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**Date: 16th September 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, 22nd September, 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

## A G E N D A

- |                                              | Pages                                                                                                                                                                                                                                                                                                                                              |       |
|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1                                            | To receive apologies for absence.                                                                                                                                                                                                                                                                                                                  |       |
| 2                                            | Declaration of interest<br>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 the 7th July 2015.                                                                                                                                                                                                                                                                                   | 1 - 6 |

A greener place Man gwyrddach



4 Consideration of any matter referred to this Committee in accordance with the call-in procedure.

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

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

1. St James Primary - Final Account (29th July 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 Amy Dredge, 01443 863100, by 10.00 a.m. on Monday, 21st September 2015.*

To receive and consider the following Scrutiny reports: -

7 Reduction in Funding for Adult Community Learning. 7 - 14

8 Islwyn West Secondary School (IWSS) - Update. 15 - 30

9 Pupil Attainment at Foundation Phase, Key Stage 2 and Key Stage 3 2015. 31 - 42

10 Community Centres Task and Finish Group. 43 - 66

11 School Uniform Arrangements - CCBC Secondary Schools. 67 - 70

12 Budget Monitoring 2015 - 16. 71 - 84

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

To receive and note the following information items\*: -

14 Learning Caerphilly Single Integrated Plan - Update. 85 - 114

*\*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 Amy Dredge, 01443 863100, by 10.00 a.m. on Monday, 21st September 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, 7TH JULY 2015 AT 5.30 P.M.

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### PRESENT:

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

### Councillors:

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

Cabinet Member for Education and Leisure: R. Passmore

### Together with:

C. HARRY (Corporate Director - Education & Community Services), (K. Cole (Chief Education Officer), B. Hopkins (Assistant Director for Education), H. Morgan (Team Leader - Integrated Transport Unit), P. O'Neill (Senior Youth Service Manager), 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) and Mrs J. Havard (NUT).

### Also Present:

K. Evans (Headteacher – St Gwladys Primary School) and I. Timbrell (Digital Technology Coordinator – St Gwladys Primary School).

### 1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors H.R. Davies and G. Johnston.

### 2. DECLARATIONS OF INTEREST

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

**3. MINUTES – 4TH JUNE 2015**

RESOLVED that the minutes of the Education for Life Scrutiny Committee meeting held on 4th June 2015 (minute no. 1 – 8) 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, provided details of the Gwent ACL Partnership Celebration of Achievement 2015 event, which is presented across 5 Local Authorities and Coleg Gwent. For Caerphilly, Christina Kerr received an award for Learner of the Year, for attendance on courses through Bridges into Work, volunteering for Language and Play and a local nursery and progressing to Basic Skills courses in Literacy and Numeracy, before enrolling on a childcare qualification through work based learning. An award for Tutor of the Year was presented to Gary Brown, a numeracy tutor at Risca Basic Skills; and Learning Group of the Year was awarded to Bryn Awel Primary Family Learning class. Members noted that an additional award was presented to the outreach admin staff across the 5 counties for their dedication to providing the best possible support to learners. This was endorsed by a section in the very positive Gwent 5 County Estyn report.

Pontllanfraith Comprehensive School have launched their Intergenerational Club, which enables participants of all ages to undertake activities such as art sessions, board games, bingo and reading. These activities will then be followed by a light buffet lunch. The Scheme is currently in its infancy and therefore, depending on feedback from the older persons involved, it will then take place on a weekly, fortnightly or monthly basis thereafter.

In addition, the Cabinet Member was pleased to announce that, following auditions for membership of each the National Youth Arts Wales (NYAW) groups for 2015, 16 students from Caerphilly were successful. Once again this represents a significant achievement for these talented young people, their teachers and the Music Support Service and congratulations were extended to all involved.

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

E. Pryce, EAS provided an overview of the report which detailed the judgements made by Estyn inspection teams of Caerphilly schools for the academic year 2014-15 (where published), along with a summary of Caerphilly schools' inspection judgements since the introduction of the new Common inspection Framework in September 2010.

Members noted that the schools included in the report were inspected during the Autumn and Spring Terms, 2014-15. Each of them was inspected under the arrangements for inspections that came into effect on 1st September 2010 and the reports included a number of recommendations for the school to address. These recommendations are school specific, and are not included in the report.

It was noted that, in total, 70% of schools were judged to be "good" overall, with a further 30% judged to be "adequate". Prospects for improvement were 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.

Members thanked the Officer for the report and sought further information on Caerphilly CBC's rank position, in comparison to other Local Authorities in Gwent. The Officer explained that Caerphilly are ranked in various positions depending in the category, although well placed, there is room for improvement.

The Chair thanked the Officer for the report and invited Mrs K. Evans (Headteacher St Gwladys Primary School) and Mr I. Timbrell (Digital Technology Coordinator – St Gwladys Primary School) to deliver a presentation, which outlined the schools ethos, vision and the work conducted within the school to create a happy, safe, consistent and welcoming educational environment.

A Member, having acknowledged that St Gwladys Primary School sits within an area of high deprivation and Communities First Support area, sought further information on school outcomes and barriers to learning. Mrs Evans (Headteacher) explained that the school has a dedicated team of staff, all working towards the same goals. There is a keen emphasis on nursery education. St Gwladys provides a full-time nursery provision from 18 months plus, and it is felt that, by starting with early years, a learning ethos begins. There are a number of barriers for many of the pupils at the school, however all pupils are encouraged to reach their full potential and, given every opportunity possible to do so.

A Member queried how the school intended to maintain the motivation for continuous improvement, since the positive outcome from Estyn. Mrs Evans explained that, although the result was pleasing, the work and effort was not for inspection purposes and is something that is always done within the school. Staff are dedicated to ensuring that children achieve to the best of their abilities and are "all equally special".

The Committee considered the presentation and report, discussed at length and noted the report. Members were invited to visit St Gwladys Primary School. It was agreed that Officers would liaise to arrange visits to St Gwladys Primary School, Cwm Ifor Primary School and Trinity Fields, as per discussions at previous Scrutinys.

## **8. CAERPHILLY COUNTY BOROUGH EDUCATION TRANSPORT MTFP 2015/15 – ITEMS FOR CONSIDERATION**

At Education for Life Scrutiny Committee on 20th May 2015, Members were presented with a range of discretionary home to school and college transport services and options which would assist the Local Authority to meet its obligations in respect of 2015/18 Medium Term Financial Plan to achieve a 20% general reduction in overall spend.

As per Member request, the report provided details of revisions made and additional information and options in respect of discretionary services, ET1 (Post-16 mainstream), ET2 (review of walking distances), and ET11 (review of hazardous routes – negligible or low risk).

Members were asked to note that any changes made to education transport policy are covered by the Learner Travel (Wales) Measure 2008 that states that a local authority must agree to publish the information before 1st October of the year preceding the start of the academic year they will apply for.

### ET1 – Post 16 Transport for Mainstream Students

Members supported the introduction of a fixed parental contribution for all post-16 students which would provide a 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.

The report recommended an introduction of a daily charge of £1.50 with no concessions for post-16 travel, the implementation of a cap to the upper age limit, with provision ending at the end of the academic year in which the student reaches their 19<sup>th</sup> birthday.

In addition, Members were provided with additional information on an Education Maintenance Allowance (EMA), which is available to pupils aged 16-19, in further education or undertaking unpaid work-based learning, whose parents are in receipt of a set level of taxable income. The Allowance provides a payment of £30 per week, which is paid fortnightly.

Members raised concerns for the removal of concessions for those in receipt of FSM and students ability to attend further education. Members were reminded that there is a requirement to make significant savings, however, at present only discretionary services were under consideration.

Following consideration of the report, it was moved and seconded that the Scrutiny Committee Support the Officers recommendation to introduce a daily charge of £1.50, with no concessions, to Post-16 Transport for Mainstream Students. By a show of hands (and in noting that there were 8 against), this was not supported by the majority present and further options would be considered by Officers.

### ET2 – Review of Walking Distances

At a previous meeting, Members supported a proposal to increase the Statutory Walking Distances to 2 miles for Primary School and 3 Miles for Secondary School, as statutory distance, with the exception of Islwyn West and Gwindy 21<sup>st</sup> Century Schools.

The report provided additional information on the potential geographic areas affected by the change, along with 2 options for consideration in order to move towards statutory distances. These included the removal of discretionary provision in its entirety, noting that provision would be retained for existing pupils in the relevant phase of education. Alternatively, retaining the service with the introduction of an appropriate charge, this was recommended at £1.50 with full concession for FSM students.

A member highlighted that the options did not contain a protection for the 21<sup>st</sup> Century Schools (Islwyn West and Gwindy), and highlighted the impact the daily charge could have on families with low income.

Having consideration for the Officers recommendations, it was moved and seconded that the Scrutiny Committee support the introduction of a daily charge at a lower price of £1 per day with full concession for FSM students, including an exemption for existing pupils within the new 21<sup>st</sup> Century Schools at Islwyn West and Gwindy for a maximum of 4 years. By a show



of hands (and in noting that there were 4 against), this was agreed by the majority present.

#### ET11 – Review of Hazardous Routes (Negligible or Low)

Members supported a proposal to conduct an assessment, under the revised Guidance 2014, on routes which were assessed as negligible or low, with outcomes fed back to the Committee. Members noted that, upon further consideration, it is anticipated that a review of hazardous routes could result in a saving of £91,000 towards the £1.3m requirement.

Discussions ensued and a Member requested an additional route be considered within the review. The Member highlighted that a number of parents from Wattsville (Cwmfelinfach Primary School catchment area) noted that Crosskeys is a short walking route. The Officer explained that, in considering the route, the catchment areas could change, impacting upon both Primary and Secondary Schooling and possibly destabilising impact on numbers.

Members raised a number of concerns about changes within their wards, which would impact on the assessment, such as loss of lighting and reduction in crossing patrols. It was agreed that Members would await the outcome of the route assessments and consider following the outcome.

Following consideration of the report, it was moved and seconded that the Scrutiny Committee were in support of an assessment being conducted, under the revised Guidance 2014, on routes which were assessed as negligible or low, with outcomes being fed back to the Committee. By a show of hands this was unanimously agreed.

### **9. IMPROVEMENT OBJECTIVE 2014-15 YEAR END REVIEW**

P. O'Neill (Senior Youth Service Manager) provided Members with an overview of the report, which highlighted the progress made against the Council's Improvement Objective (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.

The report highlighted the progress made against the targets, positive work that has taken place and noted that at the year end, all actions had been achieved and as such the objective had been assessed as successful.

Members thanked the Officer for the report and sought further information on the activities and educational curriculum undertaken at youth clubs. The Officer explained that there are a number of projects undertaken, exploring a variety of topics and activities. A recent project has focussed around health and physical activities are encouraged within the Youth Clubs to promote the project.

The report referred to Youth Work in Schools, which was introduced as a pilot scheme in Lewis School Pengam, Pontllanfraith, Rhymney and St Martins Schools. A Member requested further information on the project, the emphasis on Free School Meals and any positive outcomes. Officers explained that the project employs a Youth Worker and a Family Worker and aims to provide Targeted Intervention, both within the learning and home environment. It was noted that there were some issues with the project initially, however, since it's relaunch and information sharing amongst Head teachers and Local Authority staff, the project now targets the most appropriate students and aims to provide support in school, and with the family in the home environment.

A Member sought further information on the work conducted with 17 – 25 Year Olds. It was noted that Youth Services are more popular with young people under 17, however, many Young People often engage through the various activities and groups, such as the Junior and

Youth Forums, volunteering, taking advantage of qualifications and training and some seeking employment within the Youth Service.

Discussions ensued around the various work of the Youth Service and further information was sought around links with Multi-agencies, with particular reference to Mental Health. The Officer explained that work is conducted with external agencies and Young People to develop suitable resources that provide appropriate information to Young People on a number of issues such as Mental Health and Drug and Alcohol.

The Scrutiny Committee congratulated the Youth Service on meeting the targets and thanked the Officer for the positive report.

#### **10. 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.

#### **11. INFORMATION ITEMS**

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

1. Modern Foreign Languages in Caerphilly Schools.
2. Financial Plan Education and Lifelong Learning 2015/16.
3. Education and Lifelong Learning Grants 2015-16.
4. Summary of Members Attendance – Quarter 4 – 1st January to 14th May 2015.
5. SACRE Minutes – 9th March 2015.

The meeting closed at 8.20 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 22nd September 2015, they were signed by the Chair.

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CHAIR



## EDUCATION FOR LIFE SCRUTINY COMMITTEE - 22ND SEPTEMBER 2015

**SUBJECT: REDUCTION IN FUNDING FOR ADULT COMMUNITY LEARNING**

**REPORT BY: CORPORATE DIRECTOR, EDUCATION & COMMUNITY SERVICES**

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### **1. PURPOSE OF REPORT**

1.1 To inform member of the outcome of the reduction of funding for the academic year 2015/16.

### **2. SUMMARY**

2.1 Over the past 2 years there has been a significant reduction in funding for Adult Community Learning. (Funding reductions Appendix 1 attached).  
This has resulted in the service having to make changes in the delivery model and reduce the amount of provision it can support

2.2 The number of learners has decreased from 2664 in 13/14 to 2061 in 2014/15. This reflects the reduction in the number of courses the service was able to provide in 14/15. It is anticipated that this figure will continue to decrease due to the funding reductions for 15/16.

### **3. LINKS TO STRATEGY**

3.1 The report links directly the 'Learning' section of the Single Integrated Plan for Caerphilly, linking into the L1 - Improve the level of basic skills and the number of achieved qualifications (formal and non-formal) to improve the life opportunities for families, L2 - Develop a multi-agency approach to address the impact of poverty on pupil attainment, and L3 - Children, young people and families have the skills and resources to access job opportunities.

3.2 This report also links with H2 and H5 of the Healthier strand and P3 of the Prosperous strand of the Single Plan.

3.3 All proposals directly deliver Delivering Community Learning for Wales 2010/2015.

3.4 Welsh language training provision under the Council's Welsh Language Scheme 2012, the Youth Service Strategy and the national Health, Social Care and Social Services strategy "More Than Just Words.

### **4. THE REPORT**

In order to meet the savings needed within this service area the following will be implemented:

4.1 The lease at Bedwas Workman's Hall will expire on 15<sup>th</sup> October 2015. This facility is costly to maintain and as such the service will not be renewing the lease. The service will continue to deliver courses in the local area.

- 4.2 Voluntary Severance has been offered to all staff within the service area. Each application is being considered as a business case and as staff leave, these posts will be deleted from the system (Staffing structure Appendix 2).
- 4.3 Some 'Lifestyle Choice' (cost recovery) courses will change status to clubs and societies in order to ensure their sustainability in the future.
- 4.4 There will be reduction in the number of courses that can be offered but the service will continue to offer courses under the Welsh Government priority areas. Essential Skills, Employability, Independent Living Skills and Welsh for Adults.
- 4.5 The service will continue to have centres at Oxford House Risca, Blackwood Comprehensive School, Risca Basic skills Unit, The Hangar Aberbargoed, and Crumlin Institute.
- 4.6 Remaining staff will be deployed to these centres, and as for 14/15 some courses will operate in outreach venues.
- 4.7 All Management Information Systems functions will move to the colleges under the franchise arrangements. This will include the courses we offer through the Direct Grant for the Welsh Government.
- 4.8 A senior management post will be deleted from the structure to make the 20% saving on the MTFP by March 2017.

## **5. EQUALITIES IMPLICATIONS**

- 5.1 The Adult Service demonstrates its contribution to the Council's Strategic Equality Objectives through targets, consultation and monitoring in the Single Plan, Gwent 5 County Adult Community Learning Partnership Self-assessment and Action Plan, Coleg Cymoedd Partnership Self-assessment and Action Plan, the Directorate's Service Improvement Plans and information provided for inclusion in the annual monitoring and improvement reports for Equalities and Welsh language to the relevant Commissions

## **6. FINANCIAL IMPLICATIONS**

- 6.1 There is a need for the service to make considerable savings in the next financial year. In order to achieve the service has redesigned its services and structure to meet the budgetary requirements.

## **7. PERSONNEL IMPLICATIONS**

- 7.1 HR has been involved with the Voluntary Severance applications and resulting business cases.

## **8. CONSULTATIONS**

- 8.1 Staff and learners have been informed and consulted on regarding the reduction in funding for the service changes and how that would affect them.

## **9. RECOMMENDATIONS**

- 9.1 This item is for information only.

**10. REASONS FOR THE RECOMMENDATIONS**

10.1 Not applicable.

**11. STATUTORY POWER**

11.1 Not applicable.

**12. URGENCY (CABINET ITEMS ONLY)**

12.1 Not applicable.

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Consultees: Chris Burns, Interim Chief Executive  
Christina Harray, Corporate Director Education & Community Services  
Keri Cole, Chief Education Officer  
Tanis Cunnick, Manager - Community, Youth Service, Adult Education  
Cllr Passmore, Cabinet Member for Education and Lifelong Learning  
Councillor W. David, Chair of Education for Life Scrutiny Committee  
Councillor J Pritchard, Vice Chair of Education for Life Scrutiny Committee  
Finance Department  
HR Department

Appendices:  
Appendix 1 Funding table  
Appendix 2 Staffing structure

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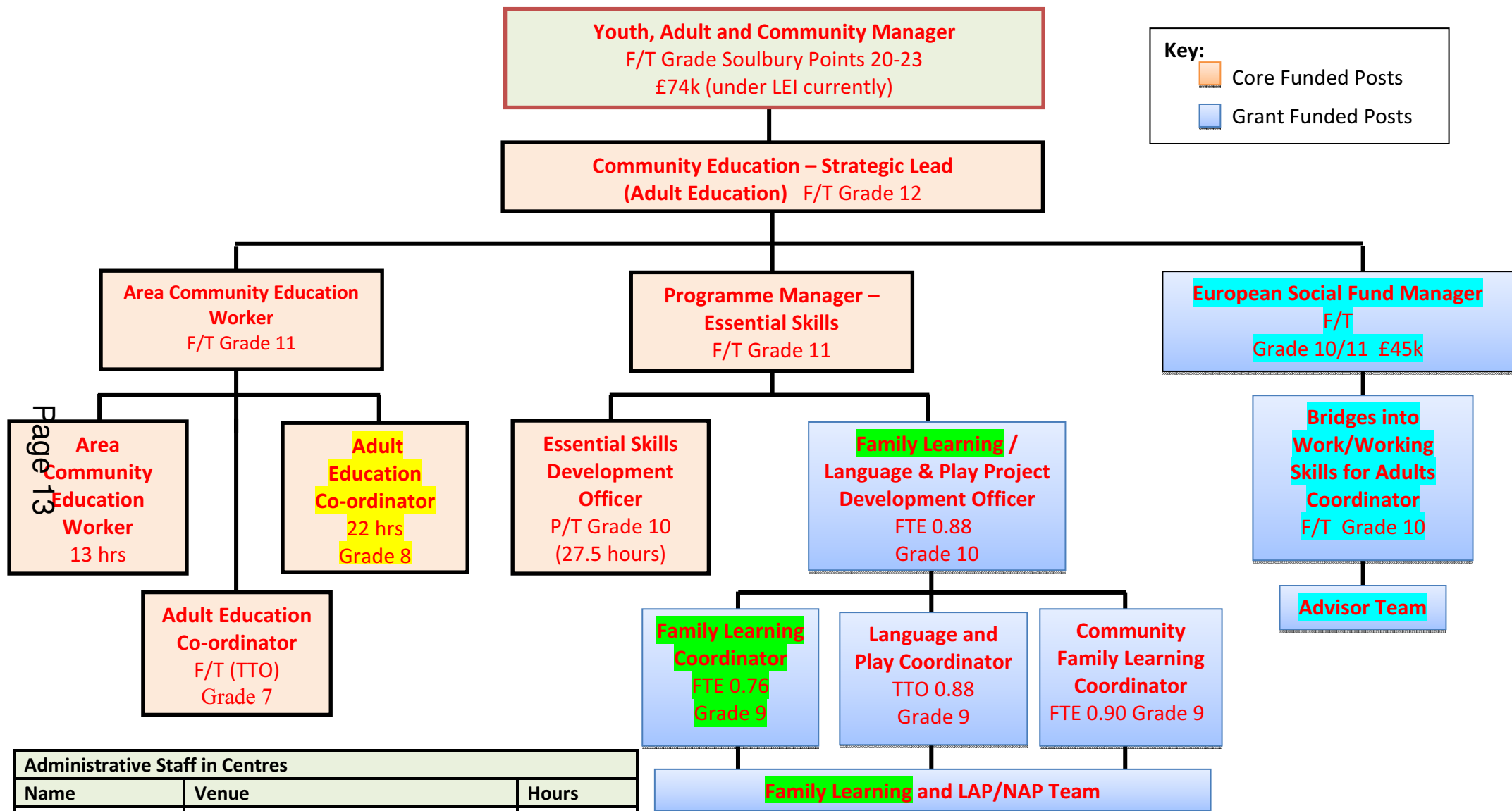
## Appendix 1 Funding Table

Adult Community Learning May 2015					
	Welsh Government Direct Grant	Coleg Gwent Franchise	Coleg Cymoedd	Welsh for Adults Centre	Total
13/14	£430,479 financial year	£394,674 academic year	£71,344 academic year	£136,057 academic year	£1,032,554
14/15	£322,321 financial year. (This reflects the additional 1 term payment)	£246,002 academic year	£44,590 academic year	£98,935 academic year	£712,208
<b>Funding reduction 14/15</b>	£108,158	£148,672	£26,754	£37,122	£320,706
15/16 Academic year	<b>£264,433</b>	<b>£109,710</b>	<b>£42,500</b>	<b>£58,078</b>	<b>£474,721</b>
<b>Funding reduction in academic year 2015/16</b>	£57,888	£136,292	£2090	£40,875	£237,127
<b>Funding reduction over the past 2 years</b>	£166,046	£284,964	£28,844	£77,997	£557,833

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**DRAFT 2015/16 ADULT EDUCATION STRUCTURE - SEPTEMBER 2015**



**Key:**

- Core Funded Posts
- Grant Funded Posts

Page 13

Administrative Staff in Centres		
Name	Venue	Hours
Ann Jones	Oxford House	25 hours
Ann P Jones	Oxford House/Blackwood	20 hours
Cheryl Ravenhill	Oxford House	22 hours
Deborah Robert	RBS	Full time

This core post will terminate 31<sup>st</sup> Oct 2015

Family Learning posts only funded until 31<sup>st</sup> Oct 2015

School based Family learning grant funded posts are not yet confirmed post Oct 2015

ESF funding are not yet confirmed

**ADULT EDUCATION STRUCTURE - FEBRUARY 2015**

**Key:**

- Core Funded Posts
- Grant Funded Posts

**Youth, Adult and Community Manager**  
 F/T Grade Soulbury Points 20-23  
 £74k (under LEI currently) TC

**1 Senior Community Education Manager  
 (Adult Education)**  
 F/T Grade 12 £47k

**2 Area Community Education Manager  
 & Agored Cymru Quality Manager**  
 F/T Grade 11 £50k

**3 Basic Skills Manager**  
 F/T  
 Grade 11 £50k

**4 Area  
 Community  
 Education  
 Worker**  
 27.5 hrs  
 Grade 10 £31k

**5 Area  
 Community  
 Education  
 Worker**  
 22.5 hrs  
 Grade 10 £27k

**European Social Fund  
 Manager** F/T  
 Grade 10 £45k

**6 Area  
 Community  
 Education  
 Worker**  
 13 hrs  
 Grade 10 £16k

**7 Adult  
 Education  
 Co-ordinator**  
 22 hrs  
 Grade 8  
 £22k

**8 Adult  
 Education  
 Co-ordinator**  
 F/T TTO  
 Grade 7  
 £39k

**Family Learning /  
 Language & Play  
 Project Development  
 Officer**  
 FTE 0.88 Grade 10  
 SCP 40 £30k

**9 ILS  
 Co-ordinator**  
 20 hrs  
 Grade 7  
 £14k

**Bridges into  
 Work/Working  
 Skills for Adults  
 Coordinator**  
 F/T  
 Grade 10 £45k

**Family Learning  
 Coordinator**  
 FTE 0.76  
 Grade 9 SCP 33  
 £21k

**Language and  
 Play Coordinator**  
 TTO 0.88  
 Grade 9  
 £27k

**Community  
 Family Learning  
 Coordinator**  
 FTE 0.90  
 Grade 9 SCP 33  
 £28k

**Team of Adult  
 Advisors**

**Family Learning and LAP/NAP Team**



## EDUCATION FOR LIFE SCRUTINY COMMITTEE - 22ND SEPTEMBER 2015

**SUBJECT: ISLWYN WEST SECONDARY SCHOOL (IWSS) - UPDATE**

**REPORT BY: CORPORATE DIRECTOR, EDUCATION & COMMUNITY SERVICES**

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### **1. PURPOSE OF REPORT**

- 1.1 The purpose of the report is to provide Members with an update on the new Islwyn West Secondary School.
- 1.2 This update report is accompanied with a presentation by the Headteacher, Mr. Tim Williams.

