Funded Areas:	
- Early Years Central Team	31
Service Reduction:	
- School Improvement Initiatives	50
Community Centres	70
Library Service	181
Community Education	27
Music Service	100
SEN Recoupment	50
TOTAL	809

4.2.3 In addition to specific Directorate efficiencies, a saving of £12k has been achieved in relation to Whole Authority / Corporate savings proposals. This relates to the casual mileage reduction from 50p to 45p as per the current HMRC rate.

4.2.4 The Welsh Government Settlement included a transfer out of £153k in relation to the centralisation of the Student Support function (previously part of Education Finance) to Student Finance Wales. There was also a transfer into the Directorate of £40k in relation to Autistic Spectrum Disorder; this funding was previously received in the form of a grant.

4.2.5 In total the Directorate's net budget for 2015/16 is £124m (excluding Central Support Service Apportionments) of which £100m (which includes £5m Post 16 funding) forms the Individual Schools Budgets.

The detailed Financial Plan pages are included in **Appendix 1**.

4.3 **Budget Strategy for 2016/17 and 2017/18**

4.3.1 No indicative RSG settlement figures for 2016/17 and 2017/18 have been provided by the Welsh Government. For planning purposes the Council's current Medium Term Financial Plan (MTFP) assumes further reductions in the RSG of 3.4% for both 2016/17 and 2017/18. This results in further savings required of £14.030m for 2016/17 and £12.105m for 2017/18.

4.3.2 During the coming month's detailed work will be carried out to identify a range of savings proposals to meet the significant financial challenges that lie ahead. This process will adhere to the following principles that were agreed by Council at its meeting on 25th February 2015:-

- Protecting front-line services where we can and reducing expenditure on management & administrative costs.
- Increasing fees and charges where appropriate.
- Reducing, rather than removing services where possible.

- Focussing on priorities.
- Looking at alternative ways of delivering services (collaboration, partnerships, community trusts, etc.).

5. EQUALITIES IMPLICATIONS

- 5.1 The protections afforded to Education (Schools) through the pledge will serve to protect the most vulnerable groups for the purposes of Equalities Legislation.
- 5.2 Consultation with residents through the Council's Public Engagement Strategy and Equalities Consultation and Monitoring Guidance, also ensures that every resident, regardless of circumstances, has the opportunity to have their views heard and considered in the Council's decision-making process.
- 5.3 Equality Impact Assessments will be undertaken on the detailed work noted in 4.3.2 above to ensure that the savings proposals have been assessed for their potential impact on protected characteristics groups and other Equalities, Welsh Language and Human Rights issues.

6. FINANCIAL IMPLICATIONS

- 6.1 None at present, but the budget will be kept under review during the year.

7. PERSONNEL IMPLICATIONS

- 7.1 In 2015-16 the Directorate will continue with the strategy of prudent vacancy management.
- 7.2 The budget proposals include provision to pay the living wage, as agreed by Council.
- 7.3 Should employees be placed at risk through the achievement of any of these agreed budget savings, they will be supported via the appropriate Council policies relating to redeployment and ultimately redundancy if necessary.

8. CONSULTATIONS

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

9. RECOMMENDATIONS

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

Author: Jane Southcombe, Senior Group Accountant, Education & Lifelong Learning
E-mail: southj@caerphilly.gov.uk

Consultees: Directorate Senior Management Team
Councillor Rhianon Passmore, Cabinet Member for Education & Lifelong Learning
Nicole Scammell, Acting Director of Corporate Services & S151 Officer
Stephen R Harris, Acting Head of Corporate Finance
Councillor Barbara Jones, Deputy Leader and Cabinet Member for Corporate Services
Councillor Wynne David, Chair, Education for Life Scrutiny
Councillor J Pritchard, Vice-Chair, Education for Life Scrutiny
David A Thomas, Senior Policy Officer (Equalities & Welsh Language)
Mike Lewis, Principal Accountant Education
Sue Richards, Principal Finance Officer (Schools)
Lynne Donovan, HR Service Manager, Customer Services

Appendices:
Appendix 1 Financial Plan

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EDUCATION & LIFELONG LEARNING	Original Estimate 2014/15 £	Revised Estimate 2014/2015 £	Estimate 2015/2016 £
<u>SUMMARY</u>			
PLANNING and STRATEGY	102,598,728	102,617,588	102,995,903
LEARNING, EDUCATION and INCLUSION	15,894,461	15,894,461	15,852,517
LIFELONG LEARNING	5,541,350	5,541,350	5,327,463
TOTAL SERVICE EXPENDITURE (Revenue)	124,034,539	124,053,399	124,175,883

EDUCATION & LIFELONG LEARNING	Estimate 2014/15 £	Revised Estimate 2014/2015 £	Estimate 2015/2016 £
<u>PLANNING and STRATEGY</u>			
<i>Individual Schools Budget</i>	100,254,767	100,254,767	100,346,618
<i>Post 16 Initiative (Grant Income)</i>	(5,275,362)	(5,275,362)	(4,793,308)
<i>Earmarked Formula Funding</i>	275,983	275,983	269,869
<i>Schools LMS Contingencies</i>	230,738	230,738	234,184
<i>Other Direct School Related</i>			
Teachers Performance Management	304,282	304,282	267,325
PFI Funding Gap	302,986	302,986	307,511
PFI Building Maintenance	45,855	45,855	46,540
School Rationalisations	27,247	27,247	27,654
Former Key Stage 2 Grant	1,287,134	1,287,134	1,294,856
Secondary Additional Funding	1,000,979	1,000,979	1,006,985
School Meal Admin. Utility & Telephone	416,825	416,825	402,333
Relief Supply Cover (SRB's & Maternity)	588,122	588,122	594,003
Copyright and Licensing (Schools)	49,346	49,346	50,083
	4,022,776	4,022,776	3,997,290
<i>Home to School/College Transport (Environment)</i>			
<i>Early Retirement Pension Costs of School Based Staff</i>	1,724,527	1,724,527	1,741,772
<i>Maintenance of Buildings</i>	397,059	397,059	402,989
<i>Administration including Insurance</i>	968,240	987,100	796,489
<u>EXPENDITURE TO DIRECTORATE SUMMARY</u>	102,598,728	102,617,588	102,995,903

