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Date: 28th October 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, 3rd November, 2015** at **5.30 pm** to consider the matters contained in the following agenda.

Yours faithfully,

Chris Burns

Chris Burns
INTERIM CHIEF EXECUTIVE

A G E N D A

Pages

1   To receive apologies for absence.

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

To approve and sign the following minutes: -

3   Education for Life Scrutiny Committee Meeting held on the 22nd September 2015.
1 - 8

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Correspondence may be in any language or format | Gallwch ohebu mewn unrhyw iaith neu fformat

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.

To receive and consider the following Scrutiny reports: -

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

To receive and note the following information items*: -

 *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 on 01443 863100, by 10.00 a.m. on Monday 2nd November 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 TUESDAY, 22ND SEPTEMBER 2015 AT 5.30 P.M.

PRESENT:

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

Councillors:

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

Cabinet Member for Education and Leisure: R. Passmore.

Together with:

K. Cole (Chief Education Officer), B. Hopkins (Assistant Director for Education), E. Pryce (Challenge Adviser – EAS), S. Hawkins (Community Centres Service Manager), T. Cunnick (Community, Youth Service & Adult Manager) L. Travis, (Senior Community Education Manager) C. Forbes-Thompson (Scrutiny Research Officer), Z. Powles (Solicitor) and A. Dredge (Committee Services Officer).

Also Present:

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

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors M.P. James, J. Roberts, C. Harrhy (Corporate Director - Education & Community Services), Mr M. Western, and Mrs A. Goss (Parent Governor Representative).

2. DECLARATIONS OF INTEREST

At the commencement of the meeting, and with reference to the report on the Community Centres Task and Finish Group, Councillors J Bevan, P.J. Bevan, Mrs A. Blackman, W. David (Chair), H.R. Davies, C. Durham, D. Havard, G. Johnston, Mrs G.D. Oliver, Mrs M.E. Sargent declared that they had each received dispensation from the Standards Committee in respect of their position as Management Committee Members of Community Centres in their wards.

3. **MINUTES – 7TH JULY 2015**

    RESOLVED that, subject to it being noted that M. Western had attended the meeting and had not been recorded as such, the minutes of the Education for Life Scrutiny Committee Meeting held on 7th July 2015 (minute nos. 1 – 11) 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 move of YGG Caerffili (Welsh Medium Primary 3-11) from their previous buildings into the refurbished and modernised listed building that forms part of the former St Ilan site. The move took place at the commencement of the academic year and has resulted in a much improved teaching and learning environment for the pupils.

    Flying Start has registered new CCBC childcare settings with CSSIW which will open this term in Gelligaer (Greenhill Primary), Senghenydd (Nant y Parc Primary) and Penllwyn Millennium Centre serving the Penllwyn and part of the Bryn Estates. New contracted non-maintained childcare settings will also be offering Flying Start from September, including increasing the number offering Welsh Medium Flying Start childcare places.

    As part of the Additional Learning Needs (ALN) review the Local Authority has been developing the role of Trinity Fields School and Resource Centre – further extending the 'unlocking the potential' philosophy through a 'hub and spoke' approach. The model used it to develop a flexible response to pupil need and individual school context. A Trinity Field's satellite class has been successfully established in Cwm Ifor Primary School. In this model, pupils in the satellite class are from Trinity Fields and the staff are recruited and employed by Trinity Fields. A partnership agreement signed by the school (Head teacher and Chair of Governors) of Trinity Fields and the Local Authority, sets out agreed roles and responsibilities. From September 2015 a member of staff from Trinity Field's School has been recruited to work in a primary Specialist Resource Base (SRB) class – in this model the SRB children remain on the roll of the Primary School. The teacher is employed by Trinity Fields. As with the satellite class there is a signed partnership agreement which sets out agreed roles and responsibilities of each setting. In January 2016, a second primary SRB class will have a Trinity Fields member of staff in place. This model ensures that teachers in specialist settings have strong background in managing children with complex needs and the appropriate professional support and training.

    The Education Achievement Service will be inspected by ESTYN between 16th – 27th May 2016.

    Members were informed that performance at KS4 remains provisional until January 2016. A full report will be presented to scrutiny in February alongside an update in relation to the revised new school categorisations.

    In addition, the Cabinet Member was pleased to announce that although the data is provisional there has been an improvement in all indicators. Nonetheless, the rate of improvement remains too slow to effect Caerphilly County Borough Council's comparative position in a positive way, but we do compare well at this stage with our EAS region. The authority is meeting with the EAS to agree actions to ensure that the progress is accelerated.

In closing, the Cabinet member confirmed that as was requested at the previous Scrutiny Meeting, School visits for Members are being facilitated at St Gwladys, St Cenydd and Cwm Ifor Schools. Details of the arrangements will be sent to Members in due course.

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.   **REDUCTION IN FUNDING FOR ADULT COMMUNITY LEARNING**

L. Travis, Senior Community Education Manager, informed members of the outcome of the reduction of funding for the academic year 2015/16.

Members were informed that over the last 2 financial years there had been a significant reduction in funding for Adult Community Learning and were referred to Appendix 1 of the report which tabled the reduction levels. It was noted that over £558,000 of funding had been lost and as a result the service had changed its delivery model in order to meet these budgetary requirements reducing the amount of provision it could support. In turn learner numbers had decreased and it was anticipated that this figure would continue to decline due to further funding reductions in 2015/16.

The different areas where savings would be implemented were summarised and included the non-renewal of the lease at Bedwas Workman's Hall which is due to expire on the 15th October 2015. Bedwas, Trethomas and Machen Community Council had agreed to take on the clubs and societies currently utilising the Hall and scheduled courses had been moved to other local venues. Members were advised that voluntary severance had been offered to all staff with applications considered on an individual business case basis and the vacant posts deleted from the staffing structure.

Assurances were given that Welsh Government priority learning areas around Essential Skills, Employability, Independent Living Skills and Welsh for Adults would continue to be provided at Oxford House Risca, Blackwood Comprehensive School, Risca Basic Skills Unit, The Hangar, Aberbargoed and Crumlin Institute.

The Officer confirmed that funding for the school based Families First Learning would end in October 2015, however it would continue to be provided in four local schools but as a much reduced programme.

All management information systems functions would move to a partnership arrangement with other authorities and data governance arrangements would be set up in order to facilitate data sharing. A senior management post would also be deleted from the staffing structure to make the 20% saving on the Medium Term Financial Plan (MTFP) by March 2017.

Members were advised that Officers were awaiting further information from Welsh Government on direct grant funding levels. This is expected sometime in January 2016 and would include 'Post 16' provision for the next academic year.

The Chair thanked the Officer for her report and Members questions were welcomed.

Clarification was sought with regard to an expected decision on ESF funding and the Officer confirmed that the preliminary project start was 1st September running until April 2018, talks were currently underway with Communities First and staff would look to start service delivery soon. It was noted that a 'triage' team would be initiated and they would ensure that service users were directed to the right project for their individual needs.

Members referenced the loss of the School Based Family Learning initiative and the Officer confirmed that every effort had been made in this regard and enough funding had been secured to allow some school based family learning to continue by restructuring within the basic skills unit.

Clarification was sought with regard to the Bedwas Workingman's Hall lease and the role of Bedwas, Trethomas and Machen Community Council in supporting the clubs and groups accessing the Hall were discussed at length. A Member expressed concern with regard to the long term sustainability of the current arrangement.

A Member referred to the geographical spread of the learning centres and that this would leave a large portion of the County Borough uncovered. The Officer confirmed that the programme has been tailored to areas of identified need, with a range of courses offered in a range of areas. However, when delivering in the community it should be noted that Communities First areas would often provide free venues.

Members agreed the need to occupy Council owned buildings and free venues first with lease arrangements considered only as a last resort, the continued delivery of learning services being the priority.

Having fully considered its content the Education for Life Scrutiny Committee noted the report.

8.   **ISLWYN WEST SECONDARY SCHOOL (IWSS) – UPDATE**

T. Williams, Head Teacher Islwyn High School and B. Hopkins, Assistant Director 21st Century Schools provided an update on the progress of the project.

The Assistant Director provided an overview of the progress to date and confirmed that the project would be managed by AECOM with Wilmott Dixon as contractor. The contractor has established a site compound and soil excavations are progressing. Welsh Government approved a permanent build extension on the 11th June 2015 with the funding bid of £1.5m approved in a 50/50 spilt between CCBC and WG.

Members were referred to section 5.4. of the Officer's report which detailed the SEWSCAP conditions of the contract which makes provision for the financial 'pain and gain' to be apportioned between the Contractor and the Authority. The 'share of difference' implications were explained and the actual costs as a percentage of target cost rationale confirmed.

The anticipated completion date, as advised by the contractor was noted as the 23rd April 2017 but with two winters and associated weather conditions within this timeframe this could be subject to change.

Having noted the indicative completion date, Members queried the level of confidence in its achievement. The Officer acknowledged the Members' concerns given the complex nature of the 2 stage project, however, should nothing materially alter as the project progressed then the 23rd April 2017 would see its completion.

Clarification was sought in relation to 'penalty clauses' and the Officer confirmed there would be an opportunity to update the Committee, however, reparation levels would be dependent on the reason for the delay. In terms of contract payments, Members queried how this would

be managed going forward and were advised that payments would be made on a monthly basis, as this would afford better cash flow for providers and secure greater budgetary control. Quality assurance guarantees were queried and it was noted that target costs were assessed to ensure that works will be commensurate with the quality expected from the Contractors, who are very experienced in constructing Educational establishments.

The Chair thanked the Officer for his report and responding to questions.

T. Williams presented his aspirations for the school and the opportunities, challenges and responsibilities to be embraced going forward. Members were also informed of the cost and effectiveness with 21st Century facilities, the curriculum opportunities for pupils and ensuring that the school plays a central part in the community.

A member raised an issue in respect of 'parental choice' as the school may receive appeals in response to admission refusal and was advised that any appeals would be dealt with in accordance with the admission appeals procedure.

In closing, T. Williams advised that members of staff will be accountable for Performance Management and that the school will use data strategically, to monitor targets on an annual basis.

T. Williams was thanked for his informative presentation and for responding to the questions raised by the Members.

Having fully considered the presentation and content of the Officer's Report, the Committee noted the update.

9. **PUPIL ATTAINMENT AT FOUNDATION PHASE, KEY STAGE 2 AND KEY STAGE 3 2015**

E. Pryce, Challenge Adviser (EAS) informed Members of pupils' attainment in teacher assessment at Foundation Phase, Key Stage 2 and Key Stage 3.

Members were informed that 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).

Reference was made to para 4.1.15, regarding Foundation Phase Indicators (FPI), when compared with other Local Authorities in Wales. Performance in Caerphilly (ranked 6th) is significantly higher than could be expected and above the national figures for all areas of learning, which is positive. In relation to para 4.2.16, many of the Core Subject Indicators rankings have remained the same. The Officer raised the importance of para 4.3.2. and the 10 Year Performance Summary at Key Stage 3 (CSI).