### **2. LINKS TO STRATEGY**

- 2.1 The new secondary school is being delivered as part of the Welsh Government's 21<sup>st</sup> century schools programme and meets both the Welsh Government and CCBC's programme aims.

### **3. THE REPORT**

#### **Progress to Date**

- 3.1 Cabinet received a report on 17 June 2015 which agreed the target cost for the initial 900 place (plus 50 Special Resource Base [SRB]) project.
- 3.2 The project will be managed by AECOM and the contractor is Willmott Dixon.
- 3.3 CCBC signed the contract for the project on 7 July 2015.
- 3.4 The project commenced on site on 3 August 2015 and the anticipated project completion date is 23 April 2017. The contractor has established a site compound and soil excavations are progressing.
- 3.5 The Welsh Government (WG) approved a permanent build extension on 11 June 2015, following a bid by CCBC. The bid approved amount of £1.5m will be funded 50/50 between CCBC and WG.
- 3.6 Planning Committee, at its meeting on 5 August 2015, considered and approved the planning application for the extension.

### **4. EQUALITIES IMPLICATIONS**

- 4.1 An Equalities Impact Assessment was conducted as part of the formal consultation process for the new school.

## 5. FINANCIAL IMPLICATIONS

- 5.1 The anticipated total project cost (prior to consideration of the extension) amounts to £23,840,708.84.
- 5.2 The cost of the extension is yet to be finalised. CCBC's notional 50% of the bid amount (750k) was approved to be met from Education balances at Cabinet on 29 July 2015.
- 5.3 The Cabinet report of 1 October 2014 recommended a target cost approach to the contract sum. A 'pain/gain' mechanism is prescribed in the options included within Lot 4 of the SEWSCAP framework and subsequently included in the ITT sent to all contractors.
- 5.4 Schedule 6 of the NEC option C SEWSCAP conditions of contract makes provision for the financial pain and gain to be apportioned between the Contractor and the Authority. The agreed mechanism is as follows:

<u>Actual Cost as % of Target Cost</u>	<u>Contractor's share of difference</u>	<u>Authority's share of difference</u>
less than 90%	5% of target cost plus 0% of any further underspend	5% of target cost plus 100% of any further underspend
90% to 100%	50% of underspend	50% of underspend
100% to 110%	50% of overspend	50% of overspend
greater than 110%	5% of target cost plus 100% of any further overspend	5% of target cost plus 0% of any further overspend

## 6. PERSONNEL IMPLICATIONS

- 6.1 There will be personnel implications in relation to staff from the existing Oakdale and Pontllanfraith Comprehensive Schools. A Council officer working group has been established and will meet regularly with the Headteacher to monitor progress. These meetings will also include discussions with support staff associations.
- 6.2 AECOM has been appointed as project manager and will facilitate regular user group meetings with the contractor and CCBC as client.
- 6.3 An education consultant was appointed to co-ordinate a range of curriculum matters and consultations took place with the staff. An independent curriculum analysis was also undertaken to ensure the design was sufficient in size and this was confirmed.

## 7. CONSULTATIONS

- 7.1 Initial consultation has taken place with the staff of the two existing schools and some governors of the shadow governing body.

## 8. RECOMMENDATIONS

- 8.1 Members are requested to note progress in relation to the new IWSS school project. Further update reports will be produced periodically.

## **9. REASONS FOR THE RECOMMENDATIONS**

9.1 To ensure members are aware of current progress on the project.

## **10. STATUTORY POWER**

10.1 School Standards and Organisation (Wales) Act 2013 and its associated Code Section 111 of the Local Government Act 1972.

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E-mail: hopkib@caerphilly.gov.uk

Consultees: Christina HARRY, Corporate Director, Education and Community Services  
Keri Cole, Chief Education Officer  
Councillor Rhianon Passmore, Cabinet Member, Education & Lifelong Learning  
Mark Williams, Building Consultancy Manager  
Angharad Price, Barrister/Interim Deputy Monitoring Officer  
Jane Southcombe, Financial Services Manager  
Lynne Donovan, Head of People Management & Development  
Tim Williams, Headteacher, Pontllanfraith Comprehensive School

Appendix 1. Presentation prepared by Tim Williams.

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## Islwyn High School

*“A 21<sup>st</sup> Century Caerphilly school that the whole community can be proud of . . . ”*



### ***The Opportunities, Challenges and Responsibilities***

## Overview. . .



- **Islwyn High School will open September 2016**
- It will initially function on two existing sites- Oakdale and Pontllanfraith
- **Wilmott Dixon's building completion date is 27 April 2017**
- 1172 pupils will initially transfer (including 50 complex needs' pupils)
- **The school is being built to permanently educate 1000 mainstream and 50 complex needs' pupils with an annual admission figure of circa. 200**
- Very pleasant and highly equipped site including pond, amphitheatre and garden along with floodlit 3G pitch, athletics track, multi use pitch and large sports hall





*“A school where happy pupils are prepared by old fashioned standards and challenged through innovative teaching and learning experiences . . .*

*. . . to create inspired confident learners who will thrive in an ever changing world.”*

*The Opportunities. . .*

## School Vision 2016

“In 2016, *Islwyn West Secondary School* will be a happy and healthy school, where our efforts focus solely on making pupils feel safe and ready to embrace the whole school experience. It will be a school run on the principle of coupling innovative teaching with traditional standards of behaviour and commitment to achievement. We will develop a range of learning and personal skills in our pupils which will enable them to think independently and enjoy learning. We will use the best of modern technology to underpin learning and will create a truly learning centred ethos which strives to nurture all pupils’ talents, whatever they may be.

In 2016, we will be at the heart of the local community and at the centre of Caerphilly's education system, helping meet the distinct needs of learners with the support of all our stakeholders, especially parents. Our school will be dynamic and forward looking but will be an environment that also remembers to enjoy the experience of today. It will be a school with excellent features as recognised locally and nationally.

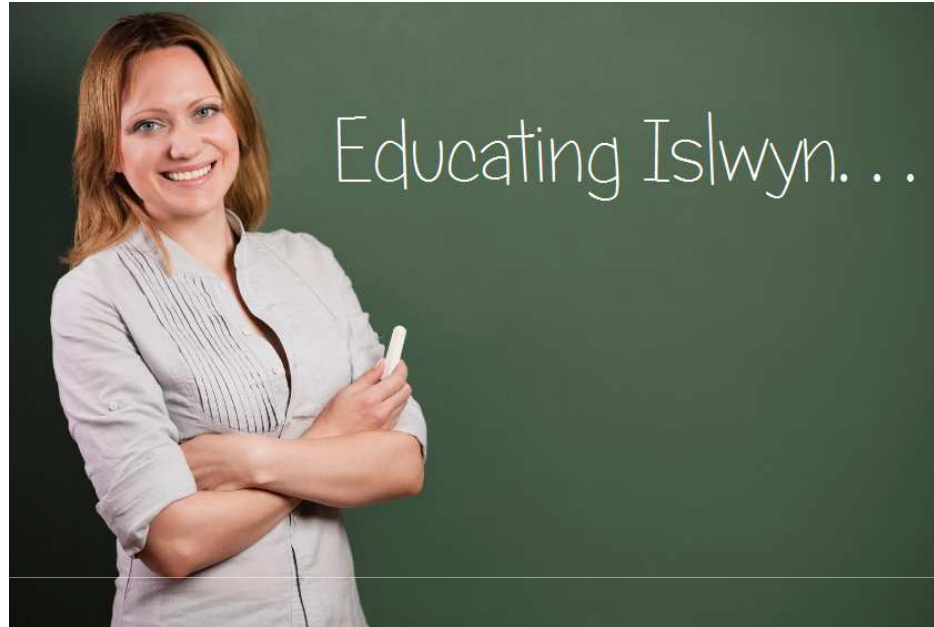
We will value good manners, respect and honesty and believe in the positive character that ALL people possess. The school's stakeholders will have a shared vision of the school and will be united by our school purpose, the core of which will continue to inspire learners, and equip them with the skills, confidence and qualifications required to thrive in an ever changing world."

## The Opportunities. . .



- New build effect on learning and achievement
- **Efficiency and cost effectiveness**
- Fully accessible
- **21<sup>st</sup> century facilities**

## The Challenges. . .



### People (staff)-

- bringing two separate and different workforces together
- **modeling a staffing structure that is appropriate, sustainable and considers existing staff**
- consultation process
- **competitive appointment timeline**
- joint INSET

## The Challenges. . .



### People (pupils)-

- Involve pupils at all stages of planning where appropriate
- Need to integrate pupils before new school opens
- **Opportunities for joint school council, sports teams, musical productions, pastoral events**
- Building Ambassadors
- **Many pupils know each other already**

## The Challenges. . .



### Curriculum-

- Opportunity to design an appropriate and innovative curriculum in line with local needs and national priorities
- **Planning to fully embed literacy, numeracy and digital literacy across the curriculum**
- Significant changes to English, Mathematics, Science and Welsh Baccalaureate curriculum will affect all schools
- **Need to harmonise examination boards where they differ**

## *The Responsibilities. . .*



- Establishing and building partnerships with other schools to share best practice and support school improvement
- **Ensuring that the school plays a central role in the community**
- Promoting appropriate attitudes towards disability and additional learning needs that promote equality and inclusion
- **Provide value for money and return on investment for all key stakeholders- pupils, parents, Governors, Caerphilly, EAS, Estyn**

## Quantitative Targets- Short/ Medium/ Long Term plan

Performance Indicator	Year 1- short term		Year 3- medium term		Year 5- long term
	Target 2016/17	Target 2017/18	Target 2018/19	Target 2019/20	Target 2020/21
<b>Categorisation</b>	<b>Yellow</b>	Yellow	<b>Green</b>	Green	<b>Green</b>
<b>Family Position for CSI KS3/4</b>	<b>3</b>	2	<b>1</b>	1	<b>1</b>
<b>% of lessons observed rated Excellent/ Good</b>	<b>80%</b>	90%	<b>100%</b>	100%	<b>100%</b>
<b>*KS4 L2+</b>	<b>60%</b>	63%	<b>65%</b>	70%	<b>75%</b>
<b>*KS4 L2</b>	<b>80%</b>	85%	<b>90%</b>	91%	<b>92%</b>
<b>*KS4 CSI</b>	<b>60%</b>	63%	<b>65%</b>	70%	<b>75%</b>
<b>*KS4 L1</b>	<b>93%</b>	95%	<b>98%</b>	98%	<b>98%</b>
<b>*KS4 English C+</b>	<b>65%</b>	67%	<b>70%</b>	73%	<b>75%</b>
<b>*KS4 Maths C+</b>	<b>65%</b>	67%	<b>70%</b>	73%	<b>75%</b>
<b>*KS4 Science C+</b>	<b>85%</b>	70%	<b>75%</b>	75%	<b>76%</b>
<b>*KS4 average capped score</b>	<b>360</b>	365	<b>370</b>	372	<b>375</b>
<b>*KS3 English L5+</b>	<b>91%</b>	92%	<b>93%</b>	93%	<b>93%</b>
<b>*KS3 Maths L5+</b>	<b>91%</b>	92%	<b>93%</b>	93%	<b>93%</b>
<b>*KS3 Science L5+</b>	<b>92%</b>	93%	<b>94%</b>	94%	<b>94%</b>
<b>*KS3 CSI</b>	<b>90%</b>	92%	<b>93%</b>	93%	<b>93%</b>
<b>Whole school attendance</b>	<b>93.0%</b>	93.2%	<b>93.5%</b>	94.0%	<b>94.5%</b>
<b>Days lost to fixed term exclusions</b>	<b>75</b>	72	<b>68</b>	64	<b>60</b>

*\*excluding SSRB pupils*





*“A great school will set you up for life,  
a not-so-great school will surely ruin it. . .”*

*Neil Kinnock*

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## EDUCATION FOR LIFE SCRUTINY COMMITTEE - 22ND SEPTEMBER 2015

**SUBJECT: PUPIL ATTAINMENT AT FOUNDATION PHASE, KEY STAGE 2 AND KEY STAGE 3 2015**

**REPORT BY: EDWARD PRYCE, CHALLENGE ADVISER (EAS)**

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### 1. PURPOSE OF REPORT

- 1.1 The report is to inform members of pupils' attainment in teacher assessment at Foundation Phase, Key Stage 2 and Key Stage 3.

### 2. SUMMARY

- 2.1 All schools are subject to rigorous reporting and monitoring of standards each year, with the principal focus in key stages 2 and 3 being on English/Welsh first language, mathematics and science, and the percentage of pupils achieving the expected level in all three core subjects (core subject indicator – CSI).
- 2.2 In the Foundation Phase (formerly key stage 1), following the implementation of a revised curriculum, schools reported for the first time in 2012 on the performance of 7 year olds in language, literacy and communication (English or Welsh language) (LLC), mathematical development (MD), and personal and social development, wellbeing and cultural development (PSDWCD). The foundation phase indicator (FPI) measures the percentage achieving the expected outcome in all three areas of learning.
- 2.3 Whilst assessment of LLC and MD is broadly comparable to performance in English/Welsh and mathematics at KS2 and KS3, PSDWCD is not the same as science. Instead it provides a holistic assessment of pupils' wellbeing and the extent to which they are able to inter-relate appropriately with those around them. It also reflects a growing awareness of culture and diversity and of the environment in which they live. As such, it is an important measure of their overall 'readiness' for learning. Achievement in each of LLC, MD and PSDWCD is measured in relation to one of six 'outcome' descriptors.

#### **Expected levels of achievement at the end of foundation phase, key stage 2 and key stage 3:**

- 2.4 The 'average' pupil is expected to achieve outcome 5 by the end of the foundation phase (formerly national curriculum level 2), with more able pupils achieving outcome 6 (formerly level 3). At the end of key stages 2 and 3, the 'average' pupil is expected to achieve level 4 and above and level 5 and above respectively and more able pupils are expected to achieve level 5 and 6 respectively.
- 2.5 Please note that for future years the Minister for Education and Skills' statement of 13 May 2015, points to changes to expectations. The expected levels at the end of each phase of education have not yet been specifically defined, by the Welsh Government.

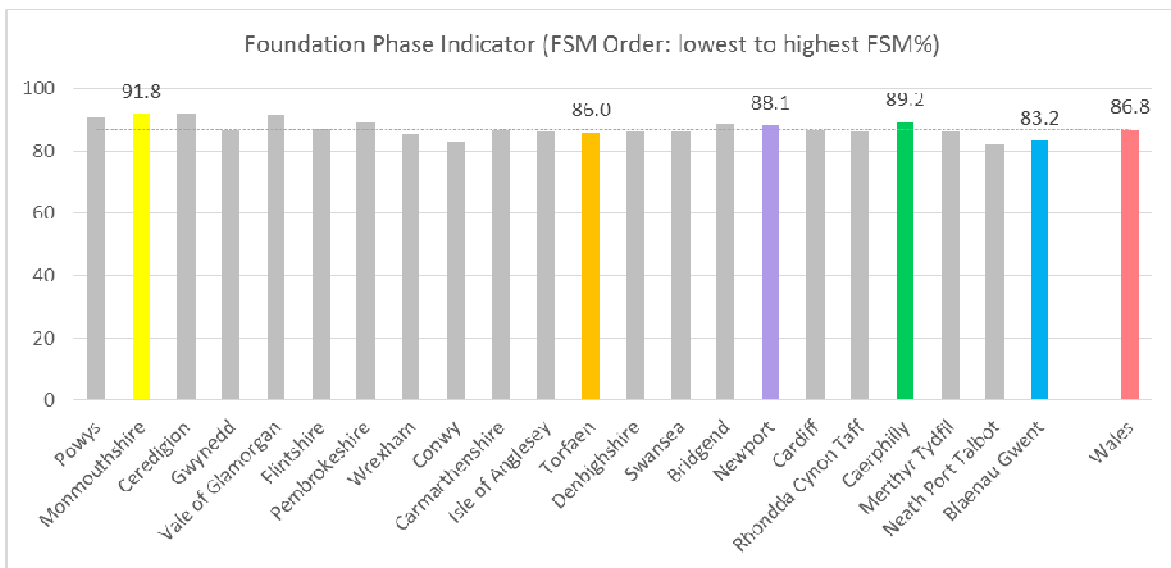
### 3. LINKS TO STRATEGY

- Children and Families (Wales) Measure 2010
- Child Poverty Strategy for Wales
- Child Poverty Strategy 2014 – 2017 (UK)
- Corporate Improvement Plan
- The Learning Theme of Caerphilly Delivers
- The LSB Single Integrated Plan

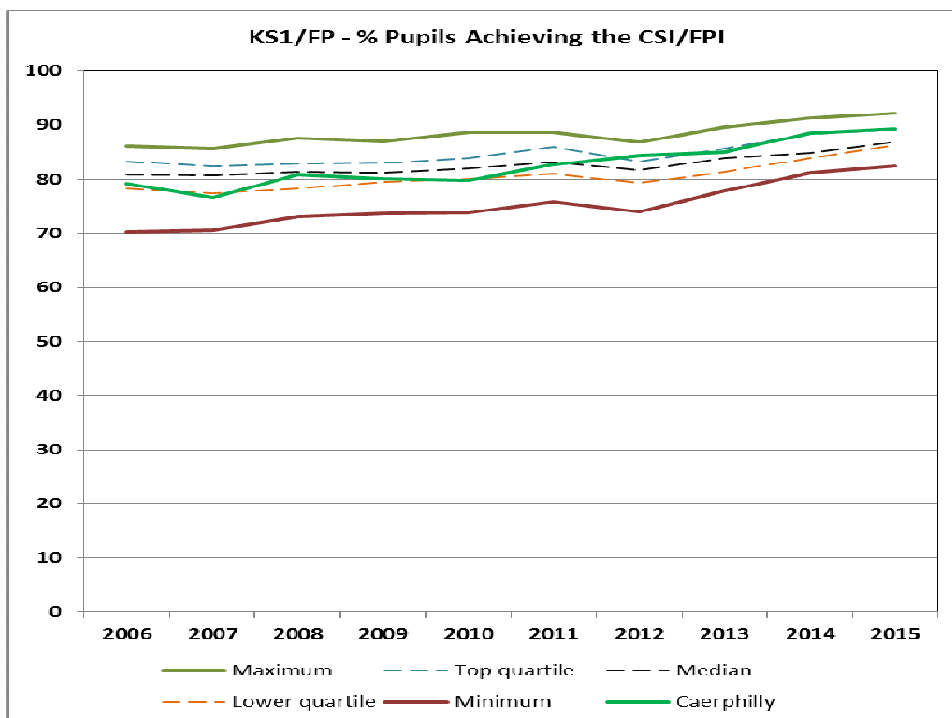
### 4. THE REPORT

#### 4.1 Foundation Phase

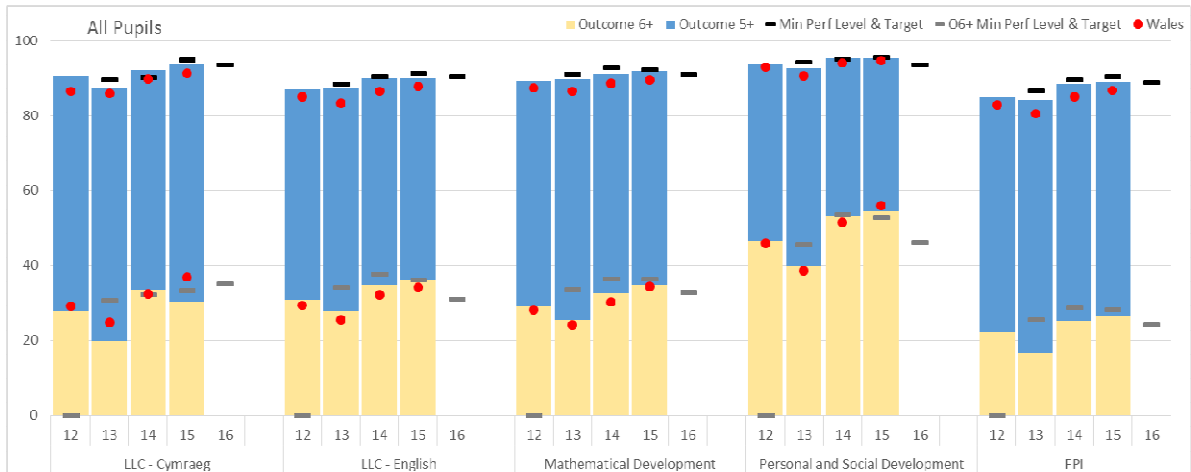
4.1.1 Performance in the foundation phase continues to improve, with 89.2% pupils achieving the foundation phase indicator (FPI) in 2015, an increase from 88.5% in 2014. Caerphilly currently ranks 6<sup>th</sup> in Wales for the FPI when compared with other local authorities, which is significantly above the LA's FSM ranking (19<sup>th</sup>, 2014 PLASC data).