EDUCATION & LIFELONG LEARNING	Estimate 2014/15 £	Revised Estimate 2014/2015 £	Estimate 2015/2016 £
<u>LEARNING, EDUCATION and INCLUSION</u>			
<i>Social Inclusion</i>			
Psychological Service	540,722	540,722	542,567
Behaviour Support	227,051	227,051	207,530
Education Welfare Service	460,770	460,770	459,251
Youth Offending Team	51,523	51,523	52,292
Safeguarding	88,037	88,037	88,999
School Based Counselling	293,521	293,521	296,545
	1,661,624	1,661,624	1,647,184
<i>Additional Learning Needs</i>			
ALN Advisory Support service	288,578	288,578	291,099
Learning Support	90,321	90,321	92,177
Professional/Statementing	125,586	125,586	129,001
Additional Support Primary & Secondary	3,555,819	3,555,819	3,598,375
Language Support Primary	834,169	834,169	806,559
Specialist Resources	64,451	64,451	65,532
ALN Improvement Initiative	98,793	98,793	100,268
Childrens Centre	44,417	44,417	45,138
SNAP Cymru	31,339	31,339	31,807
Outreach Trinity Fields	46,923	46,923	47,392
Speech Therapy	47,924	47,924	48,640
Hearing & Language Service	222,120	222,120	222,120
ComIT	138,386	138,386	138,386
VI Service	423,177	423,177	406,741
Autism	121,471	121,471	163,882
Hospital Classes	13,349	13,349	13,548
	6,146,823	6,146,823	6,200,665
<i>Recoupment (SEN Out of County / LAC / Inter Auth.)</i>			
	1,663,673	1,663,673	1,640,506

EDUCATION & LIFELONG LEARNING	Estimate 2014/15 £	Revised Estimate 2014/2015 £	Estimate 2015/2016 £
<i>Learning Pathways Partnership & EOTAS</i>			
14 - 19 Initiative (Transport Costs)	200,124	200,124	203,113
Active Pathways	144,886	144,886	146,418
EOTAS Tuition	594,086	594,086	602,987
Include	545,616	545,616	556,363
Learning Centre	325,717	325,717	329,621
	1,810,429	1,810,429	1,838,502
<i>Early Years Provision & Support</i>			
Early Years (Rising 3's)	771,220	771,220	854,830
Early Years Central Team	365,751	365,751	340,179
	1,136,971	1,136,971	1,195,009
<i>LEI Service Provision</i>			
Service Support & Resources	253,993	253,993	255,482
SACRE	2,357	2,357	2,384
Contribution to Outdoor Education Advisor	23,202	23,202	23,549
School Improvement Initiatives / Outcome Agreement	303,602	303,602	251,493
Music Service	703,368	703,368	609,313
WJEC	53,652	53,652	44,453
	1,340,174	1,340,174	1,186,674

EDUCATION & LIFELONG LEARNING	Estimate 2014/15 £	Revised Estimate 2014/2015 £	Estimate 2015/2016 £
Education Achievement Service (EAS) & Regional Grant Match Funding			
Contribution to EAS Joint Working	1,169,666	1,169,666	1,187,211
Welsh in Education Grant (EIG) Match Funding	142,466	142,466	131,684
School Effectiveness Grant (EIG) Match Funding	559,478	559,478	558,895
	1,871,610	1,871,610	1,877,790
Other			
Families First Central Admin & Monitoring	169,611	169,611	171,631
Community Focus Schools	93,546	93,546	94,556
	263,157	263,157	266,187
EXPENDITURE TO DIRECTORATE SUMMARY			
	15,894,461	15,894,461	15,852,517

EDUCATION & LIFELONG LEARNING	Estimate 2014/15 £	Revised Estimate 2014/2015 £	Estimate 2015/2016 £
<u>LIFELONG LEARNING</u>			
Community Education	1,847,176	1,847,176	1,854,086
Community Centres	596,922	596,922	534,959
Library Service	2,931,746	2,931,746	2,789,927
LLL Insurance & Non Operational Property/Land	165,506	165,506	148,491
<u>EXPENDITURE TO SERVICE SUMMARY</u>	5,541,350	5,541,350	5,327,463



EDUCATION FOR LIFE SCRUTINY COMMITTEE - 7TH JULY 2015

SUBJECT: EDUCATION & LIFELONG LEARNING GRANTS 2015-16

REPORT BY: INTERIM CHIEF EXECUTIVE

1. PURPOSE OF REPORT

- 1.1 To provide Members with details of grant funding available to the Education & Lifelong Learning Directorate in 2015-16.

2. SUMMARY

- 2.1 The report provides brief details of the grant funding currently available, although Members need to be aware that further grants can be made available in year subject to new funding sources or the successful outcome of bids.
- 2.2 The report provides a brief description of the intended purpose of the grant funding. More detailed information on individual grants can be made available to Members, if requested.

3. LINKS TO STRATEGY

- 3.1 The effective use of grant funding and resources within the Directorate is necessary to ensure that key strategies are achieved.
- 3.2 The report also supports the Learning theme of "Caerphilly Delivers" and the Prosperous Theme.

4. THE REPORT

- 4.1 The attached Appendix 1 provides summary details of grants currently available to the Directorate in 2015-16. It includes a list of the grants, the grant funding bodies, the value of the grant, a brief description of the purpose of the funding, together with details of the responsible officer.
- 4.2 Members will note that there is a significant level of grant funding available to the Directorate in 2015-16, with the figure currently estimated at £34m. In addition Members will note that funding is made available from a number of different sources.
- 4.3 Each grant offer made to the Authority is dependant on adherence to a pre defined set of terms and conditions, as stipulated by the awarding body. The purpose of the terms and conditions is for the grant body to be able to satisfy itself that the grant has been spent within the scope and purpose of the funding.

- 4.4 In addition the terms and conditions will outline the period of the grant, how the grant will be paid, the timescale for submission of grant claims and reports and also whether the grant is subject to an annual audit review. The requirement for an audit review will stipulate whether this needs to be undertaken by either the Authority's Internal or External Auditors. The purpose of the audit review is to ensure compliance with the terms and conditions of the grant through a process of sample testing. The attached Appendix 1 identifies which of the 2015-16 grants require an audit review. During the review any queries raised are investigated and any further information required by Audit is provided prior to an Audit Report being produced. The details of the outcome of the audit are then made available to the awarding body as specified.
- 4.5 To be aware, even where a grant does not require a specific audit the Grant Body reserve the right to have access to documents and information relating to grant monies and may exercise this right, at all reasonable times, if deemed necessary.
- 4.6 Within the Directorate, the Finance Division maintains a database of all grants that have been awarded to the Directorate for the year. This provides key information for financial planning and also ensures that grant income and the associated expenditure are incorporated into the budget monitoring reports that are produced for the Directorate.
- 4.7 It is important to advise that the Education Achievement Service now has a key role in the co-ordination of a number of regional grants, as identified in the Appendix.