A discussion took place regarding gender differences throughout the various stages at both local and national levels.

A Member queried the verification process at KS2 and KS3. The Officer informed Members that the Local Authority can now be confident in the 'spot check' sampling process in relation to numeracy and literacy, as there are tighter processes in place.

In closing, the Officer informed Members that the focus in Primary Schools is on the children consolidating numeracy and literacy and comparisons in relation to these statistics will be provided at a future Scrutiny Meeting.

The Committee thanked the Officer for the report and noted the contents.

10. **COMMUNITY CENTRES TASK AND FINISH GROUP**

It was noted that Councillors J Bevan, P.J. Bevan, Mrs A. Blackman, W. David (Chair), H.R. Davies, C. Durham, D. Havard, G. Johnston, Mrs G.D. Oliver, Mrs M.E. Sargent had each received dispensation from the Standards Committee in respect of their position as Management Committee Members of Community Centres in their wards.

Councillor J. Pritchard reminded Members that 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. The purpose of the Group was to investigate the Medium Term Financial Plan (MTFP) savings options for the community centres budget and to make any recommendations necessary based on an anticipated reduction target of £64k for the 2016/17 financial year.

S. Hawkins (Community Centres Service Manager) and B. Hopkins (Assistant Director – Education) outlined the main findings of the Task and Finish Group that held a series of four meetings during June and July 2015. The Officer confirmed that much consideration was given to the future of this service, in respect of cost savings on water rates, reducing caretaking costs and the closure of some community centres, which may then be taken over by local groups under asset transfer. The issues examined by the Group were community centres location and proximity, asset transfer, operation and performance and revenue costs.

Clarification was sought in relation to the criteria used such as usage, condition and suitability and the Officer confirmed there were a range of factors involved and that Cabinet would need to agree any proposals/recommendations prior to engaging in discussions with local groups, for consideration of future use.

A Member queried delegating responsibilities to the Management Committees and the Officer confirmed that it would be difficult to ensure that arrangements are put in place for issues such as insurance and on that basis the risks would be considered too great.

Members discussed the matter of asset transfer and it was confirmed that there are no local examples for comparison. Asset transfer is an extremely complex issue that is not a new concept, it was introduced by the Government approximately 15 years ago with the 'Community in Mind'.

The Officer referred Members to the recommendations set out in para 9 of the report. A Member raised a query in relation to para 9.4. and felt that Rhymney Day Centre, which had been used daily by Social Services until recently, hadn't been given an opportunity to contact other groups that may wish to use the venue.

The Committee thanked the Officers for their report.

It was moved and seconded that with the exception of Rhymney Day Centre (para 9.4. refers) the recommendations contained in the report be recommended to Cabinet for approval. This will allow Rhymney Day Centre more time to explore developing its usage. By a show of hands this was unanimously agreed.

> RESOLVED that with the exception of Rhymney Day Centre the recommendations as set out below be referred to Cabinet for approval:
>
> (i) that the council cuts the budget for payment of water rates for community centres to achieve savings of £27k.
>
> (ii) 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).

<ol type="i" start="3">
that two centres are put forward for closure Tirphil and Channel View (Risca), to achieve savings of £18k (Rhymney Day Centre being allowed more time to develop its usage).
<li value="4">that miscellaneous items be cut from the budget to achieve savings of £5k.

11.   SCHOOL UNIFORM ARRANGEMENTS – CCBC SECONDARY SCHOOL

B. Hopkins (Assistant Director – Education) provided Members with an overview of the report, which highlighted that the School Uniform Policy is a delegated function to schools and whilst schools are completely autonomous they must have regard to current Welsh Government Guidance.

The Officer referred to para 4.7. and outlined the difficulties in comparing the differentials to establish average prices, based upon required items of clothing only (incorporating very difficult to badge/logo) varying from £20 to £125.

The Chair noted that standing orders require that committee meetings sit for no longer than 3 hours unless committee members agree to suspend standing orders. Therefore in order to ensure that the meeting should end before or at 8:30pm the Chair deferred discussion on this item and asked that it be brought forward to the next available agenda.

12.   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.

13.   INFORMATION ITEMS

The Committee noted the following item, Single Integrated Plan – Learning Caerphilly Update, full details of which were included within the Officers Report. This was not brought forward for review.

The meeting closed at 8.30 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 3rd November 2015, they were signed by the Chair.

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CHAIR

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EDUCATION FOR LIFE SCRUTINY COMMITTEE –
3RD NOVEMBER 2015

SUBJECT: SCHOOL UNIFORM ARRANGEMENTS – CCBC SECONDARY SCHOOL

REPORT BY: CORPORATE DIRECTOR, EDUCATION & COMMUNITY SERVICES

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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 it's 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.

Author: Kim Davies/Joanne Winstone, Customer Services/Complaints Officers
E-mail: daviek8@caerphilly.gov.uk
Consultees: Christina Harrhy, Corporate Director, Education and Community Services
             Keri Cole, Chief Education Officer
             Bleddyn Hopkins, Assistant Director 21st 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 –
3RD NOVEMBER 2015

SUBJECT: **FREE SCHOOL MEALS**

REPORT BY: **CORPORATE DIRECTOR, SOCIAL SERVICES**

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1.   PURPOSE OF REPORT

1.1   To inform the Committee of the measures that are in place to promote applications for free school meals within the county borough in response to a request from a Member of Education for Life Scrutiny Committee.

2.   SUMMARY

2.1   A child may be entitled to receive free school meals if their parent/carer is entitled to receive certain benefits. Accessing free school meals (FSM) also allows parents to receive a one-off clothing grant of £105 when the child is moving from primary school to secondary school. FSM numbers are collected by Welsh Government every January as part of the Pupil Level Annual Survey Census (PLASC) data collection process. The mechanism by which Welsh Government distributes Revenue Support Grant to each Council consists of more than 50 data sets, including FSM numbers, which determine each Council's funding allocation. Schools also receive a Pupil Deprivation Grant for each FSM pupil of £1050, rising to £1150 in 2016/17. Welsh Government use FSM numbers as a key indicator for deprivation throughout Wales and they are also a consideration in reporting on school performance.

2.2   A number of measures are in place to promote applications for FSM, which was enhanced following a review in 2014 in response to a fall in FSM numbers within the county as well as the rest of Wales. 511 additional claims were recorded in the January 2015 PLASC return; approximately 300 of which were in the 5 to 15 years age range, which are funded.

3.   LINKS TO STRATEGY

3.1   The provision of free school meals is a statutory duty which contributes to the Healthier, Learning, and Prosperous themes of the single integrated plan, Caerphilly Delivers and also supports aims of the Council's Anti-Poverty Strategy.

4.   THE REPORT

4.1   This is an important benefit as parents who pay for their child to have school meals could save around £580 per year if they qualify for free school meals. Accessing free school meals also allows parents to receive a one-off clothing grant of £105 when the child is moving from primary school to their first year of secondary school. A child may be entitled to receive free school meals if their parent/carer is entitled to receive one of the following:

- Income Support
- Income Based Jobseekers Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Income-related Employment and Support Allowance
- Child Tax Credit, provided they are not entitled to Working Tax Credit and their annual income does not exceed £16,190
- Guarantee element of State Pension Credit
- Working Tax Credit 'run-on' - the payment someone may receive for a further four weeks after they stop qualifying for Working Tax Credit
- Universal Credit.

School Clerks complete the PLASC returns, the details of which are sent to Welsh Government. Training of School Clerks is undertaken on an annual basis to ensure that they are fully aware of their role in the process and ensuring the information they input is correctly recorded. All PLASC data is checked within the Planning and Strategy Division in Education.

4.3   FSM numbers are collected by Welsh Government every January as part of the Pupil Level Annual Survey Census (PLASC) data collection process. The Standard Spending Assessment (SSA) is a mechanism by which Welsh Government distribute Revenue Support Grant to each Council. It consists of more than 50 data sets, including FSM numbers, which determine each Council's funding allocation according to its needs. It is important to note that the overall size of the settlement in Wales would not change, but the relative position of one authority to another may.

4.4   Schools receive a Pupil Deprivation Grant for each FSM pupil of £1150 for 2016/17. Welsh Government use FSM as a key indicator for deprivation throughout Wales. The 2015 school census data shows that, of Local Authorities in Wales, Caerphilly cbc has the 4th highest number (21.41%) of FSM pupils as a percentage of school population.

4.5   The percentage of pupils for FSM is a factor in reporting school performance. Primary schools are arranged into 5 groups according to the percentage of FSM pupils:

   0% - 8%   group 1
>8% - 16%   group 2
>16%- 24%   group 3
>24%- 32%   group 4
>32%   group 5

4.6   Schools within group 5 have lower thresholds under which they achieve the differing quartile performance e.g. at KS2 a school in group 1 would have to achieve 100% for the Core Subject Indicator (CSI) to gain quartile 1 whereas a school in group 5 would have to achieve only 87.5% to gain quartile 1 position. Schools are therefore compared against schools of a similar type.

4.7   Within the All Wales Core Data Set (AWCDS) schools are further subdivided into groups of 10 or 11 schools according to their size and delivery language plus the following:

- 50% x the proportion of pupils of statutory school age eligible for free school meals,
- 30% x the proportion of pupils of statutory school age who live in an area classed as in the 20% most deprived parts of Wales using the Welsh Index of Multiple Deprivation (WIMD),
- 10% x the proportion of pupils of statutory school age subject to school action plus or with a statement of special educational needs (SEN), plus
- 10% x the proportion of pupils of statutory school age who are either new to the English language (or Welsh where relevant), at an early acquisition stage or developing competence.

4.8   Comparisons in performance are made against the other schools within this "family" and national and Local Authority averages. These family groupings are fixed for three years. Changes are then made based upon primarily movement in FSM. It is in the interests of schools to ensure that pupils who are entitled to FSM take up the entitlement so that comparisons are made as closely as possible to schools with similar characteristics.

4.9   Applications for FSM are administered by Catering Services. Promotion of FSM consists of providing leaflets and flyers in Libraries, Doctors' surgeries, Leisure Centres and Schools, using social media, promotion on websites such as www.myschoollunch.co.uk/caerphilly, texting parents, attending school events including parent's evenings, other promotional events, school assemblies etc. 108 promotional visits were undertaken to our school sites in 2014/15.

4.10   All letters sent to parents offering admission to schools by the School Admission Team are accompanied by a FSM application form outlining the eligibility criteria. The Secondary School offer letter sent to parents whose child is starting secondary school also includes information regarding FSM eligibility and offers automatic entitlement to the School Uniform Grant – (current value £105). The School Transfer Application Form also includes a FSM application form. 70% of applications to the Benefits Section are made on line and the remainder hard copy. There is an online link from the Benefits application to the free school meal web page and a free school meal application form is sent out with Benefits forms in the post.