#### 10 Year Performance Summary – FPI / CSI (before 2012)



4.1.2 There have been improvements at both the expected level (outcome 5+) and at the higher level (outcome 6) in all indicators, apart from Personal and Social Development at outcome 5+, which remained the same and a decline in LLC-Cymraeg at outcome 6)



4.1.3 Percentage of pupils achieving Outcome 5+:

	FPI	LLC English	LLC Welsh	Mathematical Development	PSDWCD
<b>Caerphilly 2015</b>	89.2 ↑	90.1 ↑	93.8 ↑	91.9 ↑	95.4 →
<b>Caerphilly 2015 Target</b>	90.5	91.4	95.0	92.2	95.8
<b>Caerphilly 2014</b>	88.5	90.0	92.3	91.1	95.4
<b>Wales 2014</b>	86.8	88.0	91.3	89.7	94.8

4.1.4 Percentage of pupils achieving Outcome 6:

	LLC English	LLC Welsh	Mathematical Development	PSDWCD
<b>Caerphilly 2015</b>	30.3 ↑	30.3 ↓	34.7 ↑	54.4 ↑
<b>Caerphilly 2015 Target</b>	36.1	33.3	36.2	52.9
<b>Caerphilly 2014</b>	28.3	33.5	32.5	53.3
<b>Wales 2014</b>	34.2	36.9	34.3	56.0

4.1.5 Performance in the Foundation Phase Indicator has improved by 1.3 percentage points and is ranked 6<sup>th</sup> in Wales.

4.1.6 Performance in LLC English has improved by 0.1 percentage points at outcome 5+, and by 2.0 at outcome 6. Performance is ranked 8<sup>th</sup> in Wales at outcome 5+.

4.1.7 Performance in LLC Welsh has improved by 1.5 percentage points at outcome 5+, but declined by 3.2 at outcome 6. Performance is ranked 6<sup>th</sup> in Wales at outcome 5+.

4.1.8 Performance in mathematical development has improved by 0.8 percentage points at outcome 5+ and by 2.3 at outcome 6. Performance is ranked 4<sup>th</sup> in Wales at outcome 5+.

4.1.9 Performance in PSDWCD has remained the same at outcome 5+ and improved by 1.1 at outcome 6. Performance is ranked 12<sup>th</sup> in Wales at outcome 5+.

4.1.10 Performance is within 0.3% - 1.5% below the schools' aggregate targets for each area of learning. Schools are expected to set realistic but challenging targets.

4.1.11 Gender differences at outcome 5+ (boys' performance – girls' performance):

	FPI		LLC English		LLC Welsh		Mathematical Development		PSDWCD	
	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
Caerphilly	-7.8	-6.6	-7.6	-6.3	-7.3	-2.8	-4.9	-4.9	-4.3	-5.2
Wales	-8.5	-7.8	-8.3	-7.6	-8.3	-7.6	-7.9	-6.7	-5.3	-4.8

4.1.12 At outcome 5+ gender differences have reduced LLC-English and LLC Welsh, remained the same for mathematical development, and remain less than the Wales average for each area of learning. For PSDWCD gender differences increased to be slightly above the Wales' average.

4.1.13 Gender differences at outcome 6 (boys' performance – girls' performance):

	LLC English		LLC Welsh		Mathematical Development		PSDWCD	
	2014	2015	2014	2015	2014	2015	2014	2015
Caerphilly	-10.8	-11.0	-9.0	-15.4	-1.3	-1.5	-22.4	-20.7
Wales	-12.1		12.3		0.9		-18.1	

4.1.14 At outcome 6+ gender differences have increased slightly for LLC-English and mathematical development, increased for LLC Welsh, but reduced for PSDWCD. National gender differences for 2015 at outcome 6+ are not yet available.

4.1.15 Wales rankings:

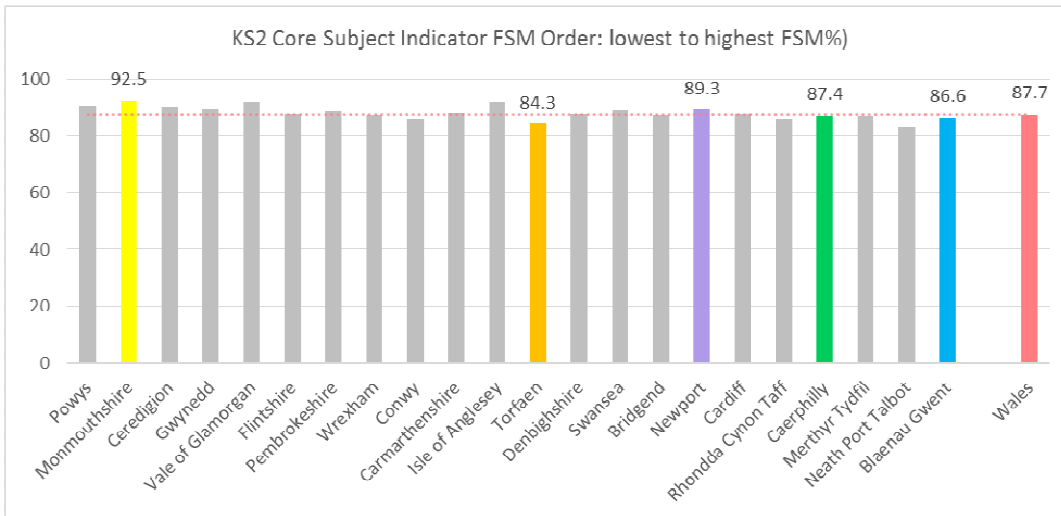
When compared with other LAs in Wales, performance in Caerphilly is significantly higher than could be expected and above the national figures for all areas of learning.

	FPI	LLC English	LLC Welsh	Mathematical Development	PSDWCD
2015	6	8	6	4	12
2014	6	5	4	6	8
2013	7	9	3	8	=12

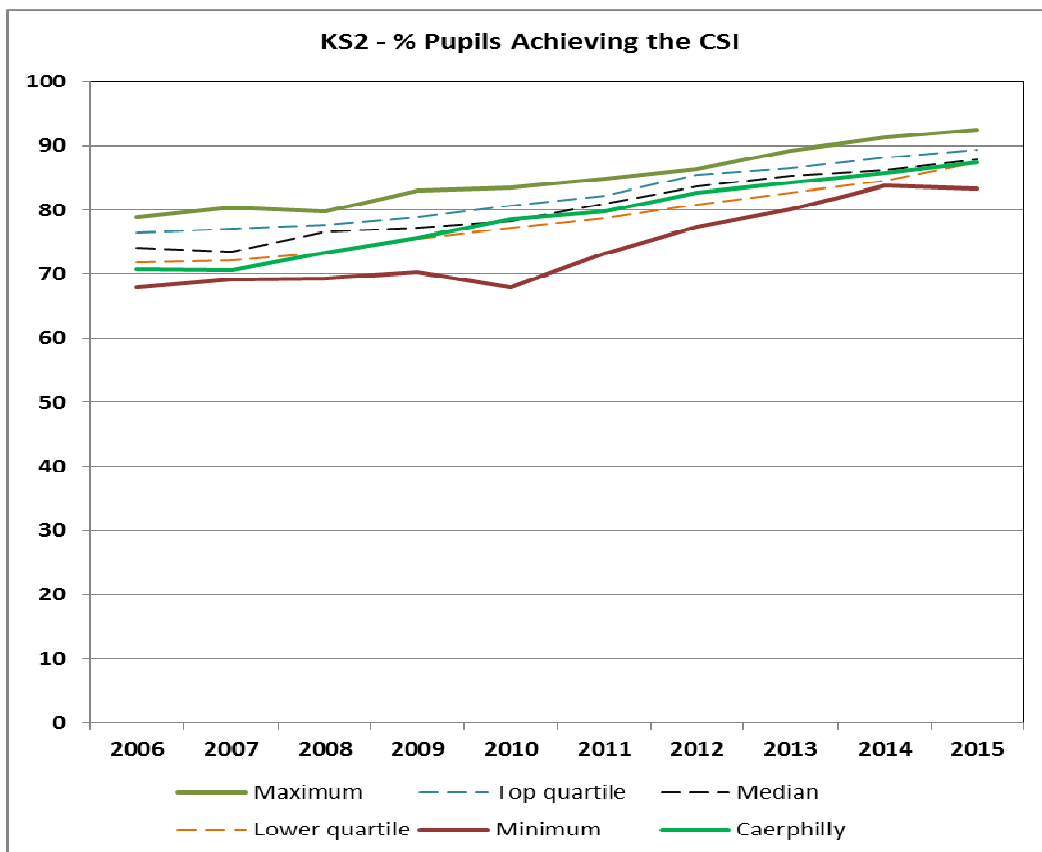
FPI		LLC - English		LLC - Welsh		Math. Dev.		PSD	
Ceredigion	92.2	Ceredigion	94.0	The Vale of Glamorgan	96.2	Ceredigion	94.5	Ceredigion	98.1
Monmouthshire	91.8	Monmouthshire	93.3	Newport	95.9	The Vale of Glamorgan	93.9	Monmouthshire	97.6
The Vale of Glamorg	91.5	The Vale of Glamorg	92.7	Bridgend	95.4	Monmouthshire	93.9	The Vale of Glamorgan	96.9
Powys	90.6	Powys	91.5	Rhondda Cynon Taff	94.4	Powys	92.7	Pembrokeshire	96.1
Pembrokeshire	89.2	Pembrokeshire	91.1	Powys	94.1	Caerphilly	91.9	Powys	96.0
Caerphilly	89.2	Bridgend	90.5	Ceredigion	93.8	Pembrokeshire	91.7	Isle of Anglesey	95.8
Bridgend	88.8	Newport	90.2	Caerphilly	93.8	Bridgend	91.5	Denbighshire	95.7
Newport	88.1	Caerphilly	90.1	Cardiff	92.8	South East Wales	90.7	Flintshire	95.6
South East Wales	88.0	South East Wales	90.0	Neath Port Talbot	92.6	Gwynedd	90.4	Newport	95.6
Flintshire	87.0	Flintshire	89.0	Swansea	92.2	Flintshire	90.2	South East Wales	95.6
Gwynedd	86.8	Torfaen	88.7	Merthyr Tydfil	92.1	Newport	90.2	Gwynedd	95.5
Carmarthenshire	86.8	Wales	88.0	Denbighshire	91.9	Torfaen	90.1	Caerphilly	95.4
Wales	86.8	Cardiff	87.9	South East Wales	91.6	Carmarthenshire	89.8	Carmarthenshire	95.2
Cardiff	86.7	Denbighshire	87.6	Carmarthenshire	91.4	Wales	89.7	Swansea	94.9
Denbighshire	86.4	Wrexham	87.2	Torfaen	91.3	Isle of Anglesey	89.4	Bridgend	94.9
Rhondda Cynon Taff	86.3	Merthyr Tydfil	87.2	Wales	91.3	Denbighshire	89.4	Blaenau Gwent	94.8
Isle of Anglesey	86.2	Swansea	87.0	Flintshire	91.2	Cardiff	89.4	Wales	94.8
Swansea	86.2	Blaenau Gwent	87.0	Monmouthshire	90.9	Rhondda Cynon Taff	89.1	Conwy	94.7
Merthyr Tydfil	86.2	Rhondda Cynon Taff	86.8	Pembrokeshire	90.1	Swansea	89.0	Torfaen	94.7
Torfaen	86.0	Isle of Anglesey	86.1	Isle of Anglesey	89.8	Wrexham	88.7	Rhondda Cynon Taff	94.3
Wrexham	85.5	Conwy	86.1	Wrexham	89.2	Merthyr Tydfil	88.1	Merthyr Tydfil	94.3
Blaenau Gwent	83.2	Carmarthenshire	83.4	Gwynedd	88.4	Conwy	87.9	Cardiff	94.0
Conwy	82.9	Neath Port Talbot	82.8	Conwy	84.6	Blaenau Gwent	86.0	Wrexham	93.9
Neath Port Talbot	82.3	Gwynedd	*	Blaenau Gwent	67.3	Neath Port Talbot	85.2	Neath Port Talbot	92.7

## 4.2 Key Stage 2

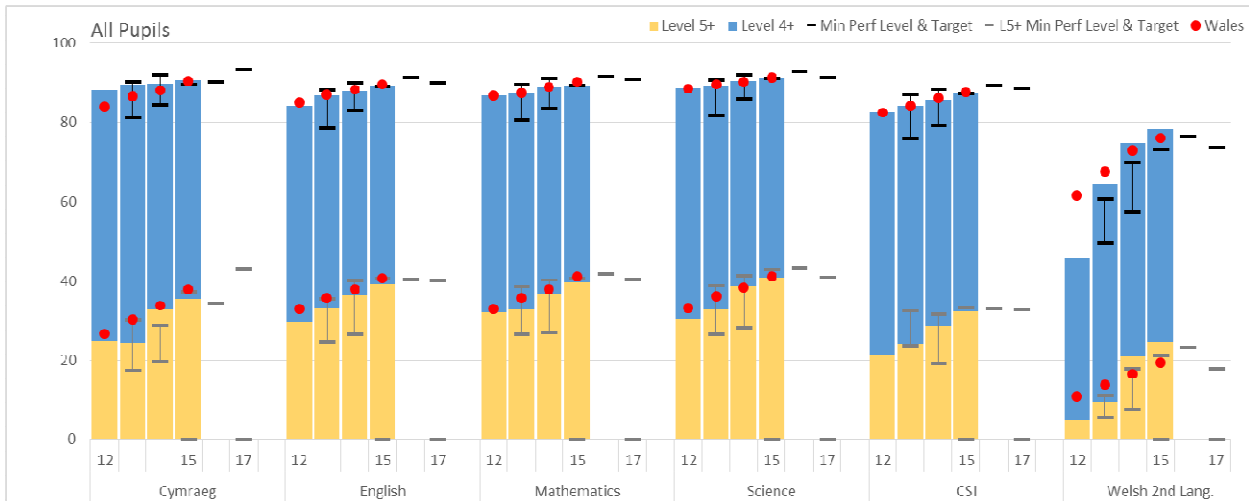
4.2.1 Performance continues to improve, with 87.4% pupils achieving the core subject indicator (CSI) in 2015, an increase from 85.8% in 2014. Caerphilly is ranked =16<sup>th</sup> in Wales, which is higher than could be expected given the LA's FSM ranking.



### 4.2.2 10 Year Performance Summary – Key Stage 2 CSI



4.2.3 Performance at the expected level 4+ has improved and significant gains have been made at the higher level 5+, over the last 2 years. Performance is slightly below national figures in all subjects except Welsh (first language), which is slightly above.



#### 4.2.4 Percentage of pupils achieving level 4+:

	CSI	English	Welsh (First Language)	Mathematics	Science
Caerphilly 2015	87.4 ↑	89.3 ↑	90.7 ↑	89.3 ↑	91.0 ↑
Caerphilly 2015 Target	87.2	89.2	89.5	89.3	91.2
Caerphilly 2014	85.8	88.0	89.9	89.0	90.4
Wales 2014	87.7	89.6	90.5	90.2	91.4

#### 4.2.5 Percentage of pupils achieving level 5+:

	English	Welsh (First Language)	Mathematics	Science
Caerphilly 2015	39.2 ↑	35.6 ↑	39.6 ↑	41.0 ↑
Caerphilly 2015 Target	40.8	37.2	40.7	42.9
Caerphilly 2014	36.5	32.8	36.8	38.5
Wales 2014	40.8	38.0	41.2	41.1

- 4.2.6 Performance in the CSI has improved by 2.6 percentage points and is ranked 16<sup>th</sup> in Wales.
- 4.2.7 Performance in English at the expected level 4+ has improved by 1.3 percentage points and is ranked =15<sup>th</sup> in Wales. Performance at the higher level 5+ improved by 2.7 percentage points.
- 4.2.8 Performance in Welsh (first language) at the expected level 4+ has improved by 1.8 percentage points and is ranked 10<sup>th</sup> in Wales. Performance in Welsh (first language) at the higher level 5+ has improved by 2.8 percentage points.
- 4.2.9 Performance in mathematics at the expected level 4+ has improved by 0.3 percentage points and is ranked 18<sup>th</sup> in Wales. Performance in mathematics at the higher level 5+ improved by 2.8 percentage points.
- 4.2.10 Performance in science at the expected level 4+ has improved by 0.6 percentage points and is ranked 15<sup>th</sup> in Wales. Performance in science at the higher level 5+ has improved by 2.5 percentage points.
- 4.2.11 Performance at the expected level 4+ for all indicators is within +/- 0.5% of the school aggregate targets.



#### 4.2.12 Gender differences at level 4+ (boys' performance – girls' performance):

	CSI		English		Welsh (First Language)		Mathematics		Science	
	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
<b>Caerphilly</b>	-6.0	-9.4	-6.3	-9.2	-7.2	-2.6	-3.8	-8.3	-5.3	-7.4
<b>Wales</b>	-6.3	-5.8	-7.0	-6.2	-8.5	-6.0	-3.8	-3.7	-4.2	-3.7

4.2.13 At level 4+ gender differences have increased in each subject area, apart from Welsh (first language). Gender differences for the CSI, English, mathematics and science are now slightly wider than the national gender differences.

#### 4.2.14 Gender differences at level 5+ (boys' performance – girls' performance):

	English		Welsh (First Language)		Mathematics		Science	
	2014	2015	2014	2015	2014	2015	2014	2015
<b>Caerphilly</b>	-11.2	-15.3	-14.0	-14.8	-1.8	-4.7	-6.7	-10.2
<b>Wales</b>	-11.7		-13.3		-8.5		-3.0	

4.2.15 At level 5+ gender differences have also increased for each subject. National gender differences for 2015 at level 5+ are not yet available.

#### 4.2.16 Wales rankings:

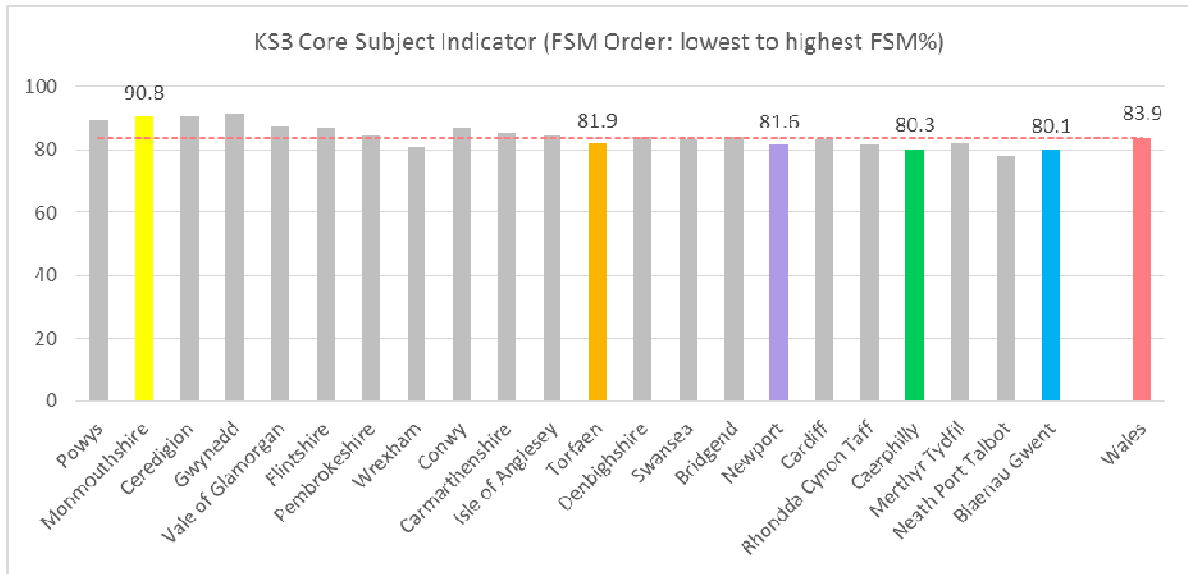
4.2.17 Improvements in performance have increased the LA's rankings against other LAs in Wales in mathematics and science. The LA's rankings have declined by one place for the CSI and Welsh (first language) due to a greater rate of improvement in other LAs.