5. EQUALITIES IMPLICATIONS

- 5.1 There are no direct equality implications to this information report, therefore no Equality Impact Assessment has been undertaken. All grant schemes are implemented in line with the requirements of the Strategic Equality Plan and Welsh Language Scheme. All operational work undertaken to implement the Directorate's key strategies will be assessed individually as appropriate.

6. FINANCIAL IMPLICATIONS

- 6.1 In 2015-16 there is currently an estimated £34m due into the Education & Lifelong Learning Directorate in the way of grant funding. The issue with regards to grant funding is the degree of uncertainty for future planning purposes, since in most instances the grants are awarded on an annual basis which poses issues for medium and long term planning. Also the terms and conditions of some grants may not be in line with the Authority's longer term priorities, which may be a consideration.
- 6.2 As mentioned previously, all grants are subject to specific terms and conditions and this could include a requirement that the grant is subject to External Audit. If this is the case the Authority's External Auditors will scrutinise financial and non financial data relating to the grant, as per the Audit Instructions, to ensure that all expenditure complies with the terms and conditions. If External Audit identify that there has been a failure to comply then potentially the grant funding body could claw back the grant funding previously awarded and paid, impacting directly on the Authority's budget in that year.

7. PERSONNEL IMPLICATIONS

- 7.1 In circumstances where grant funding is reduced or withdrawn, employees placed at risk will be supported via the appropriate Council policies relating to redeployment and ultimately redundancy if necessary.
- 7.2 It is most likely that these redundancy costs would need to be met by the Authority.

8. CONSULTATIONS

8.1 Consultation discussions and responses have been reflected in this report.

9. RECOMMENDATIONS

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

10. STATUTORY POWER

10.1 Local Government Act 1972.

Author: Jane Southcombe, Senior Group Accountant Life Long Learning

E-mail: southj@caerphilly.gov.uk

Consultees: Education and Lifelong Learning Directorate Senior Management Team
Councillor Rhianon Passmore, Cabinet Member for Education & Lifelong Learning
Nicole Scammell, Acting Director of Corporate Services & S151 Officer
Stephen R Harris, Acting Head of Corporate Finance
Councillor Barbara Jones, Deputy Leader and Cabinet Member for Corporate Services
David A Thomas, Senior Policy Officer (Equalities & Welsh Language)
Mike Lewis, Principal Accountant Education
Sue Richards, Principal Finance Officer (Schools)
Lynne Donovan – HR Service Manager, Customer Services
Councillor Wynne David, Chair, Education for Life Scrutiny
Councillor J Pritchard, Vice-Chair, Education for Life Scrutiny

Appendices:

Appendix 1: Grants available to the Directorate in 2015-16

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Responsible Officer	Grant Body	Grant Title	Description / Comments 2015-16	Revenue / Capital	Match Funding Required	Audit Req. Yes / No	Award in 2015-16 £
Education Achievement Service (EAS)	Welsh Government	EIG Grant (previously Ethnic Minority Achievement Grant)	To support for English as an additional language whose home language is neither English or Welsh and as a result may be at risk of underachieving at School. In 2015-16 part of the Regional EIG Grant, 6.23% cut on the 2014-15 allocation.	Revenue	No	Yes	68,643
Education Achievement Service (EAS)	Welsh Government	EIG Grant (previously Foundation Phase Grant)	Foundation Phase revenue (Allocns to School & Central). This covers the additional classroom assistants towards achieving a ratio of 1:8, for 3 to 5 year olds & 1:15 for 5 to 7 year olds, a training budget, the FP Training & Support Officer and 1.5 EY Teachers who provide support to our non maintained groups. Part of the Regional EIG Grant in 2015-16. 6.23% cut on the 2014-15 allocation, 96% delegated directly to School's and the balance retained by the EAS.	Revenue	No	Yes	5,467,126
Education Achievement Service (EAS)	Welsh Government	EIG Grant (previously 14 - 19 ANDP Revenue Grant - includes Welsh)	14 - 19 Agenda to support collaborative working & the implementation of the Learning & Skills Measure for Year 10 & 11 pupils. Part of the Regional EIG Grant in 2015-16, programme reducing - supporting continuing learners only.	Revenue	No	Yes	353,180
Education Achievement Service (EAS)	Welsh Government	PDG - LAC Grant (New)	To raise the standards of LAC pupils.	Revenue	No	Yes	179,839
Education Achievement Service (EAS)	Welsh Government	EIG Grant (previously School Effectiveness Grant)	To support 3 national priorities for schools - improving standards in literacy; standards in numeracy; and reducing the impact of poverty on educational attainment. Part of the Regional EIG Grant in 2015-16. 6.23% cut on this area of the grant across the Region. 91% delegation rate to Schools. This figure includes £0.5m CCBC match funding.	Revenue	Yes	Yes	1,878,568
Education Achievement Service (EAS)	Welsh Government	PDG - 5-15 (Pupil Deprivation Grant)	Allocation to Schools based on free school meals. Terms of the grant are very similar to SEG but the grant should only be spent on pupils identified as being in receipt of FSM. Part of the Regional EIG Grant in 2015-16. 6.23% cut on this area of the grant across the Region.	Revenue	No	Yes	5,335,050
Education Achievement Service (EAS)	Welsh Government	EIG Grant (previously Welsh in Education Grant)	To support Welsh 1st and 2nd language in schools, grant needs to coincide with the authorities WESP. This figure includes £130k CCBC match funding.	Revenue	Yes	Yes	218,037
Education Achievement Service (EAS)	Welsh Government	EIG Grant (Newly Qualified Teachers)	Programme of support for newly qualified teachers. Regional reduction in 2015-16.	Revenue	No	Yes	8,115
Education Achievement Service (EAS)	Welsh Government	National Professional Qualification for Headship	Programme of support for gaining qualified headship. Current grant ends July 2015. New grant not yet released.	Revenue	No	Yes	9,738