4.11   The 2014 January PLASC highlighted that the total number of eligible FSM pupils had fallen throughout Wales. All but three of the twenty-two Authorities had experienced reductions in their numbers. Numbers of FSM claimants in Caerphilly reduced by 527 – from 6054 to 5527. A detailed review undertaken due to the fall in FSM numbers within the County was unable to identify a specific underlying cause for the reduction.

4.12   A communication plan was implemented in 2014 to promote applications for Free School Meals, this included additional media releases and visits to schools. A briefing note was issued to Council staff and to partners, particularly Health. Targeted briefings also took place with specific staff groups. The information issued to staff highlighted the benefits to families and schools of eligible parents/carers completing FSM applications. Work was also undertaken with the Parent Network. A template letter was provided to Headteachers for them to issue directly to parents/carers of their children with the opportunity for them to highlight the use of Pupil Deprivation Grant within their school.

4.13   An exercise was also undertaken within the Benefits Section to identify clients who may be eligible for FSM, but were not currently claiming. This resulted in the Benefits Section writing to 312 families, inviting them to apply for this benefit as they had not already done so.

4.14   Overall there were 511 additional claims recorded in the January 2015 PLASC return following implementation of this campaign in 2014; approximately 300 of which were in the 5 to 15 years age range for which we are funded. This equates to additional Pupil Deprivation Grant funding of circa £345,000 for schools within the county borough. The campaign is being repeated during 2015.

4.15   A presentation will follow by Christopher Parry, Headteacher Lewis Pengam, on the effects of deprivation and the strategies being deployed by the school.

5.   **EQUALITIES IMPLICATIONS**

5.1   There are no direct Equalities implications arising from this report, however it should be noted that children and young people, who fall under one or more of the protected characteristics, benefit to a greater extent from being able to access FSM, due to the links between eating properly and healthily and educational achievement, which can be a significant and specific issue for them.

6. FINANCIAL IMPLICATIONS

6.1 There are no financial implications arising directly from this report, which is for information purposes. As indicated above, free school meal entitlement is a financial benefit to claimants. In addition an element of the Council's Revenue Support Grant (RSG) settlement is derived from the number of pupils eligible for FSM.

6.2 For each FSM pupil, schools will receive a Pupil Deprivation Grant allocation of £1050, rising to £1150 in 2016/17. The increase in the number of FSM pupils following the implementation of the promotional campaign in 2014 equates to additional funding of circa £315,000 for schools within the county borough.

7. PERSONNEL IMPLICATIONS

7.1 There are no personnel implications arising from this report.

8. CONSULTATIONS

8.1 The report has been sent to the consultees listed below and all comments received are reflected in the body of the report.

9. RECOMMENDATIONS

9.1 Scrutiny Committee Members are asked to note the contents of the report.

10. REASONS FOR THE RECOMMENDATIONS

10.1 To inform the Committee of the measures that are in place to promote applications for free school meals within the county borough.

10.2 To respond to a request from a Member of Education for Life Scrutiny Committee.

11. STATUTORY POWER

11.1 The Education Act 1996.

Author: Rob Hartshorn, Head of Public Protection
Consultees: Councillor Nigel George, Cabinet Member for Community and Leisure Services
                   Dave Street, Corporate Director, Social Services
                   Keri Cole, Chief Education Officer
                   Bleddyn Hopkins, Assistant Director
                   Sue Richards, Principal Finance Officer
                   Marcia Lewis, Principal Officer Catering
                   Clare Rogers, Principal Business Performance Manager
                   Amanda Main, Acting Benefit Manager
                   Nichola Paget, Appeals & Training Officer – Housing Benefits
                   Andrea West, School Admissions & Exclusions Manager
                   Margaret Hutcheon, AS/400 Analyst/Programmer
                   Leigh Butler, Principal Information Officer
                   Mike Eedy, Finance Manager
                   Trish Reardon, Employee Service Centre Manager
                   David Thomas, Senior Policy Officer (Equalities & Welsh Language)

Background Papers:
None

Appendicies:
Appendix A

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EAS conference: March 2014

Family & Community cohesion

Chris Parry

Mike Oliver

Tom Burmeister

National context: Wales

- 200,000 children live in poverty
- 15% living in severe poverty
- Highest proportion of any UK nation
- Pupils from disadvantaged backgrounds more likely to be not in education, employment or training
- Live shorter lives than those from more affluent backgrounds

Local context: LSP

- 24.6 % of pupils on FSM (most challenged school in our family)

- Significant proportion of pupils on FSM on alternative provision / exclusion (23 in KS4)

- Significant increased risk that FSM pupils struggle with literacy / numeracy

- Poverty exacerbated by gender?

Lewis School, Pengam

The Challenge…

- 23% of schools use the Pupil Deprivation Grant funding strictly for pupils on free school meals

- 77%, admitted that additional support is shared amongst pupils on free school meals as well as those who are low achievers…

- "Schools need to maintain a focus on the purpose of the Pupil Deprivation Grant, which is to help reduce the impact of poverty on educational attainment"

The Challenge…

- 39% of schools listing staffing within their top three items of expenditure.

- The Sutton Trust Toolkit concludes that such expenditure has relatively low impact for high cost; one to one tutoring has a 'moderate impact for very high cost', reducing class sizes has a 'low impact for very high cost', and employing teaching assistants has a 'very low or no impact for high cost'.

What to do?

Page 24

Start with what you know……

they say
before you start
a war,
you better know
what you're
fighting for

Lewis School, Pengam

Where's the evidence?

Rewriting the future
Raising ambition and attainment in Welsh schools

Llywodraeth Cymru
Welsh Government

www.cymru.gov.uk

http://gov.wales/docs/dcells/publications/140
616-rewriting-the-future-raising-ambition-and-
attainment-in-welsh-schools-en.pdf

Lewis School, Pengam

Where's the evidence?

FLAMBOYAN
FOUNDATION

Investing strategically to improve the quality of public education.

http://flamboyanfoundation.org

Lewis School, Pengam

Where's the evidence?

The Achievement Gap Initiative
at Harvard University

GETTING IT DONE

Page 29

Pyramid of Engagement

Observing

Following

Endorsing

Contributing

Owning

Leading

Lewis School, Pengam
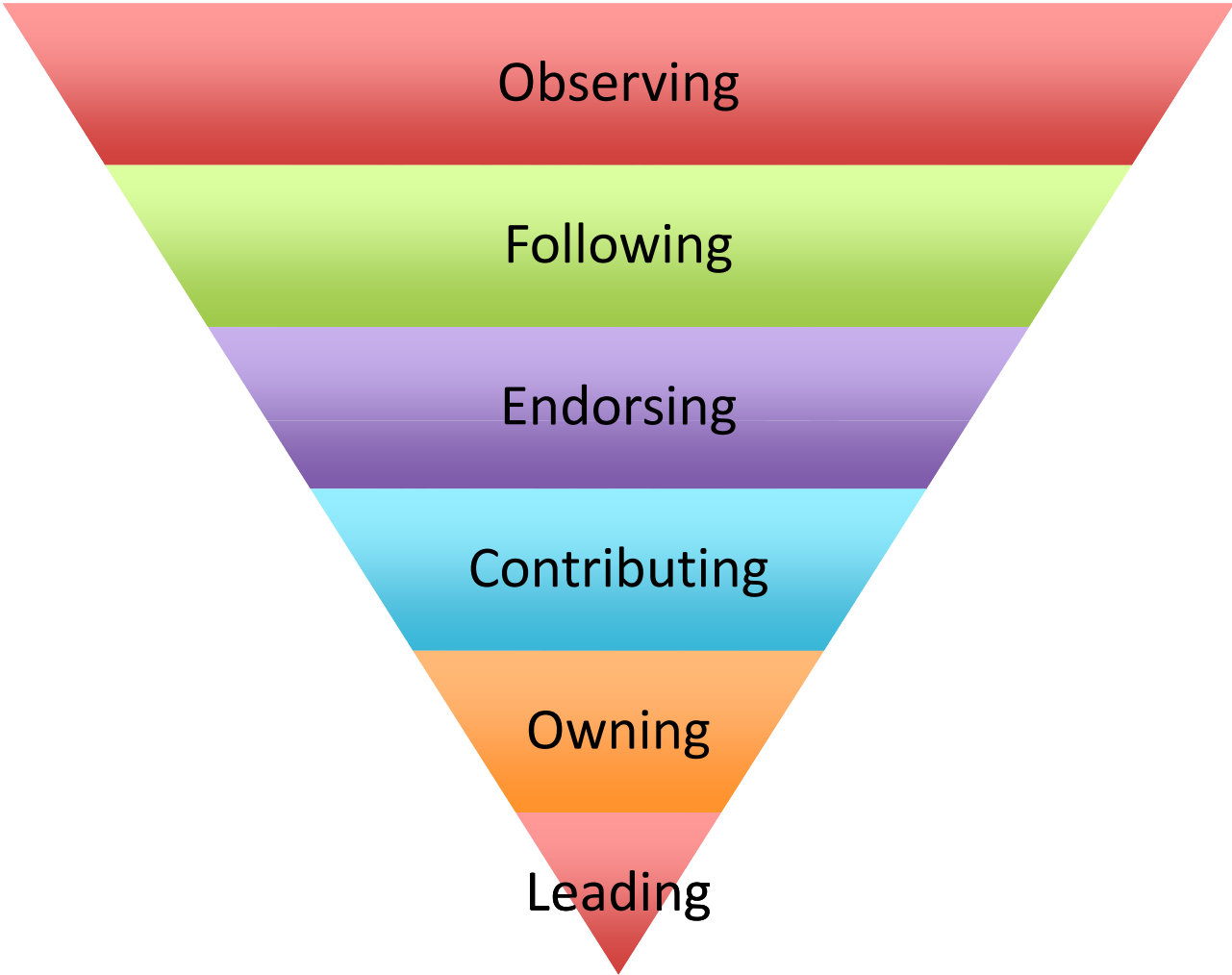
First Steps – Observing / Following

Social Media

Community focus

Official LSP Music @LSP_Music
Alex Stacey making @Ysgol_LSP
proud - Read @WalesOnline review
from gig with @Wadge @PeteRiley6
from @stdavidshall
walesonline.co.uk/whats-on/arts-...