	CSI	English	Welsh (first language)	Mathematics	Science
<b>2015</b>	=15 →	=15 →	10 →	18 ↓	15 ↓
<b>2014</b>	15 ↓	15	10 ↓	11 ↑	13 ↑
<b>2013</b>	14	15	9	13	15

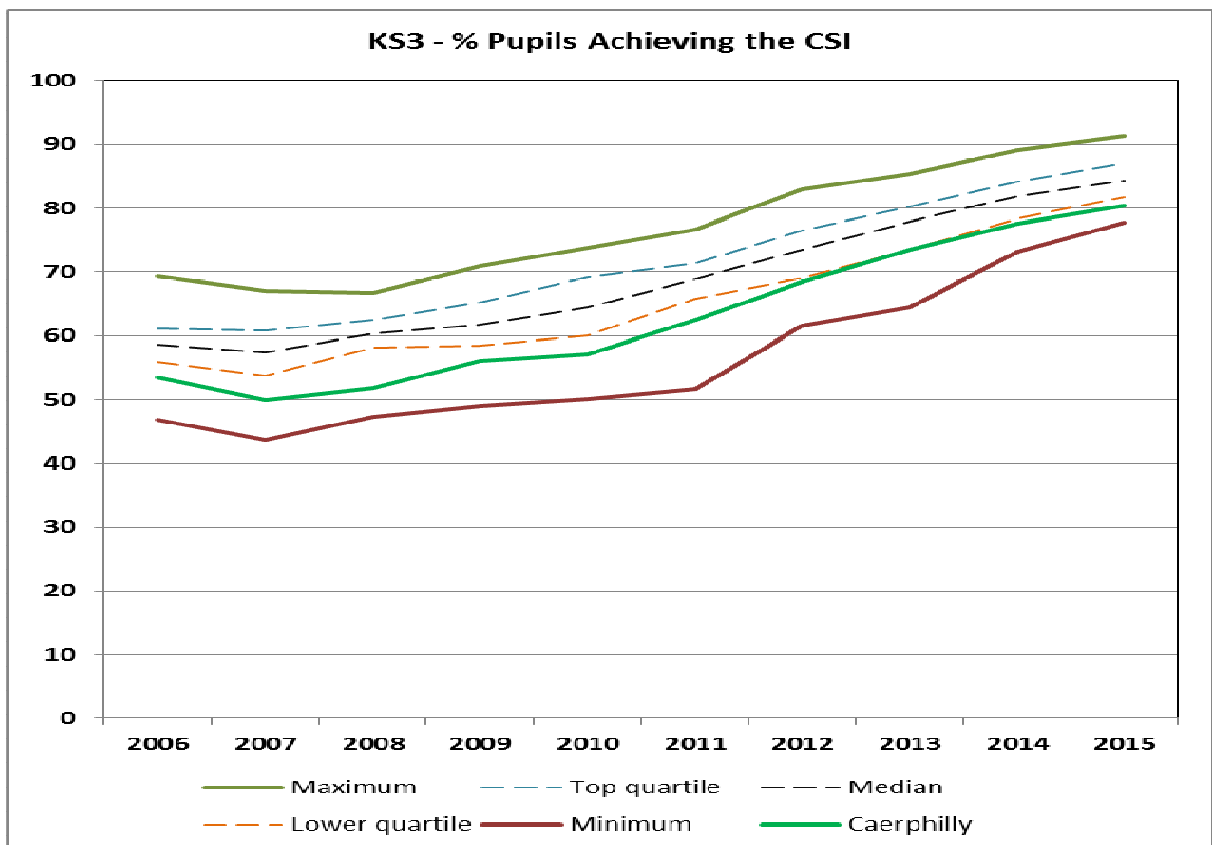
CSI		English		Welsh 1st Lang.		Mathematics		Science	
Monmouthshire	92.5	The Vale of Glamorgan	93.5	Torfaen	97.4	Monmouthshire	94.7	Monmouthshire	95.2
The Vale of Glamorgan	92.1	Monmouthshire	93.4	Powys	96.6	The Vale of Glamorgan	93.7	The Vale of Glamorgan	95.1
Isle of Anglesey	91.8	Isle of Anglesey	93.2	The Vale of Glamorgan	95.9	Isle of Anglesey	93.5	Isle of Anglesey	93.9
Powys	90.4	Powys	91.9	Bridgend	94.7	Powys	92.5	Powys	93.5
Ceredigion	90.3	Newport	91.5	Newport	94.1	Ceredigion	92.2	Newport	93.4
Gwynedd	89.5	Ceredigion	91.1	Cardiff	93.7	Gwynedd	91.3	Gwynedd	93.2
Newport	89.3	Swansea	90.9	Merthyr Tydfil	93.5	Swansea	91.3	Pembrokeshire	92.9
Swansea	89.2	Pembrokeshire	90.5	Swansea	92.9	Newport	91.2	Ceredigion	92.7
Pembrokeshire	88.6	Flintshire	90.1	Rhondda Cynon Taff	92.3	Flintshire	90.9	Swansea	92.6
Cardiff	88.2	Gwynedd	90.0	Caerphilly	90.7	Pembrokeshire	90.8	Flintshire	92.1
South East Wales	88.1	Cardiff	90.0	South East Wales	90.6	Wrexham	90.4	Cardiff	91.9
Denbighshire	87.9	South East Wales	90.0	Denbighshire	90.6	Cardiff	90.4	Wrexham	91.8
Flintshire	87.9	Cardiff	89.9	Wales	90.5	South East Wales	90.2	South East Wales	91.4
Cardiff	87.8	Wrexham	89.8	Gwynedd	90.4	Denbighshire	90.2	Wales	91.4
Wrexham	87.7	Denbighshire	89.7	Neath Port Talbot	90.1	Wales	90.2	Denbighshire	91.2
Wales	87.7	Wales	89.6	Isle of Anglesey	89.7	Merthyr Tydfil	90.1	Bridgend	91.1
Bridgend	87.6	Bridgend	89.5	Wrexham	88.9	Bridgend	90.0	Caerphilly	91.0
Merthyr Tydfil	87.4	Merthyr Tydfil	89.3	Cardiff	88.6	Cardiff	89.9	Conwy	90.9
Caerphilly	87.4	Caerphilly	89.3	Ceredigion	88.3	Conwy	89.5	Cardiff	90.8
Blaenau Gwent	86.6	Conwy	88.5	Conwy	87.4	Caerphilly	89.3	Merthyr Tydfil	90.4
Conwy	85.8	Rhondda Cynon Taff	88.0	Flintshire	86.4	Blaenau Gwent	89.0	Torfaen	90.4
Rhondda Cynon Taff	85.8	Blaenau Gwent	87.9	Monmouthshire	85.7	Rhondda Cynon Taff	88.9	Rhondda Cynon Taff	89.4
Torfaen	84.3	Torfaen	87.1	Pembrokeshire	85.4	Torfaen	87.3	Blaenau Gwent	89.4
Neath Port Talbot	83.3	Neath Port Talbot	85.3	Blaenau Gwent	69.2	Neath Port Talbot	85.8	Neath Port Talbot	87.6

### 4.3 Key Stage 3

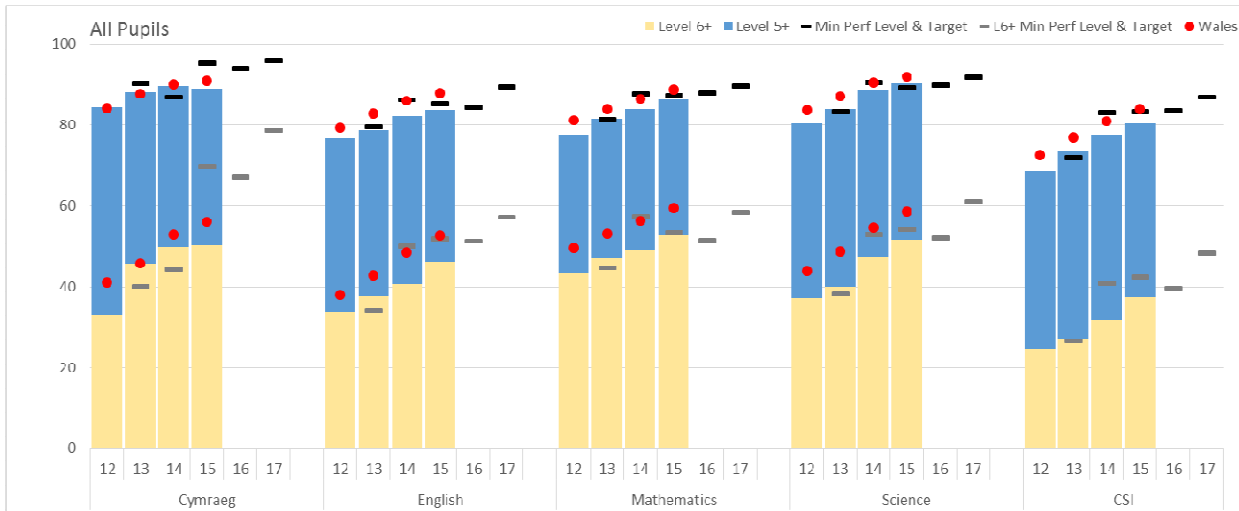
4.3.1 Performance continues to improve, with 80.3% pupils achieving the core subject indicator (CSI), a significant increase from 77.6% in 2014. There was also a significant increase in performance across Wales and Caerphilly is now ranked 20<sup>th</sup> in Wales.



### 4.3.2 10 Year Performance Summary – Key Stage 3 CSI



4.3.3 Performance has improved across all indicators at the expected level 5+ and at level 6+, apart from Welsh First Language at level 5+.



4.3.4 Percentage of pupils achieving level 5+

	CSI	English	Welsh (First Language)	Mathematics	Science
Caerphilly 2015	80.3 ↑	83.7 ↑	88.9 ↓	86.1 ↑	90.2 ↑
Caerphilly 2015 Target	83.3	85.2	95.3	87.3	89.2
Caerphilly 2014	77.6	82.2	89.5	83.9	88.8
Wales 2014	83.9	87.9	90.9	88.7	91.8

4.3.5 Percentage of pupils achieving level 6+

	English	Maths	Science
Caerphilly 2015	46.2 ↑	52.9 ↑	51.7 ↑
Caerphilly 2015 Target	51.9	53.3	54.2
Caerphilly 2014	40.8	48.8	47.4
Wales 2014	52.6	59.5	58.5

4.3.6 Percentage of pupils achieving level 7+

	English	Maths	Science
Caerphilly 2015	13.0 ↑	20.4 ↑	14.9 ↑
Caerphilly 2014	10.7	18.1	12.9
Wales 2014	16.6	26.3	20.7

4.3.7 Performance in the CSI has improved by 2.7 percentage points and is ranked 20<sup>th</sup> in Wales.

4.3.8 Performance in English at the expected level 5+ has improved by 1.5 percentage points and is ranked 20<sup>th</sup> in Wales. Performance in English at the higher level 6+ has improved by 5.4 percentage points.

4.3.9 Performance in Welsh (first language) at the expected level 5+ has declined by 0.6 percentage points compared to 2014.

4.3.10 Performance in mathematics at the expected level 5+ has improved by 2.2 percentage points. Performance in mathematics at the higher level 6+ has improved by 4.1 percentage points.

4.3.11 Performance in science at the expected level 5+ has improved by 1.4 percentage points. Performance in science at the higher level 6+ has improved by 4.3 percentage points.

4.3.12 Performance at the expected Level 5+ was between 3-6% below school target, apart from science, where it was 1% above target.

**4.3.13 Gender differences at level 5+ (boys' performance – girls' performance):**

	CSI		English		Mathematics		Science	
	2014	2015	2014	2015	2014	2015	2014	2015
<b>Caerphilly</b>	-11.9	-7.0	-11.2	-8.6	-7.3	-2.1	-7.9	-3.2
<b>Wales</b>	-8.7	-7.4	-10.3	-8.2	-4.1	-3.4	-5.3	-4.5

Gender differences have reduced in all indicators to now be approximately in line with the Wales average.

**4.3.14 Gender differences at level 6+ (boys' performance – girls' performance):**

	English		Mathematics		Science	
	2014	2015	2014	2015	2014	2015
<b>Caerphilly</b>	-16.1	-17.8	-5.1	-6.5	-9.6	-11.2
<b>Wales</b>	-17.3		-5.0		-10.3	

Gender differences have increased slightly, compared with 2014. National gender differences for 2015 at level 6+ are not yet available.

**4.3.15 Gender differences at level 7+ (boys' performance – girls' performance):**

	English	Mathematics		Science		
	2014	2015	2014	2015	2014	2015
<b>Caerphilly</b>	-8.2	-10.6	-1.2	-1.4	-2.6	-4.5
<b>Wales</b>	-8.5		-1.6		4.6	

Gender differences have increased slightly, compared with 2014. National gender differences for 2015 at level 7+ are not yet available.

**4.3.16 Wales rankings:**

4.3.17 Whilst improvements have been made in all subjects and indicators, due to a significant increase in performance across Wales, Caerphilly's ranking has fallen to 20<sup>th</sup> for the CSI and 22<sup>nd</sup> for English. The LA rankings have remained the same in mathematics, but declined 2 places for science.

	CSI	English	Welsh (first language)	Mathematics	Science
<b>2015</b>	20 ↓	22 ↓	13/18 ↓	19 →	19 ↓
<b>2014</b>	18 →	20 →	11/18 ↓	19 ↓	17 ↑
<b>2013</b>	18	20	10/18	17	19

CSI		English		Welsh 1st Lang.		Mathematics		Science	
Gwynedd	91.3	Monmouthshire	93.7	Powys	95.7	Gwynedd	93.4	Ceredigion	96.1
Monmouthshire	90.8	Ceredigion	93.4	Wrexham	93.9	Ceredigion	92.8	Gwynedd	95.9
Ceredigion	90.5	The Vale of Glamorg	92.1	Isle of Anglesey	93.2	Flintshire	92.0	Conwy	94.9
Powys	89.3	Powys	91.9	Swansea	93.2	Monmouthshire	92.0	Monmouthshire	94.9
The Vale of Glamorg	87.4	Conwy	91.4	Gwynedd	93.0	Powys	91.8	Powys	94.6
Conwy	87.2	Flintshire	91.4	Cardiff	92.8	The Vale of Glamorgan	91.4	Flintshire	94.3
Flintshire	87.1	Gwynedd	91.3	Denbighshire	92.5	Conwy	91.1	The Vale of Glamorgan	94.1
Cardarthenshire	85.1	Pembrokeshire	88.6	Rhondda Cynon Taff	92.5	Cardarthenshire	90.4	Denbighshire	93.1
Isle of Anglesey	84.5	Bridgend	88.6	The Vale of Glamorgan	91.9	Denbighshire	89.7	Isle of Anglesey	92.6
Pembrokeshire	84.5	Cardarthenshire	88.4	Conwy	91.5	Cardiff	89.3	Cardarthenshire	91.9
Denbighshire	84.3	Isle of Anglesey	87.9	Pembrokeshire	90.9	Isle of Anglesey	88.9	Torfaen	91.8
Bridgend	84.3	Wales	87.9	Wales	90.9	Wales	88.7	Wales	91.8
Wales	83.9	Denbighshire	87.8	Ceredigion	90.8	Pembrokeshire	88.6	Bridgend	91.7
Cardiff	83.4	Swansea	87.6	Caerphilly	88.9	Swansea	87.9	Cardiff	91.5
Swansea	83.2	Merthyr Tydfil	87.2	South East Wales	88.2	Bridgend	87.8	Pembrokeshire	91.2
South East Wales	82.2	Newport	87.2	Bridgend	87.3	Merthyr Tydfil	87.5	Newport	91.1
Merthyr Tydfil	81.9	Torfaen	86.9	Torfaen	87.0	Rhondda Cynon Taff	87.3	South East Wales	91.0
Torfaen	81.9	Cardiff	86.7	Cardarthenshire	86.5	South East Wales	87.0	Rhondda Cynon Taff	90.7
Rhondda Cynon Taff	81.6	South East Wales	86.5	Neath Port Talbot	85.0	Newport	86.7	Wrexham	90.6
Newport	81.6	Wrexham	86.1	Flintshire	80.0	Torfaen	86.5	Swansea	90.2
Wrexham	80.9	Rhondda Cynon Taff	86.0	Merthyr Tydfil	.	Caerphilly	86.1	Caerphilly	90.2
Caerphilly	80.3	Neath Port Talbot	84.2	Blaenau Gwent	.	Wrexham	85.9	Merthyr Tydfil	89.3
Blaenau Gwent	80.1	Blaenau Gwent	83.8	Monmouthshire	.	Blaenau Gwent	85.1	Neath Port Talbot	87.8
Neath Port Talbot	77.8	Caerphilly	83.7	Newport	.	Neath Port Talbot	83.4	Blaenau Gwent	87.7

## 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, all Equalities and Welsh Language issues are taken into account, where relevant. Similarly the Local Authority self-evaluation considers all equalities issues, and data is also gathered on discriminatory bullying incidents each term as this can impact on attainment figures for pupils who fall under any of the protected characteristics.

## 6. FINANCIAL IMPLICATIONS

- 6.1 There are no financial implications.

## 7. PERSONNEL IMPLICATIONS

- 7.1 There are no personnel implications within this report.

## 8. CONSULTATIONS

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

## 9. RECOMMENDATIONS

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

## 10. REASONS FOR THE RECOMMENDATIONS

- 10.1 To keep Members informed of standards achieved by Caerphilly learners in end of foundation phase, key stage 2 and key stage 3 teacher assessment.

## 11. STATUTORY POWER

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

Author: Edward Pryce, Challenge Adviser (EAS)  
Consultees: Christina HARRY, Corporate Director, Education and Community Services  
Cllr Rhiannon Passmore - Cabinet Member for Education and Lifelong Learning  
Directorate Senior Management Team  
Corporate Management Team  
Councillor W. David – Chair of Education for Life Scrutiny Committee  
Councillor J. Pritchard – Vice Chair Education for Life Scrutiny Committee  
David Thomas, Senior Policy Officer (Equalities and Welsh Language)  
HR Division  
Finance Division



## EDUCATION FOR LIFE SCRUTINY COMMITTEE – 22ND SEPTEMBER 2015

**SUBJECT: COMMUNITY CENTRES TASK AND FINISH GROUP**

**REPORT BY: ACTING DIRECTOR CORPORATE SERVICES**

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### **1. PURPOSE OF REPORT**

- 1.1 To inform and seek the endorsement of the Education for Life Scrutiny Committee of the final recommendations of the Community Centres Task and Finish Group prior to its presentation to Cabinet.

### **2. SUMMARY**

- 2.1 The Education for Life Scrutiny Committee established a Task and Finish group to review the Council's support of community centre provision throughout the County Borough and make any recommendations necessary under the Medium Term Financial Plan.
- 2.2 This report outlines the main findings of the review group and makes a number of recommendations for the future of this service, in respect of cost savings on water rates, reducing caretaking costs and closures of some community centres, which may then be taken over by local groups under asset transfer.

### **3. LINKS TO STRATEGY**

- 3.1 The operation of Scrutiny is a requirement of the Local Government Act 2000.

### **4. THE REPORT**

- 4.1 The Community Centres Task and Finish Group were set up to investigate the MTFP savings options for the community centres budget. The options were as follows:
- Option 1 - Maintain present community centre network 'as is'
  - Option 2 - Community centre service withdrawn
  - Option 3 - Community centre service is reconfigured to a smaller number of sites
  - Option 4 - Suitable community centres are offered to local groups via asset transfer
  - Option 5 - Community centre service is transferred via grant aid arrangement to a third sector body or equivalent organisation
- 4.2 The task and finish group were asked to consider MTFP savings based on anticipated reduction target of £64k for the 2016/17 financial year.

## **Membership**

4.3 The membership of the task and finish group were as follows:

Councillor P Bevan  
Councillor A Blackman  
Councillor W David (ex-officio)  
Councillor C Gordon  
Councillor D Havard  
Councillor G Oliver  
Councillor D Preece (Vice Chair)  
Councillor J Pritchard (Chair)  
Councillor J A Pritchard

## **FINDINGS**

4.4 The review group held a series of four meetings during June and July 2015 and examined the following issues:

- Community Centre Locations
- Proximity of Community Centres
- Asset Transfer
- Operation & Performance

## **COMMUNITY CENTRES**

4.5 There are 38 community centres in the Council's supported network. The 35 centres owned by the council are leased or licensed to voluntary management committees, all of which as 'unincorporated associations' have charitable status. Some are registered with the Charities Commission and a small number who employ staff are 'Social Enterprises'. Abertridwr Community Centre is held by the council on a long term lease whilst Rudry Parish Hall and Glan y Nant memorial Hall are supported by way of historical arrangements dating back to the 1960's.

## **COMMUNITY CENTRE LOCATIONS AND PROXIMITY**

- 4.6.1 The task and finish group considered the number of community centres and locations across the county borough (Appendix 1). The locations of supported community centres are unevenly spread across the county borough. It was noted that the former Rhymney Valley area has a higher number of supported community centres than the former Islwyn area.
- 4.6.2 The proximity of community centres to each other was discussed by the task and finish group (Appendix 2). Thirteen community centres are located less than one mile travel distance to the nearest alternative community centre.
- 4.6.3 The review group particularly noted that four community centres are under half a mile travel distance to the nearest community centre. The shortest travel distance between two centres is 0.2 miles, between Rhymney (St Davids) and Rhymney Day Centre. The town also has two other community centres situated at Ael Y Bryn and at Lower Rhymney. The second shortest travel distance between two centres was noted as Fleur De Lys and Tir Y Berth which is 0.4 miles.
- 4.6.4 The review group recognised that many communities have distinct identities and are reluctant to travel to neighbouring areas to use community facilities.



## ASSET TRANSFER

- 4.7 The task and finish group were informed of the findings of the Quirk report 2007. The report recognised that whilst risk should not provide a barrier to asset transfer, there should be a willingness to be open about the risks so that those involved in possible asset transfer are able to make informed decisions.

The key message in the Quirk report was that:

**‘The prime purpose of asset transfer is to develop ‘community empowerment’ and not to save money or optimise the use of public assets.’**

### Maintenance Responsibilities

- 4.7.1 All community centre buildings owned by CCBC have already been transferred to their respective management committees / associations, by way of Lease or Licence of occupation. Under the terms of occupancy, CCBC has retained all building maintenance responsibilities other than for internal decoration. It is the widely held view of Trustees that if maintenance liabilities were to be devolved to management committees, the facilities would not be sustainable in the long term.
- 4.7.2 There are two community centres (Deri and Abertysswg), where the Council has no reactive maintenance liability. This is because the buildings are relatively new and currently free of major maintenance requirements. However, CCBC still undertakes all statutory maintenance at these properties and the task and finish group were advised that it is anticipated that at some point, the council will be approached to assist with future maintenance requirements.
- 4.7.3 It is inevitable that before any organisation would consider taking on a community building under asset transfer, that they would require the building to be in a condition acceptable to the receiving organisation.

### Income

- 4.7.4 The review group were informed that there are successful examples of asset transfer, however these tend to be located in affluent or rural areas, or in isolated locations where competition for external funding (crucial to sustainability) is minimal. It is therefore important to fully identify the likely risks involved in the wholesale transfer of a community building to an outside body, as they will be key to any decisions.
- 4.7.5 At present the Council provides revenue funds to ensure that the gap between income and expenditure is met. In addition Management Committees receive Officer advice and expertise to ensure they meet their statutory obligations such as health and safety and any Charity Law requirements.
- 4.7.6 When considering asset transfer the projected level of income that the community centre could generate and the level of expenditure required to run and maintain the building is a key factor. Trustees would need to be aware of the time commitment needed to sustain that income. Subsequently, any organisation wishing to take over responsibility for a community centre would have to consider the difficulty in recruiting trustees who could achieve minimum income requirements, and the level of expertise required by trustees to operate successfully.
- 4.7.7 In the event that the community centres become ‘independent’ they would need to identify funding streams to meet the shortfall in income and have the necessary skills and expertise to apply for funding. There may be existing organisations such as Town and Community Councils that wish to become responsible for community centres. However their limited budget may result in them having to increase their precepts in order to raise the additional revenue required.

## **Non Domestic Rate**

- 4.7.8 The transfer of freehold will make the receiving organisation responsible for non-domestic rates. This can be a significant amount – in the cases of Penyrheol and Trecenydd community centres, £12,750 and £11,000 respectively. However where community centre buildings are leased to Community Associations, which are registered charities, the managing trustees who handle the day to day running of the centre are eligible for 100% rate relief.
- 4.7.9 If a community centre were asset transferred to an organisation such as a Community or Town Council, they would not be eligible for rate relief. However the Community or Town Council could consider granting occupancy of the building to an organisation with charitable status by sub-lease, under terms which would make the occupants eligible for 100% relief.

## **Legal Advice**

- 4.7.10 If asset transfer were to be considered, both the council and any prospective management committees would need to take into account the legal implications and associated costs involved. If community / town councils are considering taking over responsibility for a community centre and then leasing it to a management committee, then both parties would require independent legal advice and arrange to undertake an independent property condition survey before accepting the building.
- 4.7.11 Where community centres have community council representation upon their management committees, they may consider it preferable to have the community / town council as its landlord rather than CCBC. However as a consequence there may be a conflict of interest for those community and town councillors.

## **Constitution.**

- 4.7.12 If a community centre were asset transferred to a Community or Town Council, and then leased to a management committee the centre management committees will need to be re-constituted with the new governing document needing to reflect the relationship with the community / town council and not CCBC. This will need the approval of the Charities Commission before any transfer process can be considered.