Responsible Officer	Grant Body	Grant Title	Description / Comments 2015-16	Revenue / Capital	Match Funding Required	Audit Req. Yes / No	Award in 2015-16 £
Education Achievement Service (EAS)	Welsh Government	Higher Level Teaching assistance Grant Programme	Part of the Regional EIG Grant, reduced from £41k to £10k in 2015-16.	Revenue	No	Yes	3,246
Education Achievement Service (EAS)	Welsh Government	Learning in Digital Wales CPD Programme	To support the effective use of Hwb+ to meet key education objectives and to provide programming skills workshops for pupils and teachers in secondary schools. 3rd year of grant, ceases in March 2016.	Revenue	No	Yes	15,539
Education Achievement Service (EAS)	Welsh Government	Schools Challenge Cymru (Part 3) September 2014 to August 2015.	Called Pathways to Success Schools, 5 secondary schools will be part of the Welsh Government's multi-million pound, improvement programme to increase performance. (funding is based on £20m over 2 years for 40 identified schools across Wales)	Revenue	No	Yes	522,666
Education Achievement Service (EAS)	Welsh Government	Schools Challenge Cymru (Part 3) September 2015 to August 2016.	Called Pathways to Success Schools, 5 secondary schools will be part of the Welsh Government's multi-million pound, improvement programme to increase performance. (funding is based on £20m over 2 years for 40 identified schools across Wales). Bids submitted directly by Schools to Welsh Government, awaiting confirmation from WG. No set allocation per School.	Revenue	No	Yes	
Education Achievement Service (EAS)	Welsh Government	Schools Challenge Cymru (Part 1&2) September 2014 to August 2016.	Called Pathways to Success Schools, 5 secondary schools will be part of the Welsh Government's multi-million pound, improvement programme to increase performance. (funding is based on £20m over 2 years for 40 identified schools across Wales). Schools Challenge Cymru Advisors and Capacity.	Revenue	No	Yes	202,000
Education Achievement Service (EAS)	Welsh Government	Schools Challenge Cymru (Part 1&2) September 2015 to August 2016.	Called Pathways to Success Schools, 5 secondary schools will be part of the Welsh Government's multi-million pound, improvement programme to increase performance. (funding is based on £20m over 2 years for 40 identified schools across Wales). Bids submitted to Welsh Government, awaiting confirmation from WG. No set allocation per Region.	Revenue	No	Yes	
Sarah Mutch - Early Years Manager	Welsh Government	Flying Start	To promote the welfare of children & their parents through the provision of childcare, health visiting & parenting support. In 2015-16 inclusive of a minimum of £74,470 for the support of the Language & Play and Number & Play Courses.	Revenue	No	Yes	5,288,770
Sarah Mutch - Early Years Manager / Bledwyn Hopkins - Assist Director	Welsh Government	Flying Start (Capital)	St Cattwg 1&5 - completion of infrastructure in Gelligaer community centre, Greenhill Primary and St Cattwg Church hall - £25,000; Pontllanfraith 5&2 - completion of infrastructure plus development of Caretakers cottage to family support space - £81,000; Blackwood 2 modular building completion in this financial year from start in 2014-15 - £242,750; Morgan Jones 2 (Plasfelin Primary) modular build for childcare provision - £146,782; Morgan Jones 2 (YGG Caerffili development of Welsh Medium Integrated Children's Centre - £352,875	Capital	No	Yes	848,407

Responsible Officer	Grant Body	Grant Title	Description / Comments 2015-16	Revenue / Capital	Match Funding Required	Audit Req. Yes / No	Award in 2015-16 £
Bleddyn Hopkins - Assistant Director	Welsh Government	21st Century Schools	In respect of the Welsh Medium development at the former St Illans site - £1,250,000 and Secondary Rationalisation (Islwyn West Secondary Schools) - £5,300,000	Capital	Yes	Yes	6,550,000
Paul O'Neil - Community Education Manager (Youth)	Welsh Government	Youth Work Strategy Support Grant	Supports the implementation of youth engagement & progression framework; support and meet local need and fill gaps identified in LA Single Integrated Plan; support training needs.	Revenue	No	Yes	158,537
Lyn Travis - Community Education Manager (Adult)	Welsh Government	Community Learning (Adult Education Provision)	To support Adult Community Learning. ACL subject to the 2.6% reduction in line with the cut to the unit rate across all areas of post 16 learning. 34% of 2014-15 allocation April - Aug. = £269,050 x 34% = £91,477 + 66% of £269,050 less 2.6% reduction = £172,956.	Revenue	No	No	264,433
Sue Richards - Principal Finance Officer	Welsh Government	Post 16 Provision in Schools	DfES for 6 Form Pupils (Dept for Education & Skills). Allocation based on learners in each age group. In 2015-16 changes in learner headcount plus a 2.6% reduction has been applied to the 2014-15 average funding rate. Uplifts for deprivation, sparsity and Welsh Medium delivery have been added (with the same 2.6% reduction) to determine the total indicative allocations.	Revenue	No	No	4,793,308
Pauline Elcock - Basic Skills Manager	Welsh Government	Family Learning Programme	To encourage the development of a strategic approach to delivery & stronger link to school improvement. Adult tutors delivering programmes, planning, training & resource costs. Grant ended 2014-15 (£101,300).	Revenue	No	No	
Pauline Elcock - Basic Skills Manager	Welsh Government	Language & Play	No longer a separate grant in 2015-16. Included within Flying Start allocation (see Flying Start for details).	Revenue	No	No	
Fiona Santos - Early Years and Childcare Co-Ordinator	Welsh Government	Out of School Childcare Grant	To support Out of School childcare provision in the Borough. Improving childcare provision / identifying & meeting gaps in provision based on the results of Childcare Sufficiency Assessments. Supporting the Assisted Places Scheme	Revenue	No	Yes	128,686
Sue Richards - Principal Finance Officer	Welsh Government	School Uniform Grant	To assist families on low incomes with the purchase of school uniform for their children. The uniform grant claim is based on the number of applicant (Free School Meal Pupils), and will consequently vary from year to year. Awaiting notification for 2015-16, figure based on 2014-15 for information.	Revenue	No	No	58,749
Tanis Cunnick - Community, Youth & Adult	Welsh Government	LIFT - (formerly known as Breaking the Cycle)	To improve the health, lifestyle, address barriers and develop positive destinations for young people 14-24 who are at risk of or who are NEET. Project due to end December 2015.	Revenue	No	Yes	100,100
Jackie Elias - Managing Advisor Inclusion Services	European	Regional SEN Transition to Employment Initiative	The aim of the Project is to raise the aspirations and motivation of young people and increase their participation in learning, volunteering, employment and social opportunities, so fostering a greater degree of independence and inclusion in the community. The Project works in 9 local authorities - Caerphilly, Bridgend, Carmarthenshire, Rhondda Cynon Taff, Neath Port Talbot, Swansea, Merthyr, Pembrokeshire and Torfaen - with Caerphilly as the Lead Authority. Project ended 2014, Business Case with WEFO for a new Project.	European / Revenue	Yes	Yes	