Official Lewis School Pengam

f Official Lewis School Pengam   Home Find Friends Christopher

You are posting, commenting, and liking as Official Lewis School Pengam — Change to Christopher Parry

Official Lewis School Peng...   Timeline ▼ Recent ▼   Admin Panel   Promote Page

See Your Ad Here
Official Lewis School
Pengam

Like · Christopher
Parry likes this.
Promote Page

Recent
2014
2013
2012
2011

Official Lewis
School Pengam   Update Page Info 2   ✓ Liked ▼   ✓ Following   ⚙ ▼
792 likes · 29 talking about this

Add Information About Official Lewis School Pengam   👍 792 ▼

About   Photos   Likes

LSP Library
@LSP_Library

#GameDesign Boys - New
Homework gorogoa.com/
index.php Play this demo!
Completely unique. Great puzzler.
Great work @Gorogoa

Next Steps: Endorsing / Contributing

Tri-level support model
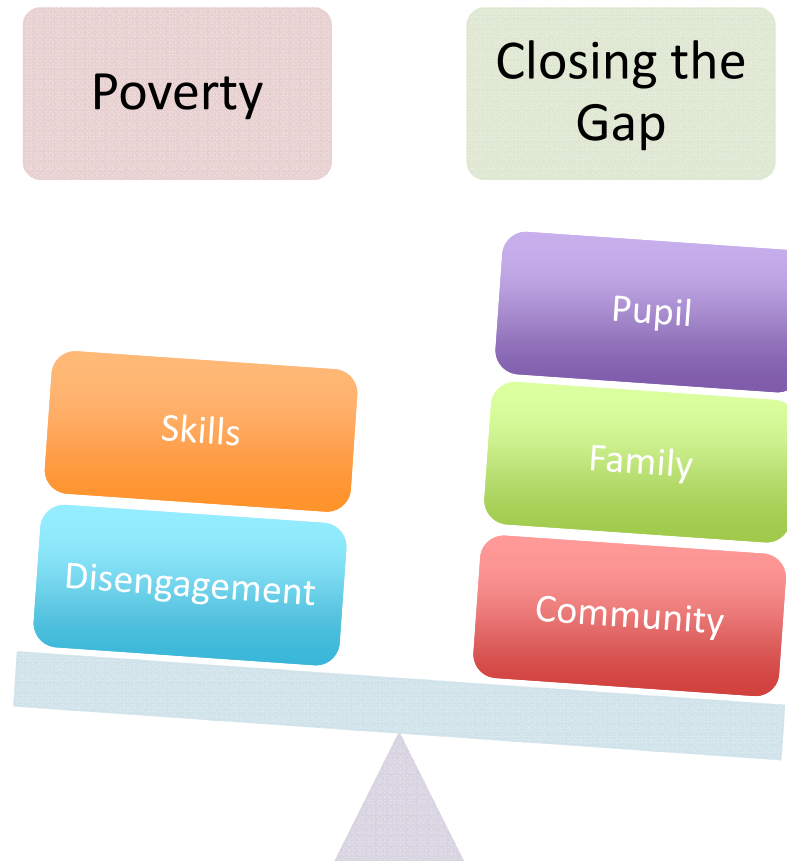
Next Steps: Endorsing / Contributing

Pupil level

- Absolute focus on high pupil expectations

- Pupil level target setting / tracking

- Individual mentoring

- Bespoke pupil support packages

- External support networks

Lewis School, Pengam

Next Steps: Endorsing / Contributing

Family level

•A foundation of partnership and innovation

•Overhaul of home / school communication

•Analytics

•Aspiration – "going to the mountain approach"

Lewis School, Pengam

Next Steps: Endorsing / Contributing

Community level

- Our responsibility to market opportunity

- Inter-generational projects

- Future First – Alumni mentoring

Lewis School, Pengam

The importance of an overarching framework

$$60 \times 16$$

Lewis School, Pengam

Final Steps: Owning / Leading

- Sharing practice

- Evolving Leaders

- Self generation

Lewis School, Pengam

Outcomes: Engagement

Outcomes: Attainment 2015

- Level 1&2 – 99.1%

- Level 2+ - 58%

- Level 2+ (eFSM) – 26%

Lewis School, Pengam

Communication

Official Lewis School Pengam
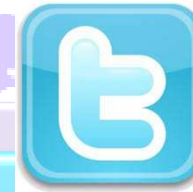
@Ysgol _LSP

@LSP_headteacher

Lewis School, Pengam

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**EDUCATION FOR LIFE SCRUTINY COMMITTEE –
3RD NOVEMBER 2015**

SUBJECT: ALN REVIEW UPDATE

REPORT BY: CHIEF EDUCATION OFFICER

1.   PURPOSE OF REPORT

1.1   To update Members on the progress of the Additional Learning Needs (ALN) Review and to inform them of proposals to seek approval from Cabinet to go out to formal consultation to close the Specialist Resource Base (SRB) at Hendre Junior School and realign the Social Inclusion Base at Cefn Fforest Primary School.

2.   SUMMARY

2.1   The aim of the ALN review is to identify strengths and areas for development of the current services and to provide options for the delivery of services for children and young people with additional learning needs. The report provides an update on the status of the ALN review makes recommendations for a way forward with regard to two Specialist Resource Base (SRB) provisions.

3.   LINKS TO STRATEGY

3.1   SEN Policy and Inclusion Strategy.

3.2   SEN Code of Practice for Wales (2002).

3.3   ALN White Paper (2014).

4.   THE REPORT

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

In order to progress the ALN review four task and finish groups have been tasked to lead development on the following areas.

- Specialist Resource Base (SRB) funding models and provision development (lead officer Keri Cole)
- Additional Support (lead officer Jacquelyn Elias)

- Behaviour Provision (lead officer Andrea Davies)
- Looked After Children (lead officer Jackie Garland)

Membership of the Task and Finish groups includes officers from LEI, Human Resources, Finance and Head Teacher representatives. Recommendations from these groups will be reported to the Stakeholder meeting in November and to Scrutiny in the New Year.

4.2   **Specialist Resource Bases (SRBs)**

There are currently twenty-seven specialist classes in seventeen primary settings. At secondary level four secondary schools host SRB provision (Appendix A). An analysis of provision and future demand has revealed the need for further reorganisation and development of SRB provision to take into account:

- provision required to meet current and future identified need;
- geographical distribution of SRBs;
- cross-phase continuity for children and young people.

A report to the Scrutiny Committee in September 2014 indicated that addressing these issues could include re-designation and rationalisation of SRBs. A recommendation was made in June 2015 to the Head Teacher Stake holder group that the SRB in Hendre Junior School should close and that Social Inclusion Class in Cefn Fforest Primary School should be re-designated as a Complex Needs class.

4.3   **Hendre Junior SRB**

Hendre Junior School is located on St Cenydd Road, Trecenydd, Caerphilly; it is an English medium school. The Specialist Resource Base (SRB) is designated to support a total of 8 Key Stage 2 aged pupils with severe hearing impairment.

For the academic year 2013-14, three pupils attended the SRB but this was reduced to one pupil when two siblings attending the base moved to another area. In April 2015 the one remaining pupil in the base transferred to Trinity Fields School. There are currently no pupils in the SRB.

It is proposed that the SRB at Hendre Junior School is closed. The setting does not have any children attending and there have been surplus places for a number of years. The advancement of new-born hearing screening, medical intervention and technology has allowed the Local Authority (LA) to meet the needs of children and young people with significant hearing loss in mainstream settings more effectively. In addition parents of children and young people with Hearing Impairment (HI) and the children and young people themselves, are requesting mainstream rather than specialist settings. This has impacted on the demand for placements for pupils with HI across the LA and many pupils are now very successfully placed in their local community schools with packages of support. This is in accordance with the LA's Inclusion and SEN Policy. The fact that the SRB in Hendre Junior School has no pupils on roll at present does not make it viable to continue with this provision.

The Head Teacher and Governing Body have been consulted regarding this proposal and have indicated that would support the closure of the SRB.

4.4   **Cefn Fforest Primary School SRB**

Cefn Fforest Primary School serves the village of Cefn Fforest, although approximately a third of the pupils come from the Blackwood area of Caerphilly, it is an English medium school. The school currently hosts two specialist classes. One social inclusion class takes pupils in year 3 and 4 from other schools in the local authority and pupils are dual registered. The other class caters for Key Stage 2 pupils with complex needs from all over the local authority.

It is proposed that the Social Inclusion Class at Cefn Fforest is re-designated to be a Key Stage 1 Complex Needs Specialist Resource Base. The setting currently has a Key Stage 2 Complex Needs SRB. The ALN Review has recognised that children in SRB settings benefit from cross-phase continuity so that transition for children between key phases can be managed more effectively. A recommendation from the review has been to review current complex needs provision and where possible ensure that both key stages of the provision are in the same setting.

The Head Teacher and Governing Body have been consulted regarding this proposal and have indicated that they would support the realignment of the Social Inclusion Class.

The ALN Review has also considered the effectiveness of social inclusion and nurture provision in the context of a more strategic approach to behaviour management across the authority. The ALN Review has identified that due to the way nurture and social inclusion provision is organised, vulnerable children attending these classes have a fractured educational experience, which does not lead to sustained progress over time in relation to the difficulties they are experiencing. A behaviour review will consider arrangements for specialist provision to meet the needs of children with behavioural, emotional and social needs (BESD). This will be subject to a separate consultation process.

5.   EQUALITIES IMPLICATIONS

5.1   Council's full Equalities Impact Assessment process will be applied to the formal Consultation Document and report to Cabinet**.**

6.   FINANCIAL IMPLICATIONS

6.1   There are no direct financial consequences from this report but it is recognised that this will need to be reviewed following consultation. An update will be provided to Scrutiny Committee following that.

7.   PERSONNEL IMPLICATIONS

7.1   Rationalisation of base provisions could impact on personnel currently employed in SRBs. Any staff affected will be fully consulted along with trade union representatives and supported through HR processes. Alternative arrangements have been made with regard to all staff at Hendre Junior SRB.

8.   CONSULTATIONS

8.1   Heads of Services and a Head teacher focus group have been kept fully informed of the progress of the review. The Head Teacher and Governing Body of Hendre Junior School and the Head Teacher of Cefn Fforest Primary School have acknowledged the need for the changes in relation to the SRBs in their schools and accept them. Further, wider consultation will take place following Cabinet's approval to move to the next stage.

9.   RECOMMENDATIONS

In order to progress these proposals the Local Authority must follow procedures set out in the School Organisation Code 2013. It is recommended that Members note the contents of this report and that it is progressed to be discussed for approval at Cabinet.