## **Insurances.**

- 4.7.13 In the case of asset transfer, CCBC would relinquish any insurable interest in the building or its occupants. The responsibility for insuring the building, grounds and occupants would pass to the receiving organisation.
- 4.7.14 Currently, all claims made under insurances provided by CCBC are handled and processed by its Risk Management Service with the help and support of Legal / Health & Safety / Property Officers. A receiving organisation under asset transfer will not have access to such resource.

## **Health and Safety.**

- 4.7.15 The Councils' Health and Safety team provide advice for the management of each community centre - including areas that carry significant risk, such as asbestos control. In the case of freehold transfer, that responsibility will pass to the receiving organisation who would need to seek independent advice.
- 4.7.16 Before any building transfer, the Councils' Health and Safety Officers would need to be satisfied that the receiving organisation is fully capable of discharging all of its health / safety and statutory obligations.

## **Maintenance.**

- 4.7.17 In the case of asset transfer, it would not be possible for CCBC to carry out statutory or reactive maintenance work at any premises in which it no longer held any insurable interest. Therefore the receiving association would need to accept all such liabilities.

## **Employees.**

- 4.7.18 CCBC currently employs the caretaking staff at 31 of the 36 council owned centres. The remaining 5 centres are currently grant aided but these will be brought in line with other centres at the conclusion of this review.
- 4.7.19 Caretakers are employed on a minimum of 12 hours per week contract but required to work as required. CCBC funds the first 12 hours per week - additional hours being funded by their respective management committees. In the case of asset transfer, caretaking staff would therefore need to be transferred under TUPE to the receiving organisation which would need to take on all HR and payroll requirements.

## **Governance and Conflict.**

- 4.7.20 The voluntary management of community buildings can be unstable and unpredictable. Council officers deal with conflict and disagreement between committee members or between committees and the public / user groups or committee and caretaking staff. Similarly, financial / governance issues can hinder operational management. Community/Town councils or any receiving organisations will have to be made aware of the any potential issues. This issue was of particular concern to the existing community council clerks during exploratory talks.

## **Asset Transfer Conclusion**

- 4.7.21 The review group were doubtful that asset transfer would be the solution to reducing the budget commitment for community centres. Members felt that there were a number of centres not suitable for asset transfer due to their condition. The review group agreed that there are examples where the community will get involved initially when a building becomes threatened, but unfortunately most communities find that people become less interested as time goes on and the long term sustainability of these community facilities will be poor.
- 4.7.22 However where centres have groups that are already using premises on a regular/permanent basis there may be opportunities for transfer. Members were informed however that Channel View (Risca) community centre may be suitable for asset transfer, with a local group already expressing an interest.

## **OPERATION AND PERFORMANCE**

- 4.8.1 In order to understand the operational and performance issues of each community centre, the review group asked for details of the balances held by each community centre, the usage of centres and the maintenance priorities.

### **Community Centre Account Balances**

- 4.8.2 The current figures available in respect of community centre account balances are derived from annual accounts submitted every year by management committees – a requirement of all charities. The details of balances held were provided to the review group (Appendix 3). Members noted that there were some centres that have not submitted accounts.
- 4.8.3 The review group asked if management committees could be asked to contribute towards building maintenance costs. They were informed that community centre management committees are autonomous bodies and receive council support regardless of the balances held. Further, in some cases there are legitimate reasons for high balances, where centres have plans for improvements etc. Ultimately however, the Council has no powers to direct

centres upon how they should spend their funds.

### Occupancy Levels

- 4.8.4 The review group received information on the usage of community centres during 2015/15 (appendix 4), which is based on cyclical booking only and does not include ad-hoc bookings that can significantly increase the level of use, particularly over weekends.
- 4.8.5 It was explained that a centre, which has a two hour booking in the morning, afternoon and evening would appear very well used. However, this only amounts to an occupancy of 46% based upon 9am until 10pm opening times.
- 4.8.6 The following table shows the usage of community centres during 2014/15, split into ranges (although Tir y Berth centre has closed for refurbishment, therefore has no data):

Number of Community Centres	Occupancy (weekdays)	Number of Community Centres	Occupancy (inc weekends)
4	80-100%	2	80-100%
6	60-79%	3	60-79%
8	40-59%	8	40-59%
11	20 - 39%	16	20-39%
7	0-19%	7	0-19%

- 4.8.7 The table below identifies the 4 community centres (excluding Tir y Berth) that have the lowest usage, as follows:

Community Centre	Occupancy weekdays	Occupancy inc. weekends	Hours
Phillipstown	18%	13%	11
Pentwynmawr	16%	11%	10
Tirphil	14%	10%	8.5
Rhymney Day	12%	9%	8

- 4.8.8 The review group noted that until recently the Rhymney Day Centre was used by Social Services, 5 days per week 9am until 5pm. However they have now moved to new premises therefore usage at the centre has plummeted and income has subsequently decreased significantly.

### COMMUNITY CENTRE MAINTENANCE.

- 4.8.9 The review group were provided with detailed information in relation to the maintenance priorities (Appendix 5). Members noted that there has been significant investment in buildings in order to ensure that health and safety requirements and DDA compliance issues are addressed. The outstanding maintenance costs have been divided into three priorities, priority one £193,000, priority two £1,205,000 and priority three £972,000.
- 4.8.10 Members were informed that there have already been cuts to the maintenance budget which has meant that the progress previously made in addressing maintenance priorities has now declined and any further cuts to the maintenance budget would further delay addressing priority 1 works and seriously affect progress with priority 2 and 3 works.

### REVENUE COSTS

- 4.9 The council provides a range of revenue budget support to community centres. This support ensures that the gap between income and expenditure is met. The main revenue costs provided in 2014/15 is detailed in appendix 6. All community centres receive support for caretaking costs, water rates and insurance. The review group asked for options in respect of possible cuts to revenue support in order to meet the MTFP savings. The following options

were put forward:

- Water cost – potential saving £27k
- Reducing caretaking provision by 1 hour per week – potential saving £14k
- Miscellaneous costs – potential saving £5k
- Insurance costs – potential saving £ 19k
- Close 3 community centres – potential saving £18k (Based on annual average saving £6k per centre).

4.9.1 The review group were informed that the council currently covers the cost of water rates to community centres. By cutting this provision the council would save £27k from its revenue support costs, which is a significant contribution towards the overall £64k required. Members were informed that water at community centres is a metered charge and felt that this would be an incentive to reduce the level of water use in future.

4.9.2 The review group considered the option to reduce caretaking provision from 12 hours per week to 11 hours per week. The group was reassured that caretakers would still receive 12 hours work, and the additional hour would be recharged to each management committee. This would save £14k from the revenue budget at a cost of £398 per community centre.

4.9.3 The miscellaneous costs identified were identified as central savings that could be achieved from areas such as equipment, mileage and subsistence.

4.9.4 The review group considered removing support from insurance costs for community centres, which would give possible savings of £19k. However members were informed that this would be problematic, as the insurance charge related to public liability, employer liability and buildings cover which would be difficult to apportion accurately.

4.9.5 Members considered options in respect of closing some community centres, in order to meet some of the shortfall in savings required. The average saving per centre would be £6k, made up of statutory and reactive maintenance costs and caretaker salary costs. The following centres that were considered for closure were those with the lowest usages and also with the closest proximity to other centres were considered, as follows:

- Tirphil Community Centre – less than 0.5 miles to the nearest centre and usage levels at 8.5 hours per week.
- Rhymney Day Centre – less than 0.5 miles to the nearest centre and usage levels at 8 hours per week.
- Phillipstown Community Centre – Usage levels at 11 hours per week and there is competition from Phillipstown community house and nearby Whiterose Resource Centre and the Recreation Centre.
- Pentwynmawr Community Centre - Usage levels at 10 hours per week, however there is good ad hoc usage of the centre and there are no other community centres in close proximity.

4.9.6 The review group were also asked to consider Channel View (Risca) Community Centre as a possible closure option. This was included due to its condition and overall unsuitability for improvement and investment (a photograph of the building is attached at appendix 7). This centre is also a possible option for asset transfer, as a local voluntary group are interested in taking over the Centre.

## **CONCLUSIONS**

4.10 The review group concluded that the preferable option in respect of possible savings to achieve the MTFP outlined in 4.1 would be a combination of options 3 & 4 plus some additional savings to be made across all community centres in respect of cuts to water rates, reduce caretaking hours and reduce general miscellaneous costs. This would reduce the number of potential closures and should still be manageable for all community centres.

- 4.11 The review group unanimously concluded that they would recommend closure of three community centres identified under 4.8.5 and 4.8.6 and understood that these would not necessarily result in closure of the centres, as other options such as asset transfer may be considered.

## **5. EQUALITIES IMPLICATIONS**

- 5.1 An EqlA has been completed in accordance with the Council's Strategic Equality Plan and supplementary guidance and no potential for unlawful discrimination and/or low level or minor negative impact have been identified, therefore a full EqlA has not been carried out.

## **6. FINANCIAL IMPLICATIONS**

- 6.1 There will be a financial impact upon all community centres if the recommendations are endorsed. The cost of water rates depends on the usage at the individual centre, as water is a metered charge. The one hour caretaking cost per week, will result in a weekly cost of £7.65 for each community centre.

## **7. PERSONNEL IMPLICATIONS**

- 7.1 The recommendations include a reduction in support for caretakers from 12 hours per week to 11 hours per week per community centre. However caretakers will continue to work for 12 hours per week and the council will recharge each community centre for the cost of the reduced hour.

## **8. CONSULTATIONS**

- 8.1 Due to the sensitivity of the issues, Management Committees have not been consulted formally upon the recommendations of this report. They are however all aware of the financial constraints the authority is facing, together with the likelihood that they will be required to meet additional costs - notably water consumption and insurances. These measures were actually proposed as options at the last meeting of the Community Centres Forum.
- 8.2 Should the recommendations be accepted, formal consultations will need to take place both collectively, and with individual management committees. Where closures might be involved the relocation of user groups will need to be planned and agreed.

## **9. RECOMMENDATIONS**

- 9.1 That Education for Life Scrutiny Committee recommend to Cabinet, the following:
- 9.2 That the council cuts the budget for payment of water rates for community centres to achieve savings of £27k.
- 9.3 That the council reduces its caretaking contribution from 12 hours per week to 11 hours per week for each community centre, and recharges each community centre for one hour per week. To achieve savings of £14k.
- 9.4 That three centres are put forward for closure, Rhymney Day, Tirphil and Channel View (Risca), to achieve savings of £18k.
- 9.5 That miscellaneous items be cut from the budget to achieve savings of £5k.

## **10. REASONS FOR THE RECOMMENDATIONS**

10.1 To achieve the MTFP savings to the community centres budget for 2016/17.

## **11. STATUTORY POWER**

11.1 Section 21 of the Local Government Act 2000.

Author: Catherine Forbes -Thompson - Scrutiny Research Officer  
Consultees: Christina HARRY – Corporate Director Education and Community Services  
Nicole Scammell – Acting Director Corporate Services  
Bleddyn Hopkins - Assistant Director 21<sup>st</sup> Century Schools  
Gail Williams – Interim Monitoring Officer and Head of Legal Services  
Gareth Evans - Senior Manager, Planning & Strategy/Library Services  
Steve Hawkins - Community Leisure Officer  
John Thomas – Section Head, Asset Management  
Donna Jones – Health and Safety Manager  
Sue Ruddock – Insurance and Risk Manager  
Angharad Price – Interim Head of Democratic Services and Deputy Monitoring Officer  
Councillor Rhianon Passmore – Cabinet Member Education and Lifelong Learning

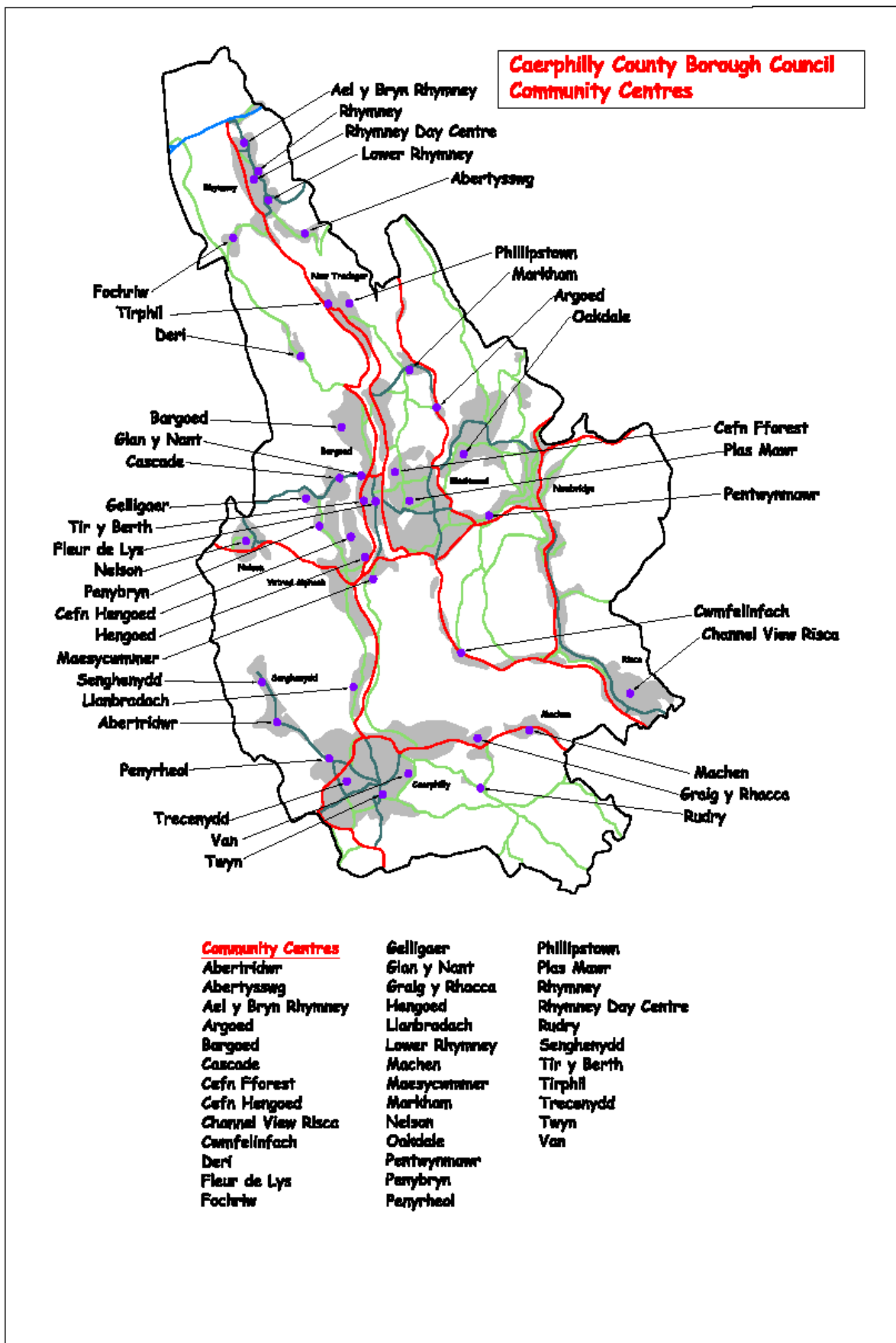
Background Papers: Quirk Report 2007

Appendices:  
Appendix 1 of 7: Map of Community Centre Locations  
Appendix 2 of 7: Community Centres - Proximity  
Appendix 3 of 7: Community Centres – Account Balances  
Appendix 4 of 7: Community Centres - Usage  
Appendix 5 of 7: Community Centres - Maintenance Priorities  
Appendix 6 of 7: Community Centres – Main Revenue Costs  
Appendix 7 of 7: Photograph of Channel View (Risca)

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MAP OF COMMUNITY CENTRE LOCATIONS



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### Community Centres - Proximity

<b>Centre</b>	<b>Travel Distance</b>	<b>Nearest Centre</b>	<b>Direct Distance</b>
RHYMNEY (St Davids)	0.2	Rhymney Day Centre	0.12
RHYMNEY DAY	0.2	Rhymney (St Davids)	0.12
FLEUR DE LYS	0.4	Tiryberth	0.25
TIR Y BERTH	0.4	Fluer de lys	0.25
LOWER RHYMNEY	0.8	Rhymney Day Centre	0.47
PENYRHEOL	0.9	Trecenydd	0.62
TRECENYDD	0.9	Penyrheol	0.62
CEFN HENGOED	0.9	Hengoed	0.65
GELLIGAER	0.9	Penybryn	0.65
PEN Y BRYN	0.9	Gelligaer	0.65
AEL Y BRYN	0.9	Rhymney (St Davids)	0.67
CEFN FFOREST	0.9	Plas Mawr	0.68
PLAS MAWR	0.9	Cefn Fforest	0.68
ABERTRIDWR	1	Senghenydd	0.91
SENGHENYDD	1	Abertridwr	0.91
TWYN	1.1	Van	0.8
VAN	1.1	Twyn	0.8
PHILLIPSTOWN	1.3	Tirphil	0.48
TIRPHIL	1.3	Phillipstown	0.48
ABERTYSSWG	1.3	Lower Rhymney	1.1
HENGOED	1.4	Maesycwmmmer	0.48
MAESYCWMMER	1.4	Hengoed	0.48
ARGOED	1.4	Markham	0.99
MARKHAM	1.4	Argoed	0.99
CASCADE	1.5	Tiryberth	0.69
FOCHRIW	2	Lower Rhymney	1.03
PENTWYNMAWR	2.2	Plas Mawr	1.75
OAKDALE	2.3	Argoed	1.12
LLANBRADACH	2.4	Penyrheol	1.58
GRAIG Y RHACCA	2.6	Machen	1.1
MACHEN	2.6	Graig y Rhacca	1.1
NELSON	2.8	Gelligaer	1.6
DERI	2.8	Bargoed	1.86
BARGOED	2.9	Cascade	1
CWMFELINFACH	4.1	Maesycwmmmer	2.49
CHANNEL VIEW	5	Cwmfelinfach	4.5

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## Management Committee Account Balances

Appendix 3

CENTRE	31/03/06	31/03/07	31/03/08	31/03/09	31/03/10	31/03/11	31/03/12	31/03/13	31/03/14	31/03/15
ABERTRIDWR	30,644	33,114	35,219	36,095	16,834	37,018	38,662	39,607		
ABERTYSSWG	46,029	42,798	48,203	50,817	54,924	60,571	65,842	74,772	81,175	
AEL Y BRYN	24,286	25,753	25,477	28,857	27,876	27,101	27,314	27,072	30,995	34,698
ARGOED	20,776	18,221	22,670	24,433	24,433	26,116	24,905	31,737	37,530	42,634
BARGOED		24,417	26,189		5850	11,002	10678		11440	
CASCADE				19,780	19,463	21,473	23371	23791	22152	
CEFN FFOREST	27,811	29,244	31,018	34,077	26,663	31,319	37,238	36,914	36,914	
CEFN HENGOED					8,988	9,209	11,052	11,977		
CHANNEL VIEW	35,076	41,462	45,534		54,728	58,918	63,835	66,647	70,341	
CWMFELINFACH	21,561	15,456	15,294	15,872	16,789	18,563	19,554	20,115	22,530	18,982
DERI			New Centr	21,218	22,241	27,947	23,999	26,762	26,195	
FLEUR DE LYS		7080	10,185	10,038	12,985	11,927	10,134	9,320	10,860	12256
FOCHRIW	6400			9,834		10000				
GELLIGAER	6642							11,617		
GLAN Y NANT										
GRAIG Y RHACCA				10,834	12,484	10000				
HENGOED	22,839	25,702	26,526	19,457	29,315	38,731	50,860	40,320	45,186	
LLANBRADACH		6,868	6360	6833	8,201	8,848	8,336	9826	11,160	
LOWER RHYMNEY			2,986	557	6,640	6,385	4,673			
MACHEN	30,535	22,746	26,078	26,271	25,491	27,962	29,144	34,879	37,643	
MAESYCWMMEF	16,447	12,356	12,753	10,640	6,948	7,325	8,948	11,670	14,031	
MARKHAM			21,867		5,202	10000			33000	
NELSON	21,507	20,218	20,358		13,903	19,253	21,218	26,467	37,973	50622
OAKDALE	36980	43,030		9,182	8,437	12,052	18,864	20,511	26,950	29355
PENTWYNMAWR	35,816	36,106	37,551		38,890	41,515	39,338	37,897	36,071	
PENYBRYN						8,475	5323	5032	4184	
PENYRHEOL			4927	2,667	4,172	3,346	2658	2,702	5,219	7532
PHILLIPSTOWN	19,389	8,368	6,481	8,649	6,881	9,073	8,196	7,720	5,583	
PLAS MAWR					8,184	8513	9,988	13,087	14667	18598

PONTLOTTYN	115,163	119,267	126,845	128,350	132,017	132,792	N/A	N/A	N/A	N/A
RHYMNEY	16,580	20,615	18,498	20,399		22,342	22,436	23,915	24,806	
RHYMNEY DAY	48,129	50,304	56,052	59,642	65,243	63,698	65,471	67,619	68,913	70,956
RUDRY							20,286	18,242	27,069	
SENGHENYDD	20,997	25,703	37,281	36,730	31,188	31,081		32501	13,252	
TIR Y BERTH	5641	5036	5725	5,392		13,876	18,669			
TIRPHIL				3,084	5,065	5,341		2884		
TRECENYDD			19,265	18,252	17,602	27,363	23,270	20,882	19,210	22,926
TWYN		40,848	37,658	44,493	44,946	51,938	58,695	75,699		
VAN	9,875	8,934	8,715	7,998	10,637	12,685	13,523			

## Community Centres - Occupancy / Usage - 2014/15

CENTRE	Weekdays		Weekly Hours
MARKHAM	100%	81%	89
TWYN	100%	98%	83
GELLIGAER	82%	62%	56.5
RHYMNEY	80%	63%	52.5
NELSON	79%	59%	50
HENGOED	72%	60%	50
SENGHENYDD	71%	58%	49
FOCHRIW	67%	55%	47
OAKDALE	75%	53%	46
TRECENYDD	63%	52%	44
ARGOED	39%	46%	38.5
PENYRHEOL	58%	42%	35
MACHEN	58%	42%	35
LLANBRADACH	55%	39%	33
CASCADE	46%	39%	33
FLEUR DE LYS	34%	39%	33
VAN	53%	38%	32
PLAS MAWR	42%	35%	29
CWMFELINFACH	45%	34%	28.5
CEFN FFOREST	41%	30%	25
AEL Y BRYN	39%	30%	25
BARGOED	35%	27%	23
DERI	37%	27%	23
LOWER RHYMNEY	37%	26%	22
CHANNEL VIEW	26%	27%	20
ABERTRIDWR	31%	23%	19
MAESYCWMMER	28%	20%	17
CEFN HENGOED	30%	26%	16.5
ABERTYSSWG	27%	20%	16.5
GRAIG Y RHACCA	18%	17%	14
<b>PEN Y BRYN</b>	16%	14%	12.5
PHILLIPSTOWN	18%	13%	11
PENTWYNMAWR	16%	11%	10
TIRPHIL	14%	10%	8.5
RHYMNEY DAY	12%	9%	8