Responsible Officer	Grant Body	Grant Title	Description / Comments 2015-16	Revenue / Capital	Match Funding Required	Audit Req. Yes / No	Award in 2015-16 £
Jackie Elias - Managing Advisor Inclusion Services	Internal - Soc Serv	Autistic Spectrum Disorder	No longer a grant, transferred into the Authority in the Revenue Settlement Grant. Included as part of the Directorates core budget provision in 2015-16 (£40k).	Revenue	No	Annual Statement of Grant Expenditure	
Lisa Davies - Community Education	Internal - Soc Serv	Youth Crime Prevention Fund'	The Project focuses on 8 to 25 year olds who are at risk of becoming involved in crime or anti social behaviour. Delivery relates to community engagement and development, family links, delivery in schools in order to improve attendance, behaviour and accreditation opportunities. The Project works in partnership with Communities First, Families First and Caerphilly Community Safety.	Revenue	No	Yes	54,725
Sue Richards - Principal Finance Officer	Welsh Government	Reading & Numeracy Tests Support Grant	Funding to Schools to support the implementation of the National Reading & Numeracy Tests.	Revenue	No	No	44,666
Tanis Cunnick - Community, Youth & Adult	Welsh Government	Youth Engagement & Progression Framework Implementation	Further £50k received in 2015-16 following receipt of updated Delivery Plan. To implement the Youth Engagement & Progression Framework Implementation Plan - April 2015 to 31st March 2016.	Revenue	No	Yes	50,000
Matthew Davies - ESF Project Manager	European	Inspire to Work (Potential New Project)	To provide tailored support for young people aged 16-24 who are NEET to address and overcome their barriers, increase their self esteem, develop employability skills and move closer to the labour market. This will result in young people gaining valuable qualifications, entering further learning and gaining employment.	Revenue	Yes	Yes	
Matthew Davies - ESF Project Manager	European	Inspire to Achieve (Potential New Project)	To provide one to one and group tailored support for young people aged 11-24 to address and overcome their barriers. Young people will increase their self esteem, develop soft skills and gain qualifications to enable them to enter further learning, training and/or employment.	Revenue	Yes	Yes	
Matthew Davies - ESF Project Manager	European	Bridges into Work II (Potential New Project)	The project will support the reduction of poverty by increasing employment levels, particularly for underrepresented groups and those furthest from the labour market. The operation will target economically inactive and long term unemployed people aged 25+ living in non-Community First areas.	Revenue	Yes	Yes	
Matthew Davies - ESF Project Manager	European	Workings Skills for Adults II (Potential New Project)	The Project aims to target employed individuals outside of their employment context, supporting those unwilling to admit skills deficits to their employers or whose employers fail to engage.	Revenue	Yes	Yes	
TOTAL ANTICIPATED GRANTS							32,602,128

Responsible Officer	Grant Body	Grant Title	<u>Description / Comments 2015-16</u>	Revenue / Capital	Match Funding Required	Audit Req. Yes / No	Award in 2015-16 £
Lynne Bosanko-Williams - Families First/ Children & Young People Co-ordinator	Welsh Government	Families First Grant. (From 1st April 2015 - Directorate of Social Services)	A key programme tackling poverty by focusing on "whole families". Promotes the development of effective multi agency systems and support. Emphasis on prevention & early intervention for families, particularly those living in poverty. A range of projects commissioned to complement the Team Around the Family model & all work as a programme. No change in funding.	Revenue	No	Yes	3,110,353

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EDUCATION FOR LIFE SCRUTINY COMMITTEE – 7TH JULY 2015

**SUBJECT: SUMMARY OF MEMBERS' ATTENDANCE – QUARTER 4 –
1ST JANUARY 2015 TO 14TH MAY 2015**

**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. SUMMARY

- 2.1 The report details the attendance of Members at scheduled meetings throughout the Quarter 1st January to 14th May 2015.

3. THE REPORT

- 3.1 Appendix 1 details Members' attendance for quarter 4 (1st January 2015 to 14th May 2015), at the following meetings:
- Council;
 - Cabinet;
 - Scrutiny Committees;
 - Planning Committee;
 - Audit Committee;
 - Democratic Services Committee; and
 - Sustainable Development Advisory Panel.
- 3.2 The information is compiled from attendance sheets signed by Members at these meetings.
- 3.3 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.
- 3.4 Details for the next quarter (15th May 2015 to 30th June 2015) will be reported to the next appropriate meeting of the Scrutiny Committee.

4. EQUALITIES IMPLICATIONS

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

5. FINANCIAL IMPLICATIONS

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

6. PERSONNEL IMPLICATIONS

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

7. CONSULTATIONS

7.1 None.

8. RECOMMENDATIONS

8.1 That Members note the content of the report.

9. REASONS FOR THE RECOMMENDATIONS

9.1 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	75	84	82
Crime & Disorder		38		59	59		69		94	82		81		56	69
Education For Life	75	78	66	69	72	72	75	69	75	73	66	65	81	72	71
Health, Social Care & Wellbeing	88	75	85	88	84	75	66	78	69	72	75	73	74	85	77
The Living Environment															
Regeneration															
Regeneration and Environment	69	77	71	88	76	69	63	81	84	74	81	80	77	78	79
Policy & Resources	81	88	71	79	77	69	78	84	85	79	78	77	88	77	80
Planning Committee	75	83	80	74	78	75	82	85	89	83	85	75	73	75	77
Audit Committee		58	50	42	48	83	75	67	83	77	58	83	58	92	73
Democratic Services Committee		44	63	69	60	69		69	75	71	88	75	69	88	80
Sustainable Development Advisory Panel	73	45	64	45	61	64	64		64	64		82	55	73	70
Average Attendance per quarter	78	67	71	71	74	74	72	77	81	76	77	86	81	76	80
Cabinet	90	94	93	88	91	95	82	92	93	91	93	93	95	91	93

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CAERPHILLY STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)

MINUTES OF THE MEETING HELD AT PENALLTA HOUSE, YSTRAD MYNACH ON MONDAY, 9TH MARCH 2015 AT 2.00 P.M.