10. REASONS FOR THE RECOMMENDATIONS

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

11. STATUTORY POWER

11.1 The School Organisation Code (section1.13).

Author: Jacquelyn Elias, Service Manager, Additional Learning Needs
Consultees: Cllr Rhiannon Passmore, Cabinet Member for Education
                Mr C Burns, Chief Executive
                Cllr W. David, Chair of Scrutiny
                Mrs K Cole, Chief Education Officer
                LEI Senior Management Team
                Head Teacher Stakeholder group
                Head Teacher and Governing Body of Hendre Junior School
                Head Teacher and Governing Body of Cefn Fforest Primary School
                HR
                Finance

Appendices:
Appendix A   SRB provision in Caerphilly

Name of setting - PRIMARY	Type of Provision	Number
Cefn Fforest Primary (KS2)	Complex Learning Difficulties	8
Cefn Fforest Primary (Yr 3 /4)	Social Inclusion	8
Coed y Brain Primary (KS1 &2)	Speech and Language	16
Cwm Ifor Primary (satellite provision)	Complex Learning Difficulties	8 (Trinity Fields)
Cwmcarn Primary(KS2)	Complex Learning Difficulties	8
Deri Primary (KS1)	Complex Learning Difficulties	8
Behaviour Management Group at Glan Y Nant (KS2)	Behavioural, Emotional & Social Difficulties	8
Greenhill Primary (KS1&2)	ASD / Social and Communication	16
Pantside Primary (KS1&2)	ASD / Social and Communication	16
Pontllanfraith Primary (KS1&2)	Autistic Spectrum Disorder	16
St James Primary (KS1 &2)	Complex Learning Difficulties	16
Tir y Berth Primary (KS1&2)	Speech and Language	16
Ty Isaf Infants (KS1)	Complex Learning Difficulties	8
Tyn y Wern (Yr 3/4)	Social Inclusion	8
Tyn y Wern (Rec/ Yr1)	Nurture Class	8
Ty Sign Primary (KS2)	Behavioural, Emotional & Social Difficulties	8
Ynysddu Primary School (Rec/ Yr1)	Nurture Class	8
Ynysddu Primary School (Yr 3/4)	Social Inclusion	8
Ysgol Ganolfan Cwm Derwen (KS1&2)	Complex Learning Difficulties	8
Name of Setting- SECONDARY	**Type of Provision**	
Newbridge School (KS3)	Behavioural, Emotional & Social Difficulties	16
Pontllanfraith Comprehensive (KS3 &4)	Complex Learning Difficulties	50
Risca Comprehensive (KS3 & 4)	Autistic Spectrum Disorder	14
St Cenydd Comprehensive (KS3 & 4)	Speech & Language, Sensory and Physical Difficulties	50
Ysgol Gyfun Cwm Rhymney	Resourced to meet the needs of children and young people with complex needs	

Special School Provision /PRU

Name of School	Type of Provision	Number of places
Trinity Fields School & Resource Centre	PMLD/SLD/ASD	130
The Learning Centre	BESD Y5-8	16

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EDUCATION FOR LIFE SCRUTINY COMMITTEE –
3RD NOVEMBER 2015

SUBJECT: **CAERPHILLY COUNTY BOROUGH COUNCIL'S ANNUAL LIBRARY STANDARDS ASSESSMENT 2014-2015**

REPORT BY: **CHIEF EDUCATION OFFICER**

1.   PURPOSE OF REPORT

1.1   To inform the Education for Life Scrutiny Committee of the progress made by the County Borough Library Service in seeking to meet the 5th Framework of Welsh Government Public Library Standards, Core Entitlements, and Qualitative Indicators, during 2014-15. This is the 1st year of the new Framework that will operate until March 31st 2017 and includes a number of new assessment areas with a focus on outcome and qualitative measures in addition to more traditional standards of attainment.

1.2   A guide to the new features contained in the 2014-2017 Welsh Government Public Library Standards Framework is included for Scrutiny Member awareness as **Appendix 1**.

1.3   Education for Life Scrutiny Committee is asked to endorse this report and forward to Cabinet for consideration and formal approval.

2.   SUMMARY

2.1   Caerphilly County Borough was assessed as meeting 17 of the 18 Welsh Government Core Entitlements for Public Library Service provision, with one Entitlement met in part. The Borough Library Service was deemed as meeting 6 of the 7 Quality Indicators for Wales with none failed in totality and was described by the Assessors and Reference Panel as being a "strong performer" within Wales achieving a number of indicators that other Council's have failed to achieve. A copy of the formal Welsh Government assessment is included with this report as **Appendix 2**.

2.2   The new Welsh Government Public Library Standards Framework, its 5th, will operate from 2014-2017 and includes a range of core entitlements, quality indicators, qualitative data in addition to traditional input and output information, and a number of case study submissions at customer and Authority level. Four strategic themes form the core of the Assessment regime, namely:

- Customers and Communities
- Access for all
- Learning for life
- Leadership and development

The Welsh Government Standards Reference Group in assessing Caerphilly County Borough Library Service's submission for 2014-2015 identified the following areas of particular strength in the Authority's performance for the year under review:

- A survey of child and young adult customers undertaken in July 2014 rated the Borough Library Service 9.3 out of 10 for overall satisfaction, the second highest performance recorded among Welsh Local Authorities.

- Caerphilly County Borough Library Service had the 2nd highest level of visits per capita in Wales while 28.8% of the population are active borrowers, the best performance by a Council in Wales.

- The Borough Library Service's percentage of supplied book and non-book requests delivered to customers within 15 days was ranked 2nd in Wales.

- The Borough Council's total expenditure per capita on Public Library provision for 2014-2015 was above the median for Wales and the average cost per visit to a Caerphilly Library facility at £2.45 was below the median, suggesting that the Authority is operating efficiently.

The assessment group stated that "Caerphilly Library Service is a strong performer and is to be congratulated on its high visits and active borrower figures per capita. It is also meeting several targets which most other authorities are failing".

2.3 The Welsh Government Public Libraries Standards Reference Group noted a number of other areas of performance that were below the average for Wales and that require further attention by the Borough Council in continuing to deliver a strong performing service in the future, these included:

- Informal training for customers on a per capita basis is the lowest recorded for Wales, though this may be an instance of under reporting by the Borough Council as it is a new measure.

- Public Computer Services appear to be relatively under-utilised by customers.

- One third of the Borough Council's static Libraries do not offer customers Wi-Fi access.

2.4 Overall the assessment of the County Borough Council's Public Library Service for 2014-2015 is positive and complementary of the investment and strategic leadership the Authority has provided over a number of years.

3.   LINKS TO STRATEGY

3.1 Public Libraries contribute to a number of the Council's core priorities including the key themes of the Community Strategy and the Single Integrated Plan, 'Caerphilly Delivers'.

3.2 The 5th Framework of Welsh Government Public Library Standards, 2014-2017, assists the Authority in working toward its Strategic Equalities Objectives, in particular:

- Strategic Equality Plan SEO 3- Physical Access
- Strategic Equality Plan SEO 4- Communication
- Strategic Equality Plan SEO 5- Engagement and Participation

3.3 The 5th Strategic Framework of Public Library Standards, 2014-2017, entitled 'Libraries making a difference' links closely with 'Libraries Inspire: The strategic development framework for Welsh libraries 2012-2016'.

4. THE REPORT

4.1 The Welsh Government assessment of Caerphilly County Borough Council's performance against the 5th Standards Framework for Public Libraries in Wales during 2014-2015, concluded that:

"Caerphilly library service is a strong performer and is to be congratulated on its high visits and active borrower figures per capita. It is also meeting several targets which most other authorities are failing."

4.2 Caerphilly County Borough Library Service is assessed as meeting 17 of the 18 core entitlements in full and one that relates to online services and Wi-Fi access, in part (**see Appendix 2**).

4.3 There are seven quality indicators that have target measures associated to them of which Caerphilly County Borough Library Service is deemed to achieve six in full and one in part that relates to online service and ICT access.

4.4 Detailed below are areas of the assessment Framework that deserve specific mention either in respect of the good performance achieved by the Borough Library Service or where activity levels or other metrics fall below the average for Wales in 2014-2015.

4.4.1 Highlighted areas of good or excellent performance when compared to other Welsh Local Authorities

Performance indicator	Caerphilly	Rank	Lowest	Median	Highest
QI 2 Customer satisfaction					
b) 'very good' or 'good' customer care	99%	1 / 10	93%	98%	99%
d) child rating out of ten	9.3	2 / 9	8.0	9.2	9.4
QI 6 Library use					
a) visits per capita	5,826	2	2,637	4,177	5,955
c) active borrowers per capita	288	1	71	155	288
QI 7 attendances at events per capita	317	5	21	192	464
QI 12 Supply of requests					
a) % available within 7 days	78%	4	62%	69%	81%
b) % available within 15 days	91%	2	74%	84%	94%
QI 14 Operational expenditure					
a) total expenditure per capita	**£15,728***	7	£8,966	**£14,054**	£20,796
QI 15 Cost per visit	**£2.45***	17	£2.07	**£2.87**	£3.92
QI 16 Opening hours *(see note)*					
(ii) a) % hours unplanned closure of static service points	0.0%	1	0.0%	0.02%	0.52%

Note: Rankings have been reversed, so that 1st is the lowest scoring Authority.

*Caerphilly County Borough Library Services performance is either above the median for Wales highlighting the level of investment committed by the Authority or among the most efficient in respect of spend per physical visitor.

Customer satisfaction

Caerphilly County Borough Council's Public Library Service remains popular among the Authority's resident population and judged by users of all ages as offering excellent customer care. This sustained performance that has been noteworthy for a number of years and reflects both the quality of the Council's Library facilities and the resources, skills and care of its staffing complement. The high rating among children and young adults is particularly complementary and the results of a recent Adult customer survey should be known shortly allowing for a more complete and current picture of end user views.

Library Usage

Caerphilly County Borough Public Library Service has maintained recent improvements in the numbers of physical visitors to its 18 sites and is ranked 2nd within Wales. The number of residents attending events in Libraries has also improved on 2013-2014 activity levels and is now ranked within the top quartile for Wales. The high visitor levels and active user percentage noted by the assessors reflects well on the investment that the Authority has made in renovating, relocating, and improving Library sites since 2007 and the quality of resources and provision available.

Satisfying customer requests for resources and specific materials effectively and in a timely fashion

The Borough Library Service has a well-developed book and non-book delivery service and participates in the South Wales book courier offer '*Books4U*' which provides customers with access to 12 Local Authority Library collections. Performance with regards to reservations for specific titles reflects the quality of overall offer currently available, however as book fund reductions begin to impact linked to the Council's Medium Term Financial Plan (MTFP) requirements performance in this area of assessment with become at best more challenging to sustain and at worst will see significant reductions in achievement.

Efficiency

The best performing Local Authority in Wales achieves a cost per visit of £2.07 pence while Caerphilly, ranked 17th lowest, has recorded an average expense of some £2.45. Caerphilly Library Service is therefore among the more efficient and effective providers within Wales for 2014-2015 when the level of physical visitors to Borough sites is considered.

Access

Caerphilly County Borough Library Service has ensured that the level of emergency non-opening of its 18 static library sites has not been a significant concern during 2014-15 this has likewise been the case for its Housebound Library provision. Caerphilly is ranked the best performing Authority in Wales for this measure and has been commended by the Standards Reference Group Assessors for this outcome. Performance against this measure in future years will become increasingly difficult to sustain as a number of the Borough's facilities move to single staffing as part of tapered reductions in opening times scheduled to commence from October 2015 onward, linked to the Council's MTFP obligations.