TIR Y BERTH

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<b>Community Centres</b>				
<b>Centre</b>	<b>Maintenace Priorities (k)</b>			
	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>Totals</b>
MARKHAM	1.20	54.10	138.60	<b>193.90</b>
ABERTRIDWR	5.00	155.00	27.30	<b>187.30</b>
LLANBRADACH	7.00	73.60	75.50	<b>156.10</b>
BARGOED	3.30	24.20	104.10	<b>131.60</b>
RHYMNEY DAY	23.20	52.20	44.30	<b>119.70</b>
PENYRHEOL	4.30	47.50	65.50	<b>117.30</b>
AEL Y BRYN	10.80	46.40	55.30	<b>112.50</b>
CHANNEL VIEW	10.90	83.20	15.30	<b>109.40</b>
GRAIG Y RHACCA	17.30	66.60	18.30	<b>102.20</b>
RHYMNEY	8.50	44.40	49.10	<b>102.00</b>
GELLIGAER	8.70	73.70	13.70	<b>96.10</b>
NELSON	4.40	69.00	12.40	<b>85.80</b>
PENTWYNMAWR	3.40	51.20	15.00	<b>69.60</b>
SENGHENYDD	6.30	40.00	23.20	<b>69.50</b>
MACHEN	9.70	31.90	26.60	<b>68.20</b>
OAKDALE	1.30	29.50	34.20	<b>65.00</b>
CEFN HENGOED	12.70	23.00	25.00	<b>60.70</b>
TRECENYDD	26.80	12.30	21.10	<b>60.20</b>
PHILLIPSTOWN	4.60	22.80	32.60	<b>60.00</b>
FOCHRIW	3.00	12.70	43.90	<b>59.60</b>
CASCADE	1.90	26.70	18.00	<b>46.60</b>
MAESYCWMMER	2.30	18.70	21.00	<b>42.00</b>
VAN	4.50	22.00	9.20	<b>35.70</b>
HENGOED	1.40	16.00	18.10	<b>35.50</b>
PEN Y BRYN	0.28	10.90	21.10	<b>32.28</b>
FLEUR DE LYS	0.80	20.10	5.10	<b>26.00</b>
PLAS MAWR	0.25	20.40	5.10	<b>25.75</b>
CEFN FFOREST	1.50	13.50	7.90	<b>22.90</b>
TIRPHIL	2.70	14.20	5.60	<b>22.50</b>
CWMFELINFACH	1.80	9.70	6.60	<b>18.10</b>
ARGOED	2.10	11.20	2.50	<b>15.80</b>
TWYN	0.00	5.70	9.80	<b>15.50</b>
LOWER RHYMNEY	1.30	2.80	1.00	<b>5.10</b>
TIR Y BERTH	0.00	0.00	0.00	<b>0.00</b>
ABERTYSSWG	0.00	0.00	0.00	<b>0.00</b>
DERI	0.00	0.00	0.00	<b>0.00</b>
<b>Totals</b>	<b>193.23</b>	<b>1205.20</b>	<b>972.00</b>	<b>2370.43</b>

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# Community Centre Main Revenue Costs - 2014/15

Appendix 6

## Maintenance

<u>CENTRE</u>	<u>REACTIVE</u>	<u>STATUTORY</u>	<u>17th Edition</u>	<u>GROUND</u> S	<u>CARETAKING</u>	<u>WATER</u>	<u>RENTS</u>	<u>MAN GRANT</u>	<u>INSURANCE</u>	<u>TOTALS</u>
ABERTRIDWR	160	465	3190	0	5724	479	500		602	<b>11120</b>
ABERTYSSWG	1890	753	2379	0	5724				602	<b>11348</b>
AEL Y BRYN	4618	730	1825	0	5724	209			602	<b>13708</b>
ARGOED	455	295	1100	0	5724	113			602	<b>8289</b>
BARGOED	3870	1807	3440	0	5724	248			602	<b>15691</b>
CASCADE	995	1167	3690	145	5724	305			602	<b>12628</b>
CEFN FFOREST	2357	1582	1135	145	5724	260			602	<b>11805</b>
CEFN HENGOED	2700	530	3000	0	5724	136			602	<b>12692</b>
CHANNEL VIEW	2637	52	1724	145	5724	95			602	<b>10979</b>
CWMFELINFACH	211	115	2770	145	5724	305			602	<b>9872</b>
DERI	402	284	3205	0	5724				602	<b>10217</b>
FLEUR DE LYS	1581	587	3595	145	5724	210			602	<b>12444</b>
FOCHRIW	10282	687	4350	0	5724				602	<b>21645</b>
GELLIGAER	1537	1215	0	0	5724	1169			602	<b>10247</b>
GLAN Y NANT	1000			145	4774	307			500	<b>6726</b>
GRAIG Y RHACCA	5472	329	5155	0	5724	443			602	<b>17725</b>
HENGOED	1558	663	485	0	5724	422			602	<b>9454</b>
LLANBRADACH	2474	697	2100	145	5724	313			602	<b>12055</b>
LOWER RHYMNEY	36	850	280	145	5724	103			602	<b>7740</b>
MACHEN	1789	128	790	0	5724	1014			602	<b>10047</b>
MAESYCWMMER	1588	405	2220	145	5724	1048			602	<b>11732</b>
MARKHAM	5956	589	4190	145	0	747		10500	602	<b>22729</b>
NELSON	4920	1285	730	145	5724	713			602	<b>14119</b>
OAKDALE	1466	426	2075	0	5724	753			602	<b>11046</b>
PENTWYNMAWR	1320	115	1565	0	5724	804			602	<b>10130</b>
PENYBRYN	1431	457	635	0	5724	621			602	<b>9470</b>
PENYRHEOL	6420	529	4960	145	5724	399			602	<b>18779</b>
PHILLIPSTOWN	2043	62	940	0	5724	107			602	<b>9478</b>
PLAS MAWR	3161	200	700	145	5724	218			602	<b>10750</b>
RHYMNEY	5300	827	4060	145	5724	953			602	<b>17611</b>

RHYMNEY DAY	1733	565	3225	145	5724	1692			602	<b>13686</b>
RUDRY	1000			145	4774	400			500	<b>6819</b>
SENGHENYDD	4496	312	896	0	5724	871			602	<b>12901</b>
TIR Y BERTH			0	145	5724	181			602	<b>6652</b>
TIRPHIL	4754	589	2415	145	5724				602	<b>14229</b>
TRECENYDD	6925	1262	905	145	5724	325			602	<b>15888</b>
TWYN	4173	231	685	0	5724	957			602	<b>12372</b>
VAN	1188	666	6600	145	5724				602	<b>14925</b>
<b>TOTALS</b>	<b>103898</b>	<b>21456</b>	<b>81014</b>	<b>2900</b>	<b>209888</b>	<b>16920</b>	<b>500</b>	<b>10500</b>	<b>22672</b>	<b>469748</b>



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## EDUCATION FOR LIFE SCRUTINY COMMITTEE - 22ND SEPTEMBER 2015

**SUBJECT: SCHOOL UNIFORM ARRANGEMENTS – CCBC SECONDARY SCHOOL**

**REPORT BY: CORPORATE DIRECTOR, EDUCATION & COMMUNITY SERVICES**

---

### **1. PURPOSE OF REPORT**

1.1 Provide information on school uniform arrangements in CCBC secondary schools.

### **2. SUMMARY**

2.1 School Uniform policy falls within the remit of the school to determine. Whilst schools are completely autonomous they must have regard to current Welsh Government guidance specifically, Guidance for governing bodies on uniform and appearance policies, Circular 015/2011 when formulating uniform policy.

2.2 Welsh Government via the Council provides a uniform grant at the start of secondary school which is £105 for parents who are in receipt of Child Tax Credit only (Not working tax credit) where the annual income is less than £16,190, Income Support, Income Based Job Seekers Allowance or support under Part VI of the Immigration and Asylum Act 1999.

### **3. LINKS TO STRATEGY**

3.1 Links with the Council's strategy for supporting schools.

### **4. THE REPORT**

4.1 The Customer Services/Complaints Officer has a role in identifying trends arising from complaints made to the Local Authority. There have been no specific complaints received in the last three years relating to school uniform arrangements other than jewellery. (Visible piercings, hair colour or style).

4.2 Section 29 of the Education Act 2002 requires the governing bodies of all maintained schools in Wales, including nursery schools, to establish, implement and publish procedures for dealing with complaints from parents, pupils, members of the local community and others. The provisions of Section 29 came into force on 1 September 2003. Complaints about school uniform policy would fall within the remit of the school to resolve.

4.3 Schools have a three stage approach to resolving complaints. An Informal stage A, a formal stage B and a right of appeal to the complaints committee of the governing body, stage C.

- 4.4 The Welsh Government guidance on school uniform and appearance policies also refers to schools having arrangements in place to consult with its stakeholders on any proposed changes to uniform policy. Stakeholders include representatives of different pupil groups in the wider community, minority ethnic and religious groups, as well as groups representing pupils with special educational needs or disabilities. Governing bodies should engage pupils and the school council in drawing up school uniform and appearance policies by actively engaging and encouraging them to take ownership in designing their uniform policy and communicating it to parents, prospective parents and pupils.
- 4.5 An analysis has been undertaken of individual secondary school arrangements. Details have been completed based upon a combination of scrutinising school websites and telephone enquiries.
- 4.6 Some items of clothing require the school logo which necessitates additional cost. Other more generic items of clothing with no badge/logo can be purchased at lower cost from a range of local suppliers.
- 4.7 As a consequence of the above, it is very difficult to establish average prices. Based upon required items of clothing only (incorporating badge/logo) the cost differentials are significant, varying from £20 to £125.

## **5. EQUALITIES IMPLICATIONS**

- 5.1 There are a number of statutory provisions contained under the Equality Act 2010 which may impact on school uniform and appearance policies and to which the governing body and the Headteacher need to have regard so as to not discriminate unlawfully on the grounds of sex, race, religion or belief and disability.
- 5.2 In more general terms, schools will also have to take into account reasonable adjustments. For example if a pupil suffered a leg or foot injury this may prevent them from wearing school shoes. Other reasonable measures could include the link between certain fabrics and skin conditions. A pupil with a specific impairment may find that a certain item or items of school uniform poses restrictions on them.

## **6. FINANCIAL IMPLICATIONS**

- 6.1 These are a matter for local discretion by individual governing bodies.

## **7. PERSONNEL IMPLICATIONS**

- 7.1 None.

## **8. CONSULTATIONS**

- 8.1 As detailed below.

## **9. RECOMMENDATIONS**

- 9.1 For Scrutiny members to note the arrangements followed by schools in managing their respective uniform policies.

## **10. REASONS FOR THE RECOMMENDATIONS**

- 10.1 Details as previously requested.



## 11. STATUTORY POWER

### 11.1 Education Act 1996.

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Keri Cole, Chief Education Officer  
Bleddyn Hopkins, Assistant Director 21<sup>st</sup> Century Schools  
Councillor R. Passmore, Cabinet Member, Education & Lifelong Learning  
Councillor W. David, Chair of Education Scrutiny Committee

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## EDUCATION FOR LIFE SCRUTINY COMMITTEE - 22ND SEPTEMBER 2015

**SUBJECT: BUDGET MONITORING 2015-16**

**REPORT BY: CORPORATE DIRECTOR EDUCATION & COMMUNITY SERVICES**

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### **1. PURPOSE OF REPORT**

- 1.1 To outline the financial position for the Directorate based on information available to the end of July 2015.

### **2. SUMMARY**

- 2.1 The report identifies any potential under / overspends currently forecast for 2015-16. Full details are attached in Appendix 1.
- 2.2 The report also identifies the 2015/16 savings targets and provides an update with regards to progress. Details are attached in Appendix 2.

### **3. LINKS TO STRATEGY**

- 3.1 The report considers the use of resources within the Directorate to ensure that key strategies are achieved.

### **4. THE REPORT**

- 4.1 The report deals with the budget monitoring information for Education and Lifelong Learning (LL). The revenue position for the Directorate is summarised in Appendix 1, with a breakdown for the 3 service areas of Planning & Strategy; Learning, Education and Inclusion (LEI); and LL respectively.
- 4.2 The forecasted outturn position is based on actual income and expenditure details to the end of July 2015, together with data used to forecast income and expenditure. Account is also taken of the outturn position for 2014-15 and information available following discussions with Managers.

### **5. EQUALITIES IMPLICATIONS**

- 5.1 There are no direct equality implications to this information report, therefore no Equality Impact Assessment has been undertaken. All operational work undertaken to implement the Directorate's key strategies will be assessed individually as appropriate, as will all future savings proposals under the Medium Term Financial Plan.

- 5.2 In setting the 2015-16 budgets the protections afforded to Education (Schools) through the pledge will serve to protect the most vulnerable groups for the purposes of Equalities Legislation. Consultation with residents through the Council 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.

## 6. FINANCIAL IMPLICATIONS

### 6.1 Revenue 2015-16

- 6.1.1 The report outlines the revenue budget position for Education & Lifelong Learning. The attached Appendix 1, provides projected revenue outturn figures for the financial year compared with the original budget to show anticipated under / (over) spends.
- 6.1.2 In summary a net underspend of £422k is currently forecast for the Directorate. A significant factor is a £250k projected contract efficiency saving on Home to School / College Transport. This saving has been built into Medium Term Financial Plan savings moving forwards.
- 6.1.3 Details with regards to each of the service areas are outlined below.

### 6.2 Planning & Strategy (Including Home to School Transport) – (Underspend £281k)

- 6.2.1 The main variances in this service area relate to the following:

	£'000
Home to School / College Transport	250
Relief Supply Cover (SRB's & Maternity)	30
Net Other	1
<hr/>	
Total	281

- 6.2.2 The only significant variation in this area relates to the Home to School College Transport Budget. As Members are aware this area of the budget is managed by the Engineering Division (with any variances ring fenced to Education), the variance relates to contract efficiency savings that form part of the Directorates Medium Term saving proposals in 2016-17.

- 6.2.3 In summary the net projected variance for Planning & Strategy is an underspend of £281k.

### 6.3 Learning, Education & Inclusion – (Underspend £208k)

- 6.3.1 The most significant variances within LEI are as follows:

	£'000
Behaviour Support Training	(150)
Additional Support (Primary & Secondary)	(252)
Recoupment (SEN Out of County / LAC / Inter Authority)	352
In Year Vacancies (across LEI)	155
Net Other	103
<hr/>	
Total	208

- 6.3.2 Investment in behaviour support training across all Primary & Secondary School's is essential to address behavioural issues that are giving rise to increasing cost pressures across Additional Support, EOTAS (Education Other Than At School's) and an increase in potential Tribunal cases. This investment commenced at the end of the previous financial year and is being funded from in year savings, it is targeted to assist in Medium Term Financial Plan savings targets moving forward.
- 6.3.3 The projected variance against the Additional Support budget continues to be closely monitored, this projection is subject to change as needs are assessed. In 2014-15 the outturn position was an overspend of £162k. The increase over the last 2 years is closely linked to an increase in Statements around ASD (Autistic Spectrum Disorder), which is a national trend.
- 6.3.4 The underspend on the Recoupment budget (Special Educational Needs and Looked After Children), is significant. This projected saving is based on current placements and an estimate for additional need, but remains uncertain due to the often emergency nature of the placement. Whilst the level of spend on the additional support budget has increased, this cost is significantly less than the cost of a child placed in an Out of County School on either a daily or residential placement. Moving forwards these 2 budget areas need to be realigned to reflect the current spend profile. Overall, on these 2 budget lines, there is currently a projected net underspend of £100k.
- 6.3.5 Across the service area there are a number of in year vacancies, whilst the financial savings are small individually, collectively this adds up to a more significant sum. The savings relate to a number of areas notably Behaviour Support, School Based Counselling, EOTAS (Education Other Than At School) and Central Support Services. Some of these savings form part of the Medium Term Financial Plan proposals moving forward.
- 6.3.6 To advise Members the EOTAS provision is currently under review, both internally and with regards to procured activity. Overall the provision is projected to be closely in line with budget, although there are variances within the detailed lines.
- 6.3.7 In summary, the net projected variance for Learning, Education & Inclusion is an underspend of £208k.

**6.4 Life Long Learning – (Overspend £66k)**

- 6.4.1 In 2015-16 the main budget variances are as follows:

	£'000
Libraries	66
<hr/>	
Total	66

- 6.4.2 The Libraries variance relates to one off costs associated with the loss of 8 posts within the Service. This restructure is part of the agreed Medium Term Financial Plan to reduce opening hours to the public.
- 6.4.3 Whilst there are currently no other significant variations specifically reported within this service area, there has been a further reduction in Adult Community Learning funding from Welsh Government and consequently the College Franchise Agreements for 2015-16 financial and academic year. The Adult Programme from September will reduce in line with the funding reductions. The full cost implications are being reviewed.

## **6.5 Progress Made Against the 2015/16 Revenue Budget Savings Targets**

6.5.1 The 2015/16 revenue budget settlement for Education and Lifelong Learning included a specific savings target of £809k. Managers have progressed implementation of the targets set and only a couple of issues are currently projected in year. Any impact has been referenced in the current projected outturn position for 2015-16.

6.5.2 For ease of reference details of the savings targets and progress are included in Appendix 2.

## **6.6 Summary**

6.6.1 In summary, based on information currently available there is projected revenue underspend for the Directorate of £422k. It should be noted that this includes projected transport contract efficiency savings of £250k.

6.6.2 Members are also advised that the following recommendations were agreed as per Cabinet Report 29<sup>th</sup> July 2015, details contained in Provisional Outturn Report 2014-15.

- £750k is utilised from the accumulated Education & Lifelong Learning service reserves to provide the 50% match funding required to support a £1.5m bid to Welsh Government as part of the Authority's 21<sup>st</sup> Century Schools Programme. The bid is for a permanent extension to Islwyn High School to accommodate 5 additional classrooms, additional toilet facilities and an extended dining hall.
- Up to £543k (over the next 3 years) is utilised from the Education & Lifelong Learning service reserves to meet the match funding requirements for 2 European projects which could attract up to circa £1.5m of European Social Fund grant income. Caerphilly CBC has been working with Torfaen CBC (Lead Sponsor) and other Partners to secure funding for the continuation of Bridges into Work (BIW) and Working Skills for Adults (WSFA). BIW (non-Communities First Areas) will work with participants aged 25 years and older who have been unemployed for at least 3 years or economically inactive. The Project aim is to support residents to achieve qualifications, access volunteering opportunities and gain paid employment. The WSFA project aims to upskill working people aged 16 years and over to gain accredited qualifications. These will include essential skills, ICT and relevant vocational qualifications.

## **7. PERSONNEL IMPLICATIONS**

7.1 In 2015-16 the Directorate will continue with the strategy of prudent vacancy management.

7.2 The 2015-16 budget proposals include provision to pay the living wage, as agreed by Council.

7.3 Should employees be placed at risk, either through the achievement of any agreed budget savings or grant funding reductions, they will be supported via the appropriate Council policies relating to redeployment and ultimately redundancy if necessary.

## **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 and the budget monitoring information in Appendix 1.

9.2 Members are asked to note the progress made against the savings targets for the Directorate in 2015/16, Appendix 2.

## **10. REASONS FOR THE RECOMMENDATIONS**

- 10.1 The Council Budget is based on the achievement of both expenditure and income targets. In order to ensure that these are met and the Council's financial integrity maintained Directors are required to review income and expenditure trends.

## **11. STATUTORY POWER**

- 11.1 Local Government Act 1972.

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Education 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  
Mike Eedy, Finance Manager (Environment Directorate)  
David A Thomas, Senior Policy Officer (Equalities & Welsh Language)  
Sue Richards, Principal Finance Officer (Schools)  
Mike Lewis, Principal Accountant Education  
Lynne Donovan, Acting Head of HR and Organisational Development

### Appendices:

- Appendix 1: Projected Revenue Outturn Figures 2015-16.  
Appendix 2: Progress Made Against the 2015-16 Revenue Budget Savings Targets.