PRESENT:

Councillor D.M. Gray - Chair
Councillor J. Taylor - Vice-Chair

Councillors:

D.G. Carter, W. David, Mrs M.E. Sargent

Representing Teaching Organisations: Miss H. Bartley (ATL), Mrs N. Boardman (NUT), Mrs B. Davies (UCAC), Mrs L. Strange (NASUWT)

Representing Religious Organisations: Lieutenant C. Di-Palma (Salvation Army), Mrs E. Hawthorn (United Reform Church), Mrs J. Jones (Church in Wales), Mr M. Western (Roman Catholic Archdiocese), Rev E. Williams (Baptist Union of Wales)

Co-opted Members: Ms R. Bradshaw (St James' Primary School), Mr E. Mushayanyama (VALREC)

Together with:

Mrs V. Thomas (RE Consultant), Miss R. Barrett (Committee Services Officer)

Also present:

Mr K. Chamberlain (British Humanist Association)

1. WELCOME

The Chair welcomed those present to the meeting and opened the meeting with a poem of reflection entitled "Mover of Mountains" by Helen Steiner Rice.

Introductions were made around the table, with recently appointed members Ms Rianne Bradshaw, Mr Eddy Mushayanyama and Mrs Laura Strange attending their first meeting of Caerphilly SACRE.

2. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillor Mrs G.D. Oliver and Miss H. Marsh (ASCL), together with Mrs K. Cole (CCBC Manager for Learning, Education and Inclusion).

3. DECLARATIONS OF INTEREST

There were no declarations of interest received at the commencement of the meeting. During the course of the meeting, a declaration of interest was received and is minuted with the respective item.

4. MINUTES – 6TH NOVEMBER 2014

RESOLVED that the minutes of the Caerphilly SACRE meeting held on 6th November 2014 be approved as a correct record and signed by the Chair.

5. ACTION PLAN RHYDRI PRIMARY SCHOOL – ACTS OF COLLECTIVE WORSHIP

At the Autumn 2014 meeting of Caerphilly SACRE, Members considered the main RE findings derived from the Estyn inspection of fourteen Caerphilly schools between Autumn 2013 and Summer 2014. SACRE noted that Rhydri Primary School had failed to meet its statutory requirement for acts of collective worship. Members had requested that a copy of the school's action plan, detailing how they intended to meet this statutory requirement, be made available so they could monitor the progress being made.

A copy of the action plan was included with the meeting papers, and Mrs Vicky Thomas (RE Consultant to SACRE) explained that following contact between Mrs Keri Cole of Caerphilly County Borough Council (CCBC), the South East Wales Education Achievement Service (EAS) and Rhydri Primary School, the school were now complying fully with the statutory requirement and providing a daily act of collective worship.

Following discussion and consideration of the action plan, Members noted the progress made by Rhydri Primary School in respect of the statutory requirement for acts of collective worship.

6. MEMBERSHIP UPDATE 2014-2015 AND HUMANIST REQUEST FOR CO-OPTION

During the course of the debate on this item, Councillor W. David declared an interest as the gentleman was known to him. Following advice and in noting that it was personal and not prejudicial, he remained in the meeting and took part in the debate.

At the Autumn 2014 meeting of Caerphilly SACRE, Members had been advised of a request received from Mr Ken Chamberlain, on behalf of the British Humanist Association. Mr Chamberlain had asked for the opportunity to address Members in order for his request for humanist representation within Caerphilly SACRE to be considered. It had been agreed by Members that Mr Chamberlain be invited to speak at this meeting, and a short summary paper that he had submitted which outlined the role of the British Humanist Association was attached to the meeting papers.

Mrs Thomas explained the current membership status of SACRE (a list of which was attached to the report) and composition of a SACRE to those Members present. SACREs in Wales are made up of three committee groups, and each committee has equal voting rights (one vote per committee). Caerphilly SACRE also has two additional co-opted Members who do not have voting rights, and both co-opted places are currently filled. SACRE were advised that if they were minded to agree that Mr Chamberlain be co-opted as an additional Member, due process would then have to be followed in line with the Constitution of Caerphilly County Borough Council. This process would include a request from SACRE to Council to agree that the Terms of Reference for Caerphilly SACRE be amended, in order for the amount of co-opted places to be increased.

Mr Chamberlain was welcomed to the meeting, and the Chair outlined the process that would be followed by Caerphilly SACRE during consideration of the request. Mr Chamberlain was then invited to present his case for humanist representation within Caerphilly SACRE.

During his representations, Mr Chamberlain outlined the reasons why his request to join Caerphilly SACRE should be considered, and referred to a number of English SACREs where humanists had been included as full voting members within Committee A.

Mrs Thomas sought clarification as to which of the committee groups within SACRE Mr Chamberlain was seeking to join. She explained that the situation regarding SACRE membership differed in Wales to that of English SACREs, and that in line with Welsh Government legislation 10/94, humanist representatives cannot not be considered for membership of Committee A (Christian denominations and other faith groups) within Welsh SACREs. However, they can still be considered for co-option to SACRE as additional members, which was the opportunity that would be afforded to Mr Chamberlain.

Discussion took place between SACRE Members and Mr Chamberlain regarding a number of matters, including the role of secular views and beliefs within religious education frameworks, and the act of collective worship in schools. Mr Chamberlain was also asked a number of questions relating to the role of a SACRE member and the qualities that he could bring to the committee.

Mr Chamberlain was thanked for his representations and he left the meeting room at that point to await the decision of Caerphilly SACRE.