4.4.2 Highlighted areas of below average performance

Performance indicator	Caerphilly	Rank	Lowest	Median	Highest
QI 1 Making a difference					
a) new skills	55%	9 / 9	55%	72%	93%
c) health and well-being	29%	9 / 9	29%	58%	91%
QI 4 User training					
a) attendances per capita	22	12	2	24	278
c) informal training per capita	16	21 / 21	16	162	484
QI 6 Library use					
b) virtual visits per capita	599	18	212	923	2,449
QI 7 attendances at events per capita	317	5	21	192	464
QI 11 Use of ICT - % of available time used by the public					
a) equipment	28%	20	23%	36%	70%

Making a difference (Skills and well-being)

The two qualitative measures included in this area of the 5th Standards Framework are new and each Authority has developed their own methods of capturing and reporting customer comments on skill development and use of health and well-being resources in their Libraries. Caerphilly's performance against these indicators though appearing low within the authorities to return responses for 2014-2015 should be considered against this context and that the reporting submitted has been based on relatively limited survey work to date and that more detailed questionnaire activity is planned for 2015-2016.

Customer training

Caerphilly County Borough Library Service is slightly below the median for attendance per capita at user training activities and deemed the lowest in Wales for informal delivery. As noted above both these areas are also new indicators of performance included in the Welsh Government Standards Framework portfolio for the first time. Caerphilly Library Service are working with partners, including Communities 2.0, Get Caerphilly Online, and the Borough Adult Education Service to increase formal training while the recording of informal activity will be reviewed to ensure no under estimating of activity is taking place.

It is important to note that with the move to single staff Library premises at smaller sites from October 2015 that mediated training support for customers will become more challenging and activity levels in this area may decline as an outcome.

Library virtual usage and utilisation of public Internet terminals

Caerphilly County Borough Library Service provides residents with access to 250 Public Internet Terminals across its 18 static sites this is among the highest number for any Welsh Authority. The level of utilisation, at 28%, though appearing low, is 3% higher than in 2013-2014 and the high number of Internet Terminals available that contribute to the levels of continuous occupancy recorded needs to be considered in assessing this performance. Promotion of e-digital services and computer usage are strategic priorities for the Borough Library Service over the 2014-2017 period as noted in the Authority's recently adopted three year plan.

4.5 **Impact Studies and Contribution to Borough Council strategic priority themes**

Four case studies on the impact and value of the Borough Library Service were submitted and assessed by the Welsh Government Reference Group panel. The case studies were as follows:

- Support at Abercarn Library for adult learning and job seeking activities.
- Activities for young people at Bargoed Hanbury Chapel Library, a Harry Potter themed night.
- A 'Knit and Natter' group at Llanbradach Library that has supported one older customer to find her way back into the local community.
- The use of the Borough's virtual Library Services by customers with mobility issues who felt they could no longer access the physical resources.

A statement on the contribution the Borough Library Service makes to the Authority's Single Integrated Plan in addition to a number of Welsh Government strategies, notably in the areas of Poverty, National Literacy Programme, Early Years provision, Community Learning, and Library delivery, was also submitted as part of the service Standards return for 2014-2015. Please **see Appendix 3** for the impact case studies and strategic statement.

5. EQUALITIES IMPLICATIONS

5.1 An Equalities Impact Assessment is not required because the issues covered by this report are for information purposes only, seeking to update Members with regard to the Authority's performance in respect of Welsh Government Public Library Standards; therefore the Council's full EIA process does not need to be applied.

6. FINANCIAL IMPLICATIONS

6.1 The cost to implement free Wi-Fi access at the remaining 6 sites, Quality Indicator 10b, that have no provision at present is approximately £25k. No capital funding has been identified to undertake these enhancements to date.

7. PERSONNEL IMPLICATIONS

7.1 There are no personnel implications linked to this report.

8. CONSULTATIONS

8.1 The views of all consultees have been included within this report.

9. RECOMMENDATIONS

9.1 Members note the information received from the County Borough Library Service with regard to its performance for 2014-2015 in working towards achieving the 5th Framework of Welsh Government Public Library Standards, 2014-2017.

9.2 Members should also note the Welsh Government's Public Library Standard Reference Group assessment of this performance **See Appendix 2 and 3.** The Authority's attainment of 17 Core Entitlements and 6 Quality Indicators that have target levels of attainment.

9.3 That the Education for Life Scrutiny Committee endorses the Welsh Government Public Library Standards Annual Report 2014-2015 and forward to Cabinet for approval.

10. REASONS FOR THE RECOMMENDATIONS

10.1 Consult and seek the views of the Scrutiny Committee to meet the requirements of the Welsh Government Public Library Standards by 2017.

10.2 To inform Education for Life Scrutiny Members of the progress achieved by the County Borough Library Service in meeting the requirements of the 5th Framework of Welsh Government Public Library Standards, 2014-2017.

11. STATUTORY POWER

11.1 Public Libraries and Museums Act 1964.

Author: Gareth Evans, Interim Manager Community Education
Consultees: Chris Burns, Chief Executive
               Keri Cole

Background Papers:
Education for Life Scrutiny Committee 4th November 2014.
Public Library Standards in Wales – Annual Library Update Report 2013-14

Cabinet 12th November 2014.
Public Library Standards in Wales – Annual Library Update Report 2013-14

Education for Life Scrutiny Committee 8th July 2014. Caerphilly Library Service Strategy 2014-2017

Cabinet 16th July 2014. Caerphilly Library Service Strategy 2014-2017

Appendices:

APPENDIX 1:   HOW GOOD IS YOUR PUBLIC LIBRARY SERVICE? A SUMMARY GUIDE TO THE PERFORMANCE MEASUREMENT AND ASSESSMENT FRAMEWORK FOR PUBLIC LIBRARIES IN WALES
APPENDIX 2:   WELSH PUBLIC LIBRARY STANDARDS 2014-17 CAERPHILLY COUNTY BOROUGH COUNCIL ANNUAL ASSESSMENT REPORT 2014-15
APPENDIX 3(A)   THE 5TH QUALITY FRAMEWORK FOR WELSH PUBLIC LIBRARIES APRIL 2014 TO MARCH 2017: ANNUAL RETURN PRO-FORMA: YEAR ENDING 31 MARCH 2015
APPENDIX 3(B)   WELSH PUBLIC LIBRARY STANDARDS – CASE STUDIES

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How good is your public library service?

A summary guide to the performance measurement and assessment framework for public libraries in Wales

Llywodraeth Cymru
Welsh Government

www.cymru.gov.uk

The public library service in Wales

This is a short explanatory guide for local authorities, who have legal and strategic responsibilities for delivering public library services in Wales, and for residents who may be users of library services. It outlines the local authority's responsibilities, and explains how the Welsh Government assesses the performance of library services as part of its on-going programme of improving public services.

Providing a public library service free of charge at the point of use is a long and honourable tradition in Wales. Public libraries promote community-based opportunities and learning of all kinds, encourage social and economic advancement and support a wide variety of group and individual activities. Libraries are relevant to all ages, needs and interests. The library service is one of the most popular and valuable services provided by local authorities, and residents respond vociferously to any decline in the provision and quality of that service.

Core services

The core aspects of a library service are:

- providing suitable and appropriate access to the service (both the buildings and on-line);
- providing services for those in society with particular needs (special materials, special equipment and special delivery services);
- providing a suitable range of reading and information materials in traditional and new formats reflecting community languages and the requirements of different age groups;
- ensuring that levels of investment are adequate in materials, staff and buildings;
- ensuring that responding to users' views and needs is properly reflected in the ways the service is managed and developed.
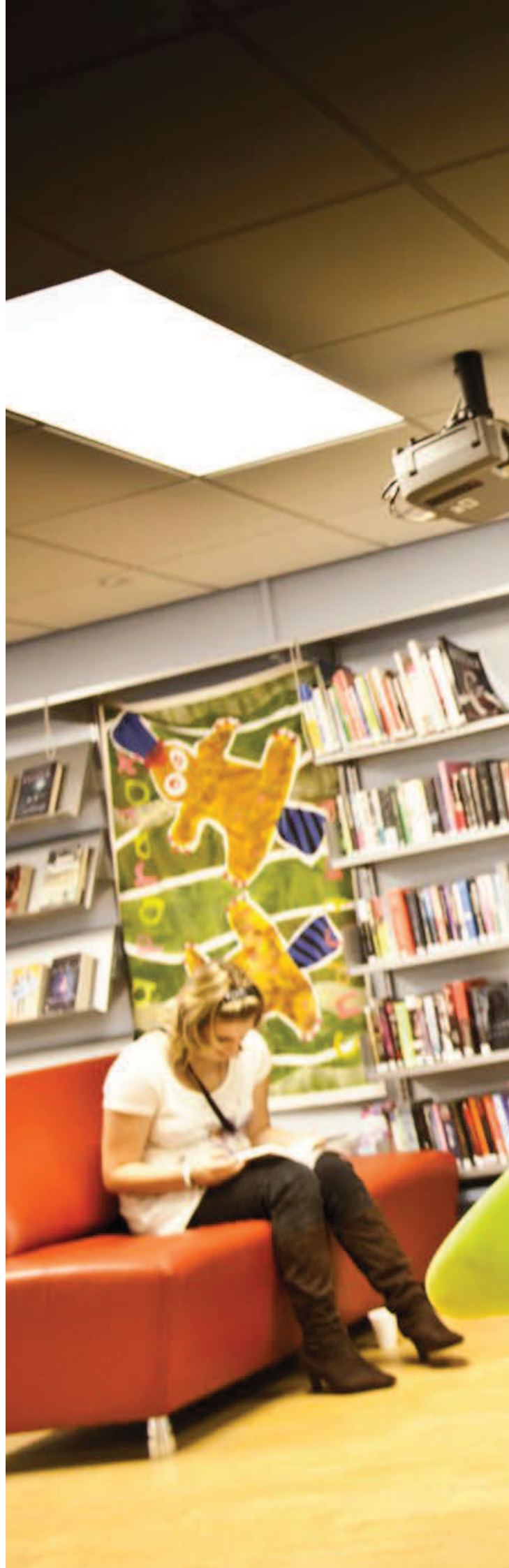
Measuring quality – how good is your library?

Each library authority in Wales has a statutory duty under the *Public Libraries and Museums Act 1964* to deliver a 'comprehensive and efficient' service to its residents. This can be measured in a number of ways, including feedback from library users – are they getting what they want, within a reasonable time, by the most suitable means and at convenient and accessible service points?

In addition, local authorities and residents must ensure that they are getting good value for money from their services. This can be measured, for example, by comparing performances between authorities. Information such as the number of users and the number of loans, visits and requests made by members of the public is compared in relation to the level of investment made in the service by each local authority.

The quality framework

The Welsh Government has statutory responsibility for the public library service in Wales. It has been gathering information and monitoring performance since 2002, when it issued its first framework of Welsh public library standards. The framework aims to provide a more consistent level of service throughout Wales and identify user entitlements clearly.

Regular reviews of the framework have been undertaken, and the quality indicators updated to reflect changes to the ways in which public library services are used and delivered. The current framework is the fifth, and will apply from April 2014 to March 2017.