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<b>EDUCATION &amp; LIFELONG LEARNING</b>	<b>Original Estimate 2015/16 £</b>	<b>Estimated Outturn 2015/2016 £</b>	<b>Variance Under (Over) 2015/2016 £</b>
<b><u>SUMMARY</u></b>			
<b>PLANNING and STRATEGY</b>	<b>102,995,903</b>	<b>102,715,004</b>	<b>280,899</b>
<b>LEARNING, EDUCATION and INCLUSION</b>	<b>15,852,517</b>	<b>15,644,959</b>	<b>207,558</b>
<b>LIFELONG LEARNING</b>	<b>5,327,463</b>	<b>5,393,463</b>	<b>(66,000)</b>
<b>TOTAL SERVICE EXPENDITURE (Revenue)</b>	<b>124,175,883</b>	<b>123,753,426</b>	<b>422,457</b>

<b>EDUCATION &amp; LIFELONG LEARNING</b>	<b>Original Estimate 2015/16 £</b>	<b>Estimated Outturn 2015/2016 £</b>	<b>Variance Under (Over) 2015/2016 £</b>
<b><u>PLANNING and STRATEGY</u></b>			
<b>Individual Schools Budget</b>	<b>100,346,618</b>	<b>100,346,618</b>	<b>0</b>
<b>Post 16 Initiative (Grant Income)</b>	<b>(4,793,308)</b>	<b>(4,793,308)</b>	<b>0</b>
<b>Earmarked Formula Funding</b>	<b>269,869</b>	<b>269,869</b>	<b>0</b>
<b>Schools LMS Contingencies</b>	<b>234,184</b>	<b>234,184</b>	<b>0</b>
<b>Other Direct School Related</b>			
Teachers Performance Management	267,325	263,426	3,899
PFI Funding Gap	307,511	307,511	0
PFI Building Maintenance	46,540	46,540	0
School Rationalisations	27,654	27,654	0
Former Key Stage 2 Grant	1,294,856	1,294,856	0
Secondary Additional Funding	1,006,985	1,006,985	0
School Meal Admin. Utility & Telephone	402,333	402,333	0
Relief Supply Cover (SRB's & Maternity)	594,003	564,003	30,000
Copyright and Licensing (Schools)	50,083	50,083	0
	<b>3,997,290</b>	<b>3,963,391</b>	<b>33,899</b>
<b>Home to School/College Transport (Environment)</b>		<b>(250,000)</b>	<b>250,000</b>
<b>Early Retirement Pension Costs of School Based Staff</b>	<b>1,741,772</b>	<b>1,741,772</b>	<b>0</b>
<b>Maintenance of Buildings</b>	<b>402,989</b>	<b>402,989</b>	<b>0</b>
<b>Administration including Insurance</b>	<b>796,489</b>	<b>799,489</b>	<b>(3,000)</b>
<b><u>EXPENDITURE TO DIRECTORATE SUMMARY</u></b>	<b>102,995,903</b>	<b>102,715,004</b>	<b>280,899</b>

<b>EDUCATION &amp; LIFELONG LEARNING</b>	<b>Original Estimate 2015/16 £</b>	<b>Estimated Outturn 2015/2016 £</b>	<b>Variance Under (Over) 2015/2016 £</b>
<b><u>LEARNING, EDUCATION and INCLUSION</u></b>			
<b><i>Social Inclusion</i></b>			
Psychological Service	542,567	526,897	15,670
Behaviour Support	207,530	282,719	(75,189)
Education Welfare Service	459,251	449,216	10,035
Youth Offending Team	52,292	52,292	0
Safeguarding	88,999	88,999	0
School Based Counselling	296,545	267,815	28,730
	<b>1,647,184</b>	<b>1,667,938</b>	<b>(20,754)</b>
<b><i>Additional Learning Needs</i></b>			
ALN Advisory Support service	291,099	284,263	6,836
Learning Support	92,177	119,949	(27,772)
Professional/Statementing	129,001	105,881	23,120
Additional Support Primary & Secondary	3,598,375	3,850,546	(252,171)
Language Support Primary	806,559	796,712	9,847
Specialist Resources	65,532	65,456	76
ALN Improvement Initiative	100,268	100,268	0
Childrens Centre	45,138	45,138	0
SNAP Cymru	31,807	31,807	0
Outreach Trinity Fields	47,392	47,392	0
Speech Therapy	48,640	48,640	0
Hearing & Language Service	222,120	222,120	0
ComIT	138,386	138,386	0
VI Service	406,741	406,741	0
Autism	163,882	163,882	0
Hospital Classes	13,548	13,548	0
	<b>6,200,665</b>	<b>6,440,729</b>	<b>(240,064)</b>
<b><i>Recoupment (SEN Out of County / LAC / Inter Auth.)</i></b>	<b>1,640,506</b>	<b>1,288,495</b>	<b>352,011</b>

<b>EDUCATION &amp; LIFELONG LEARNING</b>	<b>Original Estimate 2015/16 £</b>	<b>Estimated Outturn 2015/2016 £</b>	<b>Variance Under (Over) 2015/2016 £</b>
<b><i>Learning Pathways Partnership &amp; EOTAS</i></b>			
14 - 19 Initiative (Transport Costs)	203,113	203,113	0
Active Pathways	146,418	12,122	134,296
EOTAS Tuition (Includes Innovate)	602,987	975,035	(372,048)
Include	556,363	316,351	240,012
Learning Centre	329,621	348,182	(18,561)
	<b>1,838,502</b>	<b>1,854,803</b>	<b>(16,301)</b>
<b><i>Early Years Provision &amp; Support</i></b>			
Early Years (Rising 3's)	854,830	862,949	(8,119)
Early Years Central Team	340,179	324,954	15,225
	<b>1,195,009</b>	<b>1,187,903</b>	<b>7,106</b>
<b><i>LEI Service Provision</i></b>			
Service Support & Resources	255,482	201,964	53,518
SACRE	2,384	2,384	0
Contribution to Outdoor Education Advisor	23,549	22,104	1,445
School Improvement Initiatives / Outcome Agreement	251,493	251,493	0
Music Service	609,313	604,129	5,184
WJEC	44,453	44,453	0
	<b>1,186,674</b>	<b>1,126,527</b>	<b>60,147</b>

<b>EDUCATION &amp; LIFELONG LEARNING</b>	<b>Original Estimate 2015/16 £</b>	<b>Estimated Outturn 2015/2016 £</b>	<b>Variance Under (Over) 2015/2016 £</b>
<b>Education Achievement Service (EAS) &amp; Regional Grant Match Funding</b>			
Contribution to EAS Joint Working	1,187,211	1,187,211	0
Welsh in Education Grant (EIG) Match Funding	131,684	131,684	0
School Effectiveness Grant (EIG) Match Funding	558,895	559,478	(583)
	<b>1,877,790</b>	<b>1,878,373</b>	<b>(583)</b>
<b>Other</b>			
Families First Central Admin & Monitoring	171,631	171,631	0
Community Focus Schools	94,556	28,560	65,996
	<b>266,187</b>	<b>200,191</b>	<b>65,996</b>
<b>EXPENDITURE TO DIRECTORATE SUMMARY</b>	<b>15,852,517</b>	<b>15,644,959</b>	<b>207,558</b>

<b>EDUCATION &amp; LIFELONG LEARNING</b>	<b>Original Estimate 2015/16 £</b>	<b>Estimated Outturn 2015/2016 £</b>	<b>Variance Under (Over) 2015/2016 £</b>
<b><u>LIFELONG LEARNING</u></b>			
Community Education	1,854,086	1,854,086	0
Community Centres	534,959	534,959	0
Library Service	2,789,927	2,855,927	(66,000)
LLL Insurance & Non Operational Property/Land	148,491	148,491	0
<b><u>EXPENDITURE TO SERVICE SUMMARY</u></b>	<b>5,327,463</b>	<b>5,393,463</b>	<b>(66,000)</b>

Description	Description	Savings Targets 2015-16 £'000	Achieved in 2015-16 £'000	Details
Budget Realignment	Earmarked Formula Funding (Grounds Maintenance)	10	10	Relates to ad hoc grounds maintenance works for playing fields, consistent with recent underspends.
Budget Realignment	Teacher Performance Management	40	40	Allocation per School is driven by teaching numbers, to allow for classroom observation and performance review. This saving is consistent with recent underspends.
Budget Realignment	School Meals Admin., Utility & Telephones	20	20	Reimbursement to school's for administrative, utility and telephone costs based on the number of meals provided at each site. This saving target is consistent with recent underspends. Calculation is retrospective and details to be calculated shortly for 2015-16 charges. No issues anticipated currently.
Budget Realignment	Lifelong Learning Administration	15	15	Linked to a vacant post.
Budget Realignment	Visually Impaired Services	30	30	Saving based on recent underspends. No issues anticipated with regards to achieving this target currently.
Budget Realignment	WJEC Contributions	10	10	Saving based on SLA Agreements.
Vacancy Mgt / Service Review	Administration	83	83	1 post identified for a saving was occupied for April to June 2015, this shortfall is accounted for within 2015-16 Directorate projections.
Vacancy Mgt / Service Review	Behaviour Support	35	35	Linked to a vacant post.
Vacancy Mgt / Service Review	Language Support Primary	35	35	Linked to a vacant post.
Vacancy Mgt / Service Review	Psychology Service	22	22	Linked to a vacant post.
Redirect of Roles to Grant Funded Areas	Early Years Central Team	31	31	Funding for 1.5 FTE posts through the Flying Start Grant, as agreed in 2014-15.
Service Reduction	School Improvement Initiatives	50	50	Funding for specific initiatives to support problems in School's reduced by £50k.

Page 33

Description	Description	Savings Targets 2015-16 £'000	Achieved in 2015-16 £'000	Details
Specific	Community Centres	70	70	Repairs & maintenance budget reduced by £70k. No issues projected currently.
Specific	Library Service	181	115	£91k management restructure completed August 2014, £13k supplies & services saving and £10k premises saving through relocation of staff. A £66k one off cost pressure for the release of pension and severance costs for 8 staff, necessary to achieve MTFP targets moving forwards (£134k saving through reduced hours).
Specific	Community Education	27	27	£20k reduction is premises costs and £7k vacant post.
Specific	Music Service	100	100	This target is consistent with £97k underspend in 2014-15, review in hand. Current projections for 2015-16 indicate that this target is achievable.
Specific	SEN (Special Educational Needs) Recoupment	50	50	Relates to Out of County Placements for pupils with Special Educational Needs, saving based on recent spend details.
<b>TOTAL</b>		<b>809</b>	<b>743</b>	

**VARIANCE (Shortfall on Savings Targets - accounted for in 2015-16 Projections)**

**66 As at end of July 2015 Projections**

Details of Variance :

Library Service - One off costs associated with deletion of 8 posts

66

**Total**

**66**





## EDUCATION FOR LIFE SCRUTINY COMMITTEE – 22ND SEPTEMBER 2015

**SUBJECT: LEARNING CAERPHILLY SINGLE INTEGRATED PLAN UPDATE**

**REPORT BY: CORPORATE DIRECTOR, EDUCATION & COMMUNITY SERVICES**

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### **1. PURPOSE OF REPORT**

1.1 To update members on the Learning Caerphilly elements of the Single Integrated Plan.

### **2. SUMMARY**

2.1 The report provides an update on the Learning Caerphilly priorities and demonstrates how officers intend to ensure the continuous improvement of services for the forthcoming academic year.

### **3. LINKS TO STRATEGY**

3.1 The report links directly the 'Learning' section of the Single Integrated Plan for Caerphilly.

### **4. THE REPORT**

4.1 The Learning Caerphilly Single Integrated Plan includes the following priorities.

L1 - Improve the level of basic skills and the number of achieved qualifications (formal and non-formal) to improve the life opportunities for families.

L2 - Develop a multi-agency approach to address the impact of poverty on pupil attainment.

L3 - Children, young people and families have the skills and resources to access job opportunities.

4.2 The Learning Caerphilly Highlights Report (Appendix 1) records where we were, what had worked well and what action we intended to take to improve service delivery. This information was then circulated to key colleagues in order to consult effectively and the actions have been amended in response for the forthcoming academic year.

4.3 The Learning Caerphilly Single Integrated Plan – September 2015 (Appendix 2) records the future actions, provides an update on service delivery and includes a framework for monitoring future progress.

4.4 Members are asked to note the content of the report and appendix documents.

## **5. EQUALITIES IMPLICATIONS**

- 5.1 There are no equalities implications associated with this report although the objective seeks to address inequities 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 plan.

## **10. REASONS FOR THE RECOMMENDATIONS**

- 10.1 Not applicable

## **11. STATUTORY POWER**

- 11.1 Not applicable

## **12. URGENCY (CABINET ITEMS ONLY)**

- 12.1 Not applicable

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Keri Cole, Chief Education Officer  
Cllr Passmore, Cabinet Member for Education and Lifelong Learning  
Councillor W. David, Chair of Education for Life Scrutiny Committee  
Councillor J Pritchard, Vice Chair of Education for Life Scrutiny Committee  
Howard Rees, Programme Manager, Partnership Development and Collaborative Improvement  
Finance Department  
HR Department

Appendices:

Appendix 1 Learning Caerphilly Highlights Report

Appendix 2 Learning Caerphilly Q1 document – September 2015

## Caerphilly Local Service Board



Bwrdd Iechyd  
Aneurin Bevan  
Health Board



Heddlu  
Gwent  
Police



### **“Caerphilly Delivers” - Single Integrated Plan** **Highlight Report & Scorecard**

#### **Outcome: Learning Caerphilly**

#### **Priorities:**

- L1. Improve the level of basic skills and the number of achieved qualifications (formal and non-formal) to improve the life opportunities for families.
- L2. Develop a multi-agency approach to address the impact of poverty on pupil attainment.
- L3. Ensure children, young people and families have the skills and resources to access job opportunities.

**Date:** July 2015

#### **Context**

This report highlights the progress of the above Priorities/Outcome contained within “Caerphilly Delivers” – the Single Integrated Plan (SIP).

**Section 1** is the report presented to the Leads Group on 17<sup>th</sup> August, 2015.

#### **The LSB is requested to consider and comment on the following actions/recommendations:-**

1. *Note the contents of the report.*
2. *The operational group for Learning Caerphilly have reviewed each of the action points within L1, L2 and L3 and have made suggestions on amendments of wording and additional actions. These are placed within Appendix 1.*

Following consideration of the recommendations, the Leads Group will progress actions on behalf of the LSB:

Recommendation	Recommendation Accepted	Partially Accepted/ Amended	Rejected & reasons stated
1.			
2.			
3.			
4.			

**Section 1: (L2.) Learning Outcome - Highlight Report**

<b>'What do we want to do?' (Priorities)</b>	<i>Progress of the Programme Collaboration Group</i>
<b>Partners helping us to achieve this:</b>	<ul style="list-style-type: none"> <li>• Flying Start</li> <li>• Families First</li> <li>• Communities First</li> <li>• Youth Service</li> <li>• Supporting People</li> </ul>
<b>Report Author:</b>	Lynne Bosanko-Williams

**Where are we now?**

The Programme Collaboration Group was established in January 2014 to improve and further develop joint working between five Programmes throughout the borough. The group membership comprises of the coordinators/managers of the following Programmes:

- Flying Start
- Families First
- Communities First
- Youth Service
- Supporting People

The purpose of the Group is to:

- Work collaboratively and develop synergy across the five Programmes;
- Identify opportunities and implement actions in order to increase and/or improve quality provision;
- Share information, communicate effectively and apply professional challenge.

The key responsibilities of the Group are to:

- Share good practice and identify improved ways of working together and, where appropriate, support or enhance the delivery of Programmes;
- Liaise closely on commissioning needs in order to develop and deliver services/projects in the borough;
- Identify and utilize joint commissioning opportunities based upon identified local need and where appropriate, pool resources;
- Agree leads on areas of work where there is crossover, to avoid duplication;
- Develop improved efficiency and effectiveness within individual and all Programmes;
- Identify opportunities across all SIP thematic areas for collaboration across the partnership landscape.

### **What has worked well? (Successes)**

There are recognised distinct differences in terms of provision, target groups, priorities and funding streams, reporting lines etc. between all of the five Programmes on the Programme Collaboration Group. However, there are also areas of commonality in that we are all working to ensure our services and projects reach the most vulnerable, make contributions to tackling poverty, demonstrate measurable outcomes and make a difference to the lives of Caerphilly borough residents. Between us we seek to provide services and projects that meet local need identified, and through formally rationalised and endorsed strategies and plans.

The benefits of collaboration working between the strategic leads of each Programme were recognised early on in the establishment of the Group. These include communication, recognition of opportunities, increased knowledge of Programmes and delivery, maximisation of resources, removal of duplication and collaborative ways of working.

A key task undertaken last year was a mapping exercise. The aim of this process was to map out service delivery and projects across all the Programmes throughout the borough, which contributed to the national population outcomes and the Programme lead for each. This agreed clarity between the Programmes reduced any possible multiple or duplication reporting. In addition, the process enhanced communication and understanding and recognised further opportunities for collaboration working.

In terms of opportunities, the collaborative work undertaken and the recognition of good practice and gaps in service provision, has led to an increase in joint commissioning where appropriate. For example, where good practice is delivered through Flying Start in Flying Start areas, Families First has commissioned a joint service for delivery in non-Flying Start areas. There are now examples of further

joint commissioning between the Programmes. Please see Appendix 1 which provides a summary of the current joint commissioning. The application of value for money has been applied and good practice for commissioning processes shared and maximised. In addition, where appropriate, joint monitoring processes have also been agreed and applied.

Other notable key work undertaken by the Group has been the ongoing awareness raising of the Programmes. The focus has been predominately front line staff on all the services, and support for families throughout the borough across all Programmes, including how to make referrals. At these events each Programme lead and supporting staff are fully involved and the feedback from practitioners attending has always been positive.

### **What are the challenges?**

Caerphilly borough is one of seven local authorities participating as an early adopter of the Common Outcomes Framework pilot. This work initially commenced in 2014, driven by the Deputy Minister for Tackling Poverty (then Vaughan Gething A.M.) who endorsed work to identify a Common Outcomes Framework for Communities First, Families First and Flying Start. The local Programme leads were actively involved in providing information and feedback based upon the learning and collaborative working experience in Caerphilly borough that have already taken place. These three Programmes are recognised as the key tackling Poverty Programmes funded by Welsh Government which invests over £150m across Wales to meet the needs of those who are the most vulnerable.

The objective was to identify a framework of common outcomes, through performance measures which focuses the work of the three key tackling Poverty Programmes. It also supports the alignment of the Programmes and allows for better administration.

The framework sits below the performance framework set out in the Programme for Government (which sets out the key aims of the Welsh Government and the long term challenges that we are all seeking to address). Challenges include the level of worklessness in Wales and the numbers in persistent poverty. Although it may not be entirely the responsibility of the three Programmes to tackle, Welsh Government want Programmes to be demonstrating that they impact on these challenges and the indicators identified to measure progress.

### **What actions are we going to take to improve? (Next steps)**

Welsh Government wants the early adopters to test the extent to which these Programmes can be included in the testing of the framework and consider them in drawing out the lessons learnt. There are twenty one population indicators have been set out in three outcome domains, covering “prosperity and employment”, “health and wellbeing” and “learning and fulfilling potential”. It is

Welsh Government's intention to roll out the final framework next year across Wales.

The leads for the three Programmes are working together to provide data and reports as required by Welsh Government and we are anticipating an initial submission will be required mid-August 2015 and the first analysis return and observations in November 2015.

The progress and good practice of the wider Programme collaboration in Caerphilly has been increasingly recognised over the last twelve months. Along with the three key Poverty Programmes, Welsh Government is now also aiming to incorporate Supporting People into the existing anti-poverty Programmes. In addition, Kate Cassidy, Director for Communities and Tackling Poverty requested a briefing on the work of the Programme Collaboration Group when she met with the Supporting People and Families First lead in May 2015. Furthermore, at the national Shelter Conference in July 2015, Lesley Griffiths AM, Minister for Communities and Tackling Poverty cited and recommended Caerphilly in her speech as a local authority of good Programme collaboration working.

## Amendment to actions for the Reporting Year 2015 / 16

### L1: Improve the level of basic skills and the number of achieved qualifications (formal and informal) to improve the life opportunities for families.

<i>Current Action</i>	Continue to implement the Skills Strategy to raise the profile of adult basic education and family learning.
<i>Amended to</i>	<ul style="list-style-type: none"> <li>• Deliver work that compliments the Skills Strategy, developing essential skills</li> <li>• Deliver work that compliments the Skills Strategy, through family learning</li> </ul>
<i>Rationale</i>	The Skills Strategy has been implemented, and is the responsibility of the Education Achievement Service (EAS). However the key element addressed here is that we continue to pick up the themes in the strategy outside of those focused on school attainment. The operational group determined that the interventions and support provided were different through adult education and family learning, and both were having a significant impact on improving basic skills that they should be reported separately.

<i>Current Action</i>	Continue to support the development of quality, accessible, affordable childcare provision to support access to education, learning and employment.
<i>Amended to</i>	Support the development of quality, accessible, affordable childcare provision to support access to education, learning and employment.
<i>Rationale</i>	This is a small change to remove “continue”, as this is an ongoing action to provide support childcare settings.

<i>Current Action</i>	Develop a clear pathway between existing parent participation networks in the community and parent’ involvement in the local school setting.
<i>Amended to</i>	Identify and overcome barriers to parental engagement in learning
<i>Rationale</i>	Reporting on this area of work has been focused on parent networks and although they are undertaking very valuable work in this area it has been evident through discussions that the rationale behind this work is to remove barriers to learners for parents who may not have had a positive experience of education. As a result agencies are working with in this area to identify and remove these barriers, and in order to report on all the positive developments the aim has been broadened.



<i>Current Action</i>	Develop a range of appropriate interventions to support young people and adults in accessing the right support for learning at the right time.
<i>Amended to</i>	<ul style="list-style-type: none"> <li>• Develop a range of appropriate interventions to support young people in accessing the right support for learning at the right time</li> <li>• Develop a range of appropriate interventions to support adults in accessing the right support for learning at the right time.</li> </ul>
<i>Rationale</i>	Following conversations during the reporting process it has been agreed that interventions that support young people and adults are very different in their nature and equally as valid for access learning at an appropriate time. As a result we feel that reporting of interventions should be separated for young people and adults in order to ensure the interventions for each discrete group are recognised.

<i>Current Action</i>	Embed Basic Skills within the Joint Assessment Family Framework
<i>Amended to</i>	Implement the Joint Assessment Family Framework (JAFF)
<i>Rationale</i>	There is a need to continue the implementation of the JAFF beyond basic skills. E.g. health and social needs. For many families until their health and social needs are met they are not ready to “learn and earn”. There is also the opportunity to consider alignment with the Social Services and Well Being Act and in particular Proportionate Assessment, Information, Advice and Assistance, and Eligibility Thresholds.

<i>Current Action</i>	Ensure that young people and adults have the appropriate level of basic skills to access opportunities in employment, education and training.
<i>Amended to</i>	Deliver a range of opportunities to enable young people and adults have the appropriate level of basic skills and qualifications to access opportunities in employment, education and training.
<i>Rationale</i>	This is an amalgamation of the current action and an additional one with regards to learning pathways that is to be removed.

<i>Current Action</i>	Improve standards of attainment in reading, writing and the application of literacy and numeracy.
<i>Amended to</i>	Improve standards of attainment in the application of literacy and numeracy.
<i>Rationale</i>	Only a slight amendment to wording to allow for improved reporting

<i>Current Action</i>	<del>Provide diverse learning pathways for young people and adults.</del>
<i>Amended to</i>	Removed
<i>Rationale</i>	This line of reported has been amalgamated into another action point.

<i>Current Action</i>	Reduce the inequality gap for identified vulnerable families through increased collaborative working of funding streams
<i>Amended to</i>	Reduce the inequality gap for identified vulnerable families through increased collaborative working
<i>Rationale</i>	It was determined that in the current climate this area of work was not about funding streams being pulled together, as these are continually being reduced. The area of work is about services working smarter, and identifying future ways of working that produce the best outcomes for vulnerable families.

<i>Current Action</i>	New
<i>Amended to</i>	Work collaboratively to promote volunteering opportunities that can raise aspirations and improve skills for young people and adults
<i>Rationale</i>	The working group felt that the importance of volunteering as a mechanism of building people's confidence to engage in work based activities as a method of improving skills and experience, which was not picked up through the current actions. This area of work is focused on the promotion of opportunities to gain experience and build confidence.

## L2: Develop a multi-agency approach to address the impact of poverty on pupil attainment

<i>Current Action</i>	Develop a strategy to reduce the gap in attainment for children on Free School Meals and target resources appropriately.
<i>Amended to</i>	Reduce the gap in attainment for children on Free School Meals and target resources appropriately.
<i>Rationale</i>	The group felt that it was no longer about developing a strategy, but about the difference that the work being undertaken is making to the attainment gap. The wording of the action has been re-focused to allow reporting to highlight the importance of the difference made in the outcomes of pupils in receipt of Free School Meals.

<i>Current Action</i>	Expand the Flying Start Programme and continue to work multi agency and in partnership with Families First, Community First and wider partner programmes, to support families in poverty and raise aspirations for attainment of children and young people.
<i>Amended to</i>	Support families in poverty and raise aspirations for attainment of children and young people.
<i>Rationale</i>	The programme has now been expanded and work is ongoing in terms of the multi-agency working. The action has now been shorted to primarily focus on the outcomes that can be achieved in supporting to families to improve the aspirations of their children and young people.