After a lengthy discussion to consider the request for co-opted membership of SACRE by Mr Chamberlain, on behalf of the British Humanist Association, Members split into their three respective committee voting groups to discuss the matter further.

Upon regrouping, the Members of Caerphilly SACRE, voting within their three committee groups, unanimously agreed that they did not wish to offer a specific co-opted place to a representative of the British Humanist Association and therefore would not seek to increase the number of co-opted places available within SACRE.

The Chair, RE Consultant, and Clerk to SACRE left the meeting room for a brief period in order to inform Mr Chamberlain of Caerphilly SACRE's decision.

7. ANALYSIS OF EXAMINATION RESULTS 2014

The report informed Members of the attainment at GCSE, AS and A Level of Caerphilly pupils in Religious Studies and Religious Education for 2014.

SACRE were advised that the figures represented raw scores and as such did not necessarily reflect the selectivity of the entry and in some cases the numbers were too small to be statistically significant. Further information detailing the attainment results for each Caerphilly school was also tabled to Members at the meeting.

The results for the GCSE (Full Course) were confirmed and it was noted that there were 656 entries from 14 schools. Entry numbers are below previous levels but the number of schools entering candidates have increased this year. A*-A grades for Caerphilly are similar to 2013 but below the 2012 performance and the All Wales figure of 31%. Members were advised that the level of A*-C grades at 73% was the best result of the last three years and above the Wales figure. 98.8% of pupils entered achieved a grade A*-G, which is comparable with the previous two years' results and the All Wales figure of 98%.

The results of GCSE (Short Course) were confirmed and it was noted that there was a significant decrease in entries this year, with 866 entries from 13 schools. Unfortunately there

was a marked decrease in performance this year, with A*-A grades and A*-C grades falling below 2013 performance and the All Wales figure. However, the overall percentage of A*-G grades was 95%, which is comparable with the All Wales figure of 94%. The findings are similar to the WJEC All Wales data which found that pupils perform better at Full Course than Short Course. Discussion ensued about factors that impact on this.

Mrs Thomas explained that an Estyn survey reported that those pupils following an examination course such as Short Course, as part of their statutory requirement at Key Stage (KS) 4, were more motivated than those who did not. Those not following an accredited course were found to lack motivation and be more disaffected with their statutory RE course of study. On a more positive note, a significant number of pupils continue to be entered for short courses, which is very encouraging because it provides the opportunity for accreditation at KS4. Members were also asked to bear in mind that pupils do not usually opt to follow the short course, in that it is delivered as part of the statutory requirement for RE. It was suggested that the examination results data be shared with schools to allow for self-evaluation and the opportunity to make improvements to course availability.

The results for A Level Religious Studies were confirmed, which showed a slight decrease on last year's performance at A*-A grades, but is comparable with the All Wales figure. At A*-C, candidates achieved a pass rate of 89.1%, which is the best result of the last three years and exceeds the All Wales figure of 79%. It was noted that 100% of the pupils entered at A Level achieved a grade at A*-E, which is an excellent result and exceeds the All Wales figure of 98%.

The results for AS Level Religious Studies were confirmed and showed a decrease in entry levels for this year, with 19 entries from 6 schools. 21.1% of students achieved an A grade, which is the best performance of the last three years. 47.4% of students achieved A*-C grades, which is below 2013 levels but an improvement on 2012 grades. It was noted that across A-E grades, there was a 100% pass rate which was the best performance of the last three years.

Members were asked to note that the AS Level data only includes those students who have cached in their results. For example, if a student sat an AS Level during 2014 but have not yet cached the result in, then they would be included in next year's data when the results have been cached in. This avoids the same results being counted twice.

Having fully considered the report, SACRE noted the analysis of examination results for Religious Education and Religious Studies for 2014.

8. WJEC PRESENTATION TO WASACRE ON 26TH NOVEMBER 2014 – “WHAT DOES THE DATA TELL US?”

The report outlined the key points contained within a presentation that was made to WASACRE on 26th November 2014, which detailed the WJEC Religious Studies data feedback for GCSE, AS and A Level courses.

Mrs Thomas outlined the GCSE specifications and the requirements for short course and full course qualifications, together with the main data findings for both areas.

In the last three years there has been a move away from Specification A to Specification B, with a greater number of candidates being entered for a Full Course Specification B at GCSE, although this has seen a decrease in the percentage of candidates achieving each grade point A*-C across this specification. There is an approximate 60/40 split in favour of girls studying across both specifications, with results indicating that that girls are achieving higher grades than the boys at A*-C grades across both specifications. Religious Studies GCSE Full Course pass rates were equivalent to or higher than the national average A*-C pass rate across all subjects, with the comparable pass rate across A*-G grades slightly below average.

With regard to GCSE Short Courses, pass rates are below the national average A*-C and A*-G pass rates for all subjects, although this is less so in Specification B. However, it was found that a very high proportion of those pupils entered for either specification will end up taking the exam as planned.

Mrs Thomas then outlined the AS and A Level specifications and the subject areas for each qualification, together with the entry levels for each area across the last three years. The most popular subjects across AS and A Level were Eastern Religions, Religion and Ethics and Philosophy and Religion, with the number of students increasing year on year. At AS Level and A Level, there continues to be a move away from more traditional options (such as Christianity/Biblical Studies).

The entry profile across AS and A Level has changed slightly, with a higher percentage of further education and independent establishments now taking Religious Studies. There is an average 70/30 split across AS and A Level in favour of girls. Across the last three years, there has been a 10% increase in the number of AS Level entries and a 4.6% increase in the number of A Level entries. The figures indicate that WJEC Religious Studies AS and A Level candidates have generally performed above the national average pass rate across all subjects over the last three years

Teaching Union Members asked for it to be noted that the WJEC provide a wide range of data analysis for each Religious Education subject, which can be extremely helpful in terms of self-evaluation by teaching establishments.

Following consideration of the WJEC Religious Studies data feedback for GCSE, AS and A Level courses, SACRE noted the contents of the report.

9. REVISED CRITERIA FOR GCSE AND GCE SPECIFICATIONS: UPDATE

The report advised SACRE that a number of changes were being currently being proposed to specifications and assessment practices for Religious Studies at GCSE and GCE (AS and A) Level, and Mrs Thomas provided an update in respect of this matter.

Members were informed that a number of meetings had already been held on these proposals and Mrs Thomas outlined the main proposed changes under discussion in further detail. These included a change to assessment objectives, changes to specifications at GCSE and GCE levels and the retention of a non-tiered system at GCSE level. Mrs Thomas also outlined the process and timescale by which consultation and implementation relating to these changes would take place. There will be a variety of models proposed at both GCSE and GCE Level and teaching establishments will be consulted on these.

The WJEC is due to circulate a questionnaire to all Welsh teaching establishments to consult on the specification proposals in the first instance, with a response time of 3-4 weeks, prior to a detailed development process relating to these new specifications. It is anticipated that the proposed changes will be implemented from Autumn 2016.

Mrs Thomas also explained that the Welsh Government and WJEC have agreed for a statement to be published in the first section of every new AS/A Level specification for Wales, which will allow for a Welsh dimension and perspective to be incorporated into the subject matter where appropriate.

Members noted the update relating to the revised criteria for GCSE and GCE specifications.

10. NATIONAL CURRICULUM REVIEW AND ASSESSMENT

The report detailed a review of assessment arrangements and the National Curriculum in Wales, which was announced by the Minister for Education and Wales on 1st October 2012. The review includes two phases and is led by Professor Graham Donaldson, who recently reported his findings to the Education Minister regarding Phase 2 of the review.

This section of the review focused on curriculum design at each phase/stage of education to ensure a broad and balanced curriculum which is fit for the 21st century, and included consideration of the Basic Curriculum (which incorporates Religious Education).

Mrs Thomas updated Caerphilly SACRE on the main findings of the review applicable to Religious Education. The review recommended a radical change to the curriculum, and suggested six areas of learning and experience which would combine the core and non-core subjects currently in existence. Mrs Thomas explained that the review endorsed the position and significance of Religious Education in modern-day education in that it was included under the "Humanities" remit of the suggested curriculum.

The review also recommended replacement of the four key stages of education with a series of "progression steps" which would result in a pupil's time in school becoming a more seamless process.

Mrs Thomas explained that following the publication of the review, the Welsh Government have launched a 'Great Debate' on the curriculum. The first phase of this Great Debate will include a series of events held across Wales, attended by Professor Donaldson, to allow the people of Wales to engage with the pressing issues outlined in his report. SACRE were also advised of an online resource produced by the Welsh Government which encourages educational organisations to have their own debate regarding the curriculum review.

Members noted the contents of the report.

11. ESTYN REPORTING OF COLLECTIVE WORSHIP

The report summarised the background to this matter, when at the Autumn 2014 meeting of Caerphilly SACRE, Members considered the main RE findings derived from the Estyn inspection reports of fourteen Caerphilly schools between Autumn 2013 and Summer 2014. It was noted that two schools had no comment made by the reporting inspector regarding acts of collective worship or the schools' development of SMSC (spiritual, moral, social and cultural development).

SACRE agreed at that meeting that the RE Consultant would write to Estyn to highlight these issues regarding reporting procedures within the inspection reports. It is important to SACREs that there is consistency in reporting and that all reporting inspectors make a comment on the contribution of SMSC.

A response letter had recently been received from Anne Keane, Chief Inspector at Estyn, and its contents summarised to Members by Mrs Thomas. A copy of this letter had also been circulated to SACRE Members via email. The letter assured SACRE that inspectors would be reminded to report on the spiritual, moral, social and cultural development on pupils. The reminder from the Chief Inspector was evident in the latest bulletin sent to inspectors, which also offered advice regarding the SMSC requirement for Church of Wales and Catholic schools.

SACRE were pleased to note the report and the response from the Chief Inspector at Estyn.

12. CORRESPONDENCE

The Clerk to SACRE advised Members of a number of recent correspondence items. In addition to the response received from the Chief Inspector at Estyn, Members were advised of two letters that had recently been sent on behalf of Caerphilly SACRE. These consisted of a letter to all secondary schools advising of the forthcoming revised specifications for GCSE and A Level, and a letter making all schools aware of the RE resources available via the Gwent Ethnic Minority Service (GEMS) website.

13. WASACRE - FEEDBACK FROM THE WASACRE MEETING IN TORFAEN – 26TH NOVEMBER 2014

Members were updated on the discussions and deliberation of WASACRE at its meeting in Torfaen on 26th November 2014. A copy of the draft minutes was included in the meeting papers.

Reference was made to three invaluable presentations given at the meeting (*WJEC Religious Feedback – Data Feedback, SACRE and Consortia Arrangements, and Monmouthshire SACRE – Celebrating RE Day*). Members were directed to the resources available on the WASACRE website and encouraged to view these presentations.

SACRE noted the discussions and deliberations of WASACRE at the Torfaen meeting.

14. WASACRE - FEEDBACK FROM THE WASACRE MEETING IN PORT TALBOT – 6TH MARCH 2015

Members were updated on the discussions and deliberation of WASACRE at its meeting in Port Talbot on 6th March 2015. Mrs Thomas attended this meeting and informed Members that she had observed two excellent presentations, one of which (*Raising the achievement of boys by engaging them in RE issues and using thinking skills approaches*) she hoped to share with Caerphilly SACRE at their Summer Term meeting.

SACRE noted the discussions and deliberations of WASACRE at the Port Talbot meeting.

15. NOMINATIONS TO THE WASACRE EXECUTIVE COMMITTEE

SACRE were informed of the correspondence received from WASACRE in relation to nominations for new Members to the WASACRE Executive Committee.

It was noted that a nomination form for Councillor D.M. Gray (who had faithfully represented Caerphilly SACRE in the past) had been forwarded to WASACRE by the Clerk to SACRE.

16. REPRESENTATION AT FORTHCOMING WASACRE MEETINGS

Members were advised of the date and time of the next WASACRE meeting and sought nominations for representation from Caerphilly SACRE.

With regards to the next meeting of WASACRE on **25th June 2015** (Flint), it was noted that Councillor D.M. Gray would be in attendance. Councillor J. Taylor advised that he might be able to attend, subject to other commitments. Members were asked to notify the Clerk to SACRE should they be interested in attending. They would then be contacted with the agenda papers nearer to the meeting date and asked to confirm attendance.

The Chair thanked the Members of Caerphilly SACRE for their attendance at the meeting.

The meeting closed at 4.03 pm

Approved as a correct record and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on 10th June 2015, they were signed by the Chair.

CHAIR