Library services contribute to a range of Welsh Government outcomes such as literacy, skills and learning, digital inclusion, poverty, health and well-being. Library provision spans these outcomes, offering a range of services which often support two or more of the outcomes simultaneously. The new quality framework has therefore been themed around four core service aspects:

- customers and communities;
- access for all;
- learning for life; and
- leadership and development.

Each aspect has a number of core entitlements and quality indicators associated with it, and has been linked to wider government agendas. The desired outcome of the fifth framework is that libraries offer all the services and facilities listed as core entitlements. In order to assess the quality of these services and facilities, a range of performance indicators and outcome-based impact measures are described, to show how people are better off as a result of using the library service.

The quality indicators have been defined using statistics already being collected as far as possible, and in accordance with international standards. In some cases (for example, the provision of up-to-date reading material), targets have been set, based on an appropriate comparative level of performance across Wales, which library authorities will be expected to achieve over a three year period. In others (for example, customer satisfaction), targets are not appropriate, and comparison to previous years will monitor improvements in services.

What is expected of library authorities?

Because library services are the responsibility of local authorities, they should reflect local priorities, even though they are delivered within a statutory context. Libraries will not necessarily be able to achieve the top levels of performance in all areas, but are expected to achieve as many of the targets as possible and to seek improvements in those areas where performances are weaker. Authorities should also compare their performances with others in Wales and share best practice in order to bring about improvements.

In addition, local authorities are asked specifically to consider and ensure that their library services contribute fully to the achievement of overall corporate aims, and that they are always linked to various key local, regional and national policy agendas and work programmes.

How is performance assessed?

There are three contributors to the assessment process:

- the public, who respond to user surveys on the basis of their experience of the service, and who should have access to published reports about their library services;
- the library authority, which is required to scrutinise the performances of the library service and consider the assessment provided by the Welsh Government; and
- The Welsh Government.

Library authorities submit an annual return in early summer each year to the Welsh Government, noting performances against the core entitlements and quality indicators for the previous year. The Welsh Government uses a panel of assessors from local government, with the support of other experts, to consider the returns. Library authorities are given written feedback reports containing independent opinion, assessment and advice in the autumn of each year; these reports are also published on the CyMAL: Museums Archives and Libraries Wales web pages, and are available to members of the public.

What happens next?

Library authorities are asked to consider the feedback reports (according to local 'scrutiny' practices) and to address any weaknesses identified. They can do this by taking steps such as making additional investment, re-directing finance or by adopting more effective and efficient management practices.

If the Welsh Government has concerns about any library service, for example if appropriate action is not taken and quality continues to fall, there are a number of further steps which could be taken:

- An authority that does not perform to a satisfactory level can be offered assistance in the form of advice to carry out an agreed improvement programme.
- Disregarding advice or responding inadequately to the requirements could mean exclusion from the extra funding made available to public library services by the Welsh Government.
- Ultimately, the Welsh Government can remove the power to run a library service from a library authority, for example if performance against the quality indicators remains poor, and public discontent becomes apparent.

What has been the effect of setting standards for library services?

Since 2002, local authorities in Wales have responded to the challenges, and improvements have been recorded in all library services. Some authorities have made more progress than others, according to particular circumstances. It has not been considered necessary to invoke any of the actions noted in the three points above. There have been significant overall improvements in the levels of investment in materials, in the provision of information technology, in buildings and opening hours in many authorities. Many library services have also adopted improved methods of delivering services. Public opinion of library services continues to remain high throughout Wales.

The authorities that have made the most significant progress are those that have increased the levels of investment in their library services, particularly in the purchasing fund for books and information resources and in equipment and buildings, and who have also improved their approach to the management of services. This combination of approaches has had beneficial effects on performances. The challenge for the next three years is not only to maintain levels of service in a climate of public spending cuts, but to continue to improve service quality and the benefits it brings to the people of Wales.

The role of CyMAL: Museums and Archives and Libraries Wales

CyMAL is the Welsh Government's policy division for public library services. It advises the Minister for Culture and Sport on policy matters as well as providing advice and support to the library sector. It provides Welsh Government grant funding to library services for innovative projects, including modernisation of library buildings. It also has a role to support and develop library standards, expertise and skills. CyMAL's staff and representatives also advise local authorities and other interest groups on public library services and on the quality framework of Welsh public library standards.

Further information

Information about the framework of Welsh public library standards is available on the CyMAL web pages:

www.wales.gov.uk/cymal

Welsh Public Library Standards 2014-17

Caerphilly County Borough Council

Annual Assessment Report 2014-15

This report has been prepared based on information provided in Caerphilly's annual return, case studies and narrative report submitted to Museums, Archives and Libraries Division of the Welsh Government.

The return was not approved by the authority prior to submission; such approval is expected in October 2015.

1) Executive summary

> Caerphilly is meeting 17 of the 18 core entitlements in full and one in part.
>
> Of the seven quality indicators with targets, Caerphilly is achieving six in full, and one in part.
>
> Caerphilly library service is a strong performer and is to be congratulated on its high visits and active borrower figures per capita. It is also meeting several targets which most other authorities are failing.

- 63% of children said that the library helped them to learn and find things out, while 89% of attendees at training sessions said that attendance helped them to achieve their goals. Four impact case studies highlight the range of added value services provided across the authority, although the direct impacts could be better articulated in two of the four studies in particular.

- Caerphilly's most recent adult customer survey was in May 2013. A survey of children was undertaken in July 2014, with children awarding an average score of 9.3 out of 10, the second highest in Wales. The number of training sessions hosted has increased, but informal training per capita is the lowest in Wales, and may be under-recorded.

- Caerphilly meets the target for access to service points, and has the second highest visits per capita in Wales. 28.8% of the population are active borrowers, the highest percentage in Wales.

- Caerphilly meets all the targets for acquisitions. ICT provision is poorly used, and one third of the service points do not provide Wi-Fi access for the public. The percentage of requests supplied within 15 days is the second highest in Wales.

- Caerphilly meets the targets for staffing levels, training, and qualifications, and for opening hours. Total expenditure per capita is above the median for Wales. The average cost per visit is £2.45, below the median, suggesting that the authority is operating efficiently.

- Compared to the rest of Wales, Caerphilly generally performs well in the broad areas of *Access for all* and *Learning for life*, although some individual indicators in these areas are below the medians.

- Caerphilly appears to be maintaining its strong performance from pervious frameworks.

2) Performance against the standards

The standards framework comprises of core entitlements, quality indicators with targets, quality indicators with benchmarks and impact measures. Section 2 summarises achievements against the core entitlements, the quality indicators which have targets, the quality indicators showing performance against others, and impact measures. A narrative assessment of the authority's performance is made in Section 3.

a) Core entitlements

Caerphilly is meeting 17 of the 18 core entitlements in full, and partially meeting one. The only area where Caerphilly is not achieving the core entitlement falls within the area of *Learning for life*, where it is only partially meeting the entitlement to free use of the internet and computers, including Wi-Fi, which is only available in two–thirds of the authority's service points at present.

b) Quality indicators with targets

There are 16 quality indicators (QI) within the framework. Of the 7 which have targets, Caerphilly is achieving six in full, and one in part:

Quality Indicator	Met?	
QI 3 Individual development:		Fully met
a) ICT support	✔	
b) Skills training	✔	
c) Information literacy	✔	
d) E-government support	✔	
e) Reader development	✔	
QI 5 Location of service points	✔	Fully met
QI 8 Up-to-date reading material:		Fully met
a) Acquisitions per capita	✔	
<u>or</u> Materials spend per capita	✘	
b) Replenishment rate	✔	
QI 9 Appropriate reading material:		Fully met
a) % of material budget on children	✔	
b) % of material budget spent on Welsh	✔	
<u>or</u> Spend on Welsh per capita	✔	
QI 10 Online access:		Partially met
a) All service points	✔	
Computers per capita	✔	
b) Wi-Fi provision	✘	
QI 13 Staffing levels and qualifications:		Fully met
a) Staff per capita	✔	
b) Professional staff per capita	✔	
c) Head of service qualification/training	✔	
d) CPD percentage	✔	
QI 16 Opening hours per capita	✔	Fully met

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c) Impact measures

The framework contains three indicators which seek to gather evidence of the impact that using the library service has on people's lives. Through these and other indicators it is possible to see how the library service is contributing towards educational, social, economic and health and wellbeing local and national agendas. These indicators do not have targets. Not all authorities collected data for the impact indicators, and ranks are included out of 22, unless stated otherwise, where 1 is the highest, and 22 the lowest scoring authority.

Caerphilly last carried out a customer survey of adults in May 2013, and the data below relating to adults are taken from that survey. It carried out a survey of children in July 2014.

Performance indicator	Caerphilly	Rank	Lowest	Median	Highest
QI 1 Making a difference					
b) % of children who think that the library helps them learn and find things out:	63%	7 / 7	63%	93%	95%
e) % of adults who think that the library has made a difference to their lives:	n/a		73%	87%	92%
% of children who think that the library has made a difference to their lives:	n/a		43%	79%	90%
QI 4 b) % of attendees of training sessions who said that the training had helped them achieve their goals:	89%	12 / 17	65%	93%	100%

Caerphilly described four impact case studies:

- support at Abercarn library for adult learning and job seeking;

- activities for young people at Bargoed Hanbury Chapel library;

- a 'Knit and Natter' group which has helped one customer find her way back into the local community; and

- the use of the virtual library services by customers with mobility issues who felt they could no longer use the physical resources.

In the first two in particular, although the service provided is well described and clearly appreciated, more emphasis could be given to the direct impact on users.

d) Quality performance indicators and benchmarks

The remaining indicators do not have targets, but allow performance to be compared between authorities. The following table summarises Caerphilly's position for 2014-15. Ranks are included out of 22, where 1 is the highest, and 22 the lowest scoring authority, unless stated otherwise. (Indicators where fewer than 22 authorities supplied data are obtained from customer surveys which only need to be carried out once during the three year framework period, or those where relevant data elements were not available to some authorities.)

Caerphilly last carried out a customer survey of adults in May 2013, and the data for QI 1 and QI 2 relating to adults are taken from that survey. It carried out a survey of children in July 2014.

Performance indicator	Caerphilly	*Rank*	Lowest	Median	Highest
QI 1 Making a difference					
a) new skills	55%	*9 / 9*	55%	72%	93%
c) health and well-being	29%	*9 / 9*	29%	58%	91%
d) enjoyable, safe and inclusive	n/a		84%	97%	98%
QI 2 Customer satisfaction					
a) 'very good' or 'good' choice of books	89%	*5 / 10*	82%	89%	97%
b) 'very good' or 'good' customer care	99%	*1 / 10*	93%	98%	99%
c) 'very good' or 'good' overall;	96%	*5 / 10*	94%	96%	99%
d) child rating out of ten	9.3	*2 / 9*	8.0	9.2	9.4
QI 4 User training					
a) attendances per capita	22	*12*	2	24	278
c) informal training per capita	16	*21 / 21*	16	162	484
QI 6 Library use					
a) visits per capita	5,826	*2*	2,637	4,177	5,955
b) virtual visits per capita	599	*18*	212	923	2,449
c) active borrowers per capita	288	*1*	71	155	288
QI 7 attendances at events per capita	317	*5*	21	192	464
QI 11 Use of ICT - % of available time used by the public					
a) equipment	28%	*20*	23%	36%	70%
b) Wi-Fi services	38%	*3 / 7*	4%	37%	74%
QI 12 Supply of requests					
a) % available within 7 days	78%	*4*	62%	69%	81%
b) % available within 15 days	91%	*2*	74%	84%	94%
QI 13 Staffing levels and qualifications					
(v) a) total volunteers	17	*8*	0	14	74
b) total volunteer hours	510	*12*	0	527	2696
QI 14 Operational expenditure					
a) total expenditure per capita	£15,728	*7*	£8,966	£14,054	£20,796
b) % on staff,	64%	*5*	45%	57%	77%
% on information resources	13%	*10*	5%	13%	21%
% on equipment and buildings	3%	*14*	0%	4%	27%
% on other operational costs;	19%	*13*	4%	22%	37%
c) capital expenditure per capita	£0	*16*	£0	£266	£2,126
QI 15 Cost per visit	£2.45	*17*	£2.07	£2.87	£3.92
QI 16 Opening hours *(see note)*					
(ii) a) % hours unplanned closure of static service points	0.0%	*1*	0.0%	0.02%	0.52%
b) % mobile stops / home deliveries missed	0.3%	*8 / 19*	0.0%	0.4%	5.4%

Note: Rankings here have been reversed, so that 1 is the lowest scoring authority.

3) Analysis of performance

The core entitlements and quality indicators are divided into four key areas. This section of the report outlines performance against the quality indicators within these four areas.

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a) Customers and communities

Caerphilly undertook a user survey of children in May 2014, and achieved a good satisfaction score, the second highest in Wales. An adult survey was undertaken in May 2015, and will be reported next year. All service points provide the full range of support for individual development. The service provides an active programme of events in partnership with a range of organisations, and has increased the number of training sessions hosted or delivered. Informal training for customers per capita is the lowest in Wales although considering the context of the service as a whole, this could be due to under-reporting..

b) Access for all

Caerphilly meets the target for physical access to service points. Visits to library premises have increased since last year, and now stand at over one million in total, the second highest per capita rate in Wales. This includes an increase of over one third in the number of attendances at library events, reflecting improvements in the offer. Other indicators of use – virtual visits and issues – have both fallen, however, and this is noted as being a strategic target for the authority over the next three years. 28.8% of the population are active borrowers, the highest proportion in Wales.

c) Learning for life

Caerphilly is meeting the targets for acquisitions, overall, for children and in the Welsh language. It continues to maintain its ICT provision, although six of the 18 service points do not provide Wi-Fi access at present and there are no plans to expand this, owing to budgetary constraints. Use of ICT equipment is relatively low, with only two authorities recording a lower rate of use. Although there has been a small drop in the percentage of requests met within 7 days, there has been a significant improvement in the percentage met within 15 days, which is now the second highest in Wales.

d) Leadership and development

Caerphilly meets all the targets in this area, and has been able to fill two long-standing vacancies with support from the authority. The service has increased its number of volunteers slightly, to 17, who give an average of 30 hours each – a fall from last year. Volunteering opportunities are offered only as work experience placements, under two schemes, and the service is working towards NOS accreditation.

Total expenditure per capita is above the median for Wales, but the high level of visits means that the average cost per visit, at £2.45, is below the median, showing an efficient service. Opening hours meet the target set. The authority noted 96 hours of closure (0.3% of the total) which were beyond its control, being caused by a flood and fire evacuation, and union strike which affected all but two libraries.

4) Strategic context

The library service clearly articulated its contribution to three local authority strategies, in sustaining vibrant town and village centres; supporting residents to learn new skills, and offering a range of well-being resources and services. It also clearly articulated its contribution to Welsh Government priorities, in particular the Libraries Inspire framework.

5) Conclusion

Caerphilly library service is a strong performer and is to be congratulated on its high visits and active borrower figures per capita. It is also meeting several targets which most other authorities are failing.

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Llywodraeth Cymru
Welsh Government

CyMAL: Museums Archives and Libraries Wales

The fifth quality framework for Welsh public libraries   April 2014 to March 2017

Annual return pro-forma: Year ending 31 March 2015

Guidance notes

The return is to be made over three worksheets, together with a Word document. Authorities should take note of the following:

The *Definitions and guidelines for data collection and reporting* document provides guidance for completing the return.

Where data are included in the annual public library actuals return to CIPFA, the same figure should be used for this return.

Only those cells where data are required can be selected; other areas of the return are shaded. The tab key can be used to move to the next available cell.

CyMAL reserves the right to request evidence of the information provided in the return to assist with the assessment process.

Context

This sheet requires some descriptive details for the authority, and contact details for the person to whom any queries should be addressed.

Core entitlements

This sheet deals with the 18 core entitlements for the public. Authorities should select their (self-assessed) level of compliance from the drop-down box, and provide further information as required in the space provided.

Quality indicators

This sheet covers the 16 public library standard quality indicators. For some indicators authorities are required to enter the raw data from which quantitative standards are derived; calculation will then take place automatically.

For those standards with quantitative targets, values are compared to the target set, and an indication given of whether or not that standard has been met. Space has been provided for comment; authorities failing to meet targets will be prompted to use this space to detail any mitigating circumstances, and plans for future improvement.

A comparative figure for the year ending 31 March 2014 should be provided for each annually reported PI. Space is provided for authorities to comment on any decline in their performance over the previous year.

Submission

When completed, the return should be submitted via email to CyMAL: cymal@wales.gsi.gov.uk

Closing date for receipt of returns: **Friday 26th June 2015**

For more information please contact: Alyson Tyler
alyson.tyler@wales.gsi.gov.uk
0300 062 2103 (direct line)
0300 062 2112 (CyMAL main number)

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APPENDIX 3 (B): Welsh Public Library Standards - Case Studies

Authority: Caerphilly County Borough Council

1. The impact which the library has had on an individual, or on a group of individuals, during the year. Describe the use made of the service, and the difference that use made to the individual or group concerned. Up to four case studies may be provided (indicative length: 500 words each).

    a)

Abercarn Library and its community run café provides the ideal setting for local adult learning and job seeking support through a range of complementary partners coordinated by a work coach each Friday. The setting offers only part of the solution delivered and the welcome and support of local Library staff is crucial to making the excellent physical resources onsite truly valuable to the customers in receipt of IT support and Job seeking assistance.

Comment (Abercarn Library – Lynette Jones [Work Coach])

I have been working at Abercarn library every Friday morning since October 2013, for Blackwood Job Centrre Plus providing a 'Youth Hub', which involves customers coming to the library to have support from Jobcentre services, we also involve Careers Wales and Communities 1st, providing help and support to move our customers into work or nearer the job market, by working together to get the best outcome for our customers with CV's, Universal Jobmatch, other organisations also attend such as Lift Project, we have also had customers who are wheelchair users, I must commend the staff at the library, Kerry and Julie as they are a great asset and so helpful to ourselves and our customers especially as we tend to take over the computer areas every week. They are also happy to help our customers to set up smart cards etc. The cafe is a great help too, providing us with drinks and a relaxing area with our customers, so well done to all the volunteers. I think this has been so successful due to the people who run this and also the welcoming atmosphere and the support given to the Jobcentre by everyone involved including Cheryl the manager who is most helpful. This proves that by working together within the community and involving many Partners we can all help each other and help move our customers forward. so thank you for supporting and grateful thanks again to all the staff and volunteers at Abercarn library.

    b)

Challenging stereotypes and engaging with the recreational or educational reading needs of all customer groupings is of vital importance to any Public Library when there are many competing pressures for the visitor's time. The comment below reflects positively on the contribution Bargoed Hanbury Chapel Library staff made to children and young people through their establishing of a Harry Potter night event where the 2 star listed facility became Hogwarts for a week of activities.

Comment (Bargoed Hanbury Chapel – Harry Potter Night event – Teenager feedback)

I had a wonderful comment from Connor Parker with regard to our Harry Potter Book Night event last Thursday, he came bounding into the library absolutely beside himself with excitement exclaiming how much he loved Harry Potter and we had an animated discussion about both films and books. He was very happy to tell me that he thought we were 'sooo cool' to have decorated the library so well and then he literally bounced from one display area to the next. His older brother Luke helped establish the Warhammer Club with the staff, which is held here every other Saturday morning, so they are familiar faces to the staff. Both are well behaved and friendly, but as they are both teenagers it is expected that staff no longer fall into 'cool people' territory any longer. It makes it all worthwhile! EH

c)

Caerphilly County Borough Library Service plays an important role social and community engagement role among its older customer grouping.

The comment detailed below highlights both the value of small part-time village facilities and the enabling opportunities that hosting events like 'Knit and Natter' classes can play and similarly reading groups. The County Borough Council has invested considerable resources in recent years to update and enhance its recreational reading offer and supports some 40 reading groups that meet in local Library facilities and elsewhere in the community.

Comment (Llanbradach Library – Older residents/ social and learning benefit of Library Service – feedback)

Comment: Last year I joined the Knit and Natter group on Friday mornings and really enjoy it. As well as doing my knitting, I catch up with old friend (and some new) and all their news once a week. After being away from the area for 14 years it was what I needed to find my way back into the local community. The lady at the library (Jeanette) is most helpful and has found me some books on crochet, as I have always wanted to learn how to master that skill. While I am in the library, I can always ask about books and have some reserved for me, so although I now live in Blackwood, if I can't find anything there I like, I look on the shelves in Llanbradach too. I have also joined a book club in Llanbradach library, which is held once a month. As well as performing a social aspect, it gives me the opportunity to sample many different types of books, some of which I might not have chosen for my self- and so broadens my reading horizons.

d)

The comment detailed below highlights the impact that online services can have in sustaining a resident's use of Library facilities even when their underlying health issues are significant. The 'virtual Library', or in Caerphilly Libraries case the 19th service point, can sustain conventional access to recreational reading and enable residents to feel informed and able to address their information and learning needs.

Comment (New Tredegar – DDA issues and the benefits of e-zines, e-books, and online information provision– feedback)

A customer came in to end theirs and their wives relationship with the library service. Both of the customers had issues with their wrists stopping them holding books and mobility issues and felt the library physically wasnt an option for them anymore. I queried if they used e-readers and they said they did but were'nt happy with the range of free stock available on amazon. I told them that we had a great range of free stock available through their librarycard. During their visit I sat them down and re-joined them through the smartcard service. I showed them how to access our e-books and e-zines. I also showed them our ancestry subscription and they told me they also helped their grand daughter do her homework. I took this as an opportunity to show the customers our brittanica site with which they were very happy. The customer was shocked they