<i>Current Action</i>	Promote positive cultures and develop a mobile outreach provision to engage isolated communities in learning and to raise their aspirations.
<i>Amended to</i>	Promote positive cultures and develop provision to engage children and young people isolated communities in learning and to raise their aspirations.
<i>Rationale</i>	Again, the action has been re-worded to provide a focus on the outcomes for children and young people. The reporting will focus on how we engage with children and young people in and around the school day to promote learning and raise aspirations.

<i>Current Action</i>	Provide timely support to pupils who do not attend school regularly through the TAF(SFC) model, so that the social needs of families are supported.
<i>Amended to</i>	Provide timely support to pupils who do not attend school regularly through Supporting Family Change (TAF Model), so that the social needs of families are supported.
<i>Rationale</i>	This has been reworded to reflect the change in the delivery model, and ensure that the reader can understand how the interventions are being undertaken.

<i>Current Action</i>	Support parents to value what our schools do and encourage positive views about learning and achievement
<i>Amended to</i>	Removed
<i>Rationale</i>	This has been removed as the working group felt that the reporting information was being captured through other actions within the plan.

<i>Current Action</i>	Target key schools through partnership working to improve attendance and reduce exclusions.
<i>Amended to</i>	Remains the same
<i>Rationale</i>	This remains unchanged and is still a key focus for the group.

**L3: Children, young people and families have the skills and resources to access job opportunities**

<i>Current Action</i>	Continue the work of successful community education programmes that support young people and families to access job opportunities.
<i>Amended to</i>	Provide community learning programmes that support young people and families to access job opportunities.
<i>Rationale</i>	This is reworded to reflect the current position, and allow reporting to focus on the provision of the programmes.

<i>Current Action</i>	Develop and implement a diagnostic toolkit for identifying and monitoring NEETs at early stages.
<i>Amended to</i>	Implement the Youth Engagement and Progression Framework to reduce the number of young people who are at risk of or currently NEET.
<i>Rationale</i>	The diagnostic tool has now been developed and allows us to identify young people with specific risk factors that increase their potential to become NEET. The action has been reflected to reflect a wider area of work, of which the diagnostic tool is a small part, on the delivery of the Welsh Government Engagement and Progression Framework.

<i>Current Action</i>	Develop multi-agency working with schools to target identified young people to improve attainment and increase the percentage of young people achieving 5 GCSE's A*- C, including English and Maths.
<i>Amended to</i>	Embed multi-agency working with schools to target identified young people to improve attainment and increase the percentage of young people achieving 5 GCSE's A*- C, including English and Maths.
<i>Rationale</i>	There has been a significant amount of work undertaken in this area, and the group felt that it was no longer about the development of this way of working, but a focus on embedding these methods to ensure that young people achieve the best possible outcomes.

<i>Current Action</i>	Focus on the early intervention actions in priority actions L1 and L2 to have a positive impact on the cultural attitudes of parents and communities.
<i>Amended to</i>	Removed
<i>Rationale</i>	This has been removed as it was not possible to provide smart reporting on the outcome.

<i>Current Action</i>	<i>New</i>
<i>Amended to</i>	Work collaboratively to promote volunteering opportunities as pathway to gaining employment
<i>Rationale</i>	This has been added to ensure that the importance of volunteering is captured within the learning theme. The focus on reporting in this area is the importance of a volunteering as a pathway to employment.

**L1: Improve the level of basic skills and the number of achieved qualifications (formal and informal) to improve the life opportunities for families.**

Title	Comment (to be copied into Ffynnon)	RAG	Overall Status	Status	% Comp
Deliver work that compliments the Skills Strategy, developing essential skills	Community Education enrolments and achievement of qualifications continued to improve 2013-14. In the Academic Year 2013/14, 344 adult learners achieved a basic skills qualification, which is an increase from 278 in 2012/13. The number of people supported by Bridges into Work, into employment increased from 251 (12/13) to 370 (13/14) and number of people gaining qualifications through Working Skills for Adults increased from 1279 (12/13) to 1919 (13/14). The number of vocational courses delivered rose from 39 (12/13) to 87 (13/14). There was an increase of 60 enrolments and successful completion of these courses rose from 87% (12/13) to 90% (13/14)				
Deliver work that compliments the Skills Strategy, through family learning	<p>Families First Integrated Family Learning (IFL) project has engaged 91 families in basic skills community programmes over past 6 months, and hosted 442 Speech &amp; Language sessions over the period.</p> <p>Language and Play, and Family Learning community groups have reached a total of 49 families. This consisted of 49 adults and 71 children, a total of 120 individuals. Families who attended the Family Learning community groups were referred via schools.</p> <p>Flying Start programme has developed an Early Language Pathway offer that includes the PEEP programme delivery on which LAP was based. The groups are run across the 20 areas termly through the Pop in and Play sessions (279 parents and 296 children attended the groups 2013-14 which was an increase on previous years).</p>				

Title	Comment (to be copied into Ffynnon)	RAG	Overall Status	Status	% Comp
	<p>442 adults engaged in the WG FL provision, of which 86% or 380 adults achieved their individually set targets. 441 children also took part in this provision. In addition the FF Integrated Family Learning Project has engaged 180 families in Community Programmes and 56 families in Home Support programmes within the last year. This project engaged with a total of 614 individuals. Families who attended the Family Learning community groups were referred via the Family Engagement project, schools and home Family Learning, health partners and the Supporting Family Change project.</p>				
<p>Support the development of quality, accessible, affordable childcare provision to support access to education, learning and employment.</p>	<p>Assisted Places Scheme: 194 children (2013-14) and 134 children (2014-15) were supported to access childcare provision, supporting family outcomes as well as sustainability of childcare provision.</p> <p>Out of School grant continues to support the set up of new provision where there are gaps highlighted by the Childcare Sufficiency Assessment.</p> <p>Flying Start programme has developed 16 new sessional childcare settings and contracted 12 non-maintained childcare settings to enable local access to funded childcare places for 20 Flying Start areas 2014-15.</p>				
<p>Identify and overcome barriers to parental engagement in learning</p>	<p>Parent Network group linked to Hengoed Primary, which is linked in with Families First, has developed a picture book with a professional illustrator, which will be published by the end of October. Parents in the group will be supported by a story tell to model storytelling to children as feedback from pop in and play sessions have indicated that parents are low in confidence and do not engage in story telling activities. Working with Communities 1st and the Family Engagement Project these parents will lead storytelling in other school settings.</p> <p>This project is now in development with Park Primary who are currently at the illustration stage, with the following project being targeted to welsh language provision.</p>				



Title	Comment (to be copied into Ffynnon)	RAG	Overall Status	Status	% Comp
	<p>The parent forum from Hengoed Primary School, were nominated for an NIACE Inspire award for the work they have undertaken. An additional two book have been developed with Nelson Parent Forum, linking in with the infant and junior school in that area. The second is a bi-lingual book with YGG Gilfach Fargoed, which has support for parents who may also be early learners in Welsh Language.</p>				
<p>Develop a range of appropriate interventions to support young people in accessing the right support for learning at the right time</p>	<p>Vulnerable groups have been identified and range of interventions introduced. Their progress is being tracked using both academic results and soft outcomes through various reporting mechanisms</p> <p>Caerphilly Youth Service Strategy provides a framework to support young people, through broad and progressive youth work methodology in response to needs. This provision is delivered in Youth Centres, Clubs and venues throughout Caerphilly. Youth Projects target young people who need intensive additional support which include Expectant Parents Project and Youth Workers in Schools.</p> <p>2 youth employment officers funded by Communities First support young people aged 16-24 to access volunteering, training, JGW opportunities and employment. The staff are members of the youth engagement and progression framework to ensure the right support is provided at the right time.</p> <p>StreetGames provides a volunteer offer to young people including the opportunity to gain non accredited doorstep sport skills and accredited Sports Leader Level 1 and 2 qualifications. Volunteering with StreetGames also provides the opportunity to complement existing youth work accreditations</p>				
<p>Develop a range of appropriate</p>	<p>The new ESF projects will provide advice and guidance regarding educational opportunities across the Borough to move people towards, into and develop</p>				

Title	Comment (to be copied into Ffynnon)	RAG	Overall Status	Status	% Comp
interventions to support adults in accessing the right support for learning at the right time.	<p>skills within the workplace.</p> <p>Communities First employ 2 Digital Inclusion Officers to support people to gain essential basic IT skills. During financial year 2014/15, 641 people were supported to get online and learn basic IT.</p> <p>Communities First employment support team have supported 257 people to gain employment related qualifications and 171 people into work.</p>				
Implement the Joint Assessment Family Framework (JAFF Page 102	<p>There is a need to continue the implementation of the JAFF beyond basic skills. E.g. health and social needs. For many families until their health and social needs are met they are not ready to “learn and earn”. There is also the opportunity to consider alignment with the Social Services and Well Being Act and in particular Proportionate Assessment, Information, Advice and Assistance, and Eligibility Thresholds.</p> <p>This will be an area of work for 2015/16.</p>				
Deliver a range of opportunities to enable young people and adults have the appropriate level of basic skills and qualifications to access opportunities in employment, education and training.	<p>Work is being undertaken with schools, through the EAS to encourage them to embed literacy skills across the curriculum for young people.</p> <p>In the Academic Year 2013/14, 344 adult learners achieved a basic skills qualification, which is an increase from 278 in 2012/13.</p> <p>Communities First work with the basic skills unit to establish community based provision with identified jobseekers. From April 2014 to March 2015, 77 people have attended essential skill classes. Of these, 59 have improved literacy skills and 32 have gained a qualification.</p> <p>2 Youth Employment Officers funded by Communities First support young people aged 16-24 to access volunteering, training, JGW opportunities and employment. The staff are members of the youth engagement and</p>				

Title	Comment (to be copied into Ffynnon)	RAG	Overall Status	Status	% Comp
	<p>progression framework to ensure the right support is provided at the right time. From April 2014 to March 2015, 429 young people have been supported. Of these, 101 have secured a JGW placement and 105 and have entered employment.</p>				
<p>Improve standards of attainment in the application of literacy and numeracy.</p>	<p>In Key Stage 2, LA officers identify and target pupils to receive additional literacy intervention in Year 4. In 2012-13, 132 pupils were identified across 25 schools, including Welsh medium. At the beginning of the 16-week programme, all pupils are baselined using the York Assessment of Reading and Comprehension (YARC) tool.</p> <p>Outcomes for pupils who received the intervention between September 2013 and June 2014 indicated 82% of pupils made a minimum of 4 months progress in their reading accuracy and rate.</p>				
<p>Reduce the inequality gap for identified vulnerable families through increased collaborative working</p>	<p>There is a Welsh Government drive towards a Joint Outcomes Framework which links Flying Start, Families First and Communities First. In Caerphilly, this is already being taken forward through the programme collaboration group which also includes Supporting People, and the Engagement and Progression Framework, to further develop joint commissioning and prevent duplication of provision.</p> <p>Adult Community Learning use funding from a range of funding streams to deliver essential skills through a variety of mechanisms in order to ensure value for money and economies of scale.</p> <p>Caerphilly is an early adopter for the Welsh Government Common Outcomes Framework. The framework of common outcomes and measures is intended to focus the work of Flying Start, Families First and Communities First programmes to tackle poverty, support the alignment of the programmes and provide a more</p>				

Page 5 of 15

Title	Comment (to be copied into Ffynnon)	RAG	Overall Status	Status	% Comp
	coherent administrative demand.				
Work collaboratively to promote volunteering opportunities that can raise aspirations and improve skills for young people and adults	<p>The Youth Service has developed a Volunteering Policy and Protocol in order assist young people to gain valuable experience and qualifications as a pathway to employment.</p> <p>The Youth Engagement and Progression Coordinator is also working collaboratively with internal and external partners to assist young people who are at risk or currently NEET to secure work based learning opportunities.</p> <p>StreetGames provides a volunteer offer to young people including the opportunity to gain non accredited doorstep sport skills and accredited Sports Leader Level 1 and 2 qualifications. Volunteering with StreetGames also provides the opportunity to complement existing youth work accreditations. In 2014-15, 397 young people were engaged in StreetGames activities.</p>				

## L2: Develop a multi-agency approach to address the impact of poverty on pupil attainment

Title	Comment (to be copied into Ffynnon)	RAG	Overall Status	Status	% Comp
<p>Reduce the gap in attainment for children on Free School Meals and target resources appropriately.</p>	<p>One of the six new Improvement Objectives is focused specifically improving outcomes for learners, particularly those vulnerable to underachievement. One of the key actions will focus the achievement of pupils in receipt of Free School Meals.</p> <p>The EAS continue to monitor the use of the PDG Grant and pay close attention is paid to provision for children on Free school Meals as part of the targeted intervention.</p> <p>For Key Stage 2, data shows that in 2013 68.9% of FSM pupils achieved the Core Subject Indicator (CSI), this increased to 71.4% in 2014. The achievement of non FSM pupils was 89.3% in 2013 and 90.4% in 2014. This highlights that Caerphilly narrowed the gap in performance by 1.4% over the period.</p> <p>For Key Stage 3, data shows that in 2013 52.1% of FSM pupils achieved the Core Subject Indicator (CSI), this increased to 57.9% in 2014. The achievement of non FSM pupils was 79.7% in 2013 and 82.3% in 2014. This highlights that Caerphilly narrowed the gap in performance by 3.2% over the period.</p>				
<p>Support families in poverty and raise aspirations for attainment of children and young people.</p>	<p>Flying Start is a child focussed, tackling poverty, intervention programme for 0-3 year olds delivered in 19 areas currently and expanding to a further 6 areas in 2015-16. The maximum number of 0-3 year olds targeted currently is 2,246 increasing to 2,483 in 2015-16.</p> <p>Childcare for 2-3 year olds offers funded places part time 5 days a week, before the child starts their Foundation Phase place. The take up of places is high (89%), and attendance is improving (77%), [data based on 2013-14].</p>				

Title	Comment (to be copied into Ffynnon)	RAG	Overall Status	Status	% Comp
Promote positive cultures and develop provision to engage children and young people isolated communities in learning and to raise their aspirations	<p>A Communities First PDG Grant – Youth and Family Workers in Schools project has been developed through a partnership between Communities First and the Youth Service to target pupils in need of additional support and provide interventions both in school and within their own community. Young people’s school attendance has improved and they have secured non-formal qualifications which are focused on addressing the barriers to learning.</p> <p>Communities First Youth and Family Officers provide a range of learning opportunities to support young people from disadvantaged backgrounds. In 2014-15, 178 young people participated in a personal or social development opportunity for more than 10 hours and 62 young people gained a recognised qualification on the QCF framework.</p>				
Provide timely support to pupils who do not attend school regularly through Supporting Family Change (TAF Model), so that the social needs of families are supported.	<p>Families, who are referred to Supporting Family Change (SFC), where there are children and young people in the household who are not regularly attending school, receive coordinated support from relevant agencies to help improve school attendance. Now the model has been adapted there is the flexibility to provide more intensive support where needed to break the cycle and culture of non-attendance in families.</p> <p>Attendance data has continued to improve for the Academic Year 2013/14, a shows Secondary at improvement from 92.0% on 2012/13 to 92.9% in 2013/14.</p> <p>Primary attendance also shows and improvement moving from 93.2% in 2012/13 to 94.4% in 2013/14</p>				

Page 8 of 15

Title	Comment (to be copied into Ffynnon)	RAG	Overall Status	Status	% Comp
Target key schools through partnership working to improve attendance and reduce exclusions.	<p>Attendance data has continued to improve for the Academic Year 2013/14. At Secondary the improvement has been from 92.0% in 2012/13 to 92.9% in 2013/14. Primary attendance also shows and improvement moving from 93.2% in 2012/13 to 94.4% in 2013/14.</p> <p>Exclusions in Primary remains at 0 for 13/14, although Secondary exclusions have increased from 5 (12/13) to 14 (13/14). It is anticipated that the implementation of the behaviour strategy will support improvements in this area.</p> <p>Communities First youth and family officers provide support for disadvantaged pupils in school time. In 2014-15, 123 young people had improved academic performance (not GCSE related) and 124 stated that they knew where to get help following the support.</p>				

**L3: Children, young people and families have the skills and resources to access job opportunities.**

Title	Comment (to be copied into Ffynnon)	RAG	Overall Status	Status	% Comp
Provide community learning programmes that support young people and families to access job opportunities	Community Education enrolments and achievement of qualifications continued to improve 2013-14. The number of people supported by Bridges into Work, into employment increased from 251 (12/13) to 370 (13/14) and number of people gaining qualifications through Working Skills for Adults increased from 1279 (12/13) to 1919 (13/14). The number of vocational courses delivered rose from 39 (12/13) to 87 (13/14). There was an increase of 60 enrolments and successful completion of these courses rose from 87% (12/13) to 90% (13/14)				
Implement the Youth Engagement and Progression Framework to reduce the number of young people who are at risk of or currently NEET.	<p>The System for Tracking and Reporting Vulnerability in Education (STRIVE) system has been developed. This includes the collection of data on school achievements, attendance, exclusions, free school meals and youth offending in order to identify the young people who are in most need of intervention and support.</p> <p>Officers are currently including post 16 data in the STRIVE system in order to engage the young people who are unknown status (tier 1) or not read for work (tier 2). It is envisaged that this system will enable officers to track outcomes, impact and progression.</p> <p>The Caerphilly Information Sharing Protocol has been quality assured by Wales Accord for the Sharing of Personal Information (WASPI) in February 2015. Signatures have been secured from schools, local authority, college and other partners. Monthly meetings are schedule to identify the needs and support young people to secure destinations.</p>				
Embed multi-agency working with schools to target identified	Alongside the work done within schools in liaison with the EAS, LA officers have challenged schools to raise their expectations, particularly in relation to vulnerable pupils. The performance and needs of every individual pupil in				



Title	Comment (to be copied into Ffynnon)	RAG	Overall Status	Status	% Comp
<p>young people to improve attainment and increase the percentage of young people achieving 5 GCSE's A*- C, including English and Maths.</p>	<p>years 10 and 11 are discussed and appropriate learning pathways and interventions are identified.</p> <p>Pupils' progress is categorised based on a range of factors. This categorisation may change during the term due to attendance, health issues, SEN issues, behaviour and intervention programmes implemented. The focus is to maintain the performance levels of pupils identified and to monitor the intervention programmes implemented from the school for those requiring additional support.</p>				
<p>Work collaboratively to promote volunteering opportunities as pathway to gaining employment</p>	<p>The Youth Service has developed a Volunteering Policy and Protocol in order assist young people to gain valuable experience and qualifications as a pathway to employment.</p> <p>The Youth Engagement and Progression Coordinator is also working collaboratively with internal and external partners to assist young people who are at risk or currently NEET to secure work based learning opportunities.</p>				

2019

**L1: Improve the level of basic skills and the number of achieved qualifications (formal and informal) to improve the life opportunities for families.**

Title	Target	Intervention	RAG	Actual	Comment	Trend			
						14-15 (AY 13-14)	13-14 (AY 12-13)	12-13 (AY 11-12)	11-12 (AY 10-11)
The % of pupils achieving L4+ in end of KS2 assessments for English	89.2					88.0%	86.9%	84.3%	82.2%
The % of pupils achieving L5+ in end of KS3 assessments for English	85.2					82.2%	78.7%	76.8%	70.9%
The % of pupils achieving L4+ in end of KS2 assessments for Mathematics	89.3					89.0%	87.4%	86.8%	84.6%
The % of pupils achieving L5+ in end of KS3 assessments for Mathematics	87.3					83.9%	81.5%	77.5%	74.3%
EDU002i: The percentage of pupils aged 15 as at the preceding 31 August who have compulsory education, training or work based learning without an approved external qualification	0.4%					1.0%	0.4%	0.4%	0.4%
% of pupils aged 15 who achieved the Level 2 threshold including a GCSE pass at L2 in English or Welsh first language and mathematics	60.4					TBC	46.3%	45.1%	43.3%
% of 16 year olds not in employment, education or training (NEET) in October	3.0%					TBC	4.4%	5.9%	4.5%
Number of young people engaged by youth service	17%					19%	24%	26%	19%
Number of young people achieving local accreditation	30%					35%	29.7%	13.4%	-
Number of young people achieving national accreditation	5%					5.9%	5%	1.5%	-

Title	Target	Intervention	RAG	Actual	Comment	Trend			
						14-15 (AY 13-14)	13-14 (AY 12-13)	12-13 (AY 11-12)	11-12 (AY 10-11)
Proportion of people (16-64) with no qualifications in the Caerphilly County Borough	No target							15.2%	17%
The number of adult learner enrolments on Basic Skills programmes	1000					1403	-	-	-
The number of Adult learners achieving Basic Skills qualifications	300					344	-	-	-
Family learning supported learners achieving individually set targets	400					447	-	-	-

**L2: Develop a multi-agency approach to address the impact of poverty on pupil attainment**

Title	Target	Intervention	RAG	Actual	Comment	Trend			
						14-15 (AY 13-14)	13-14 (AY 12-13)	12-13 (AY 11-12)	11-12 (AY 10-11)
EDU008a The number of pupils permanently excluded during the year per 1000 pupils from a) Primary Schools	0					0	0	0	0.25
EDU008b The number of pupils permanently excluded during the year per 1000 pupils from b) Secondary Schools	0					1.48	0.57	0.47	1.1
EDU010a The percentage of school days lost due to fixed-term exclusions during the year, in a) Primary Schools	0.2					0.013	0.013	0.017%	0.03%
EDU010b The percentage of school days lost due to fixed-term exclusions during the year, in a) Secondary Schools	0.10					0.074	0.09	0.094%	0.14%
EDU016a Percentage of pupil attendance in primary schools	94.9					94.4%	93.2%	0.017%	92.8%
EDU016b Percentage of pupil attendance in secondary schools	93.1					92.9%	92%	0.094%	90.7%

### L3: Children, young people and families have the skills and resources to access job opportunities

Title	Target	Intervention	RAG	Actual	Comment	Trend			
						14-15 (AY 13-14)	13-14 (AY 12-13)	12-13 (AY 11-12)	11-12 (AY 10-11)
% of pupils aged 15 who achieved the Level 2 threshold including a GCSE pass at L2 in English or Welsh first language and mathematics	60.4					TBC	46.3%	45.1%	43.3%
% of pupils aged 15 who achieved the Level 2 threshold	82.3					TBC	69.1%	64.1%	62.5%
% of 17 year old pupils entering a volume equivalent to 2 A levels who achieved the Level 3 threshold	TBC					TBC	96.2%	96%	99%
% of 16 year olds not in employment, education or training (NEET) in October	3.0%					TBC	3.5%	5.9%	4.5%
% year 13 leavers for schools in Wales not to be in education, employment or training – Caerphilly	TBC					TBC	TBC	6.8	5.1
Number of people supported by Bridges into Work into employment	7					378	240	104	-
Number of people gaining qualifications through Working Skills for Adults	24					2016	1134	-	-
Number of vocational courses delivered to improve employment opportunities	80					87	63	39	39
Numbers of learners enrolled on vocational programmes	730					803	743	458	-
% of learners successfully completing vocational courses	91%					90%	87%	83%	-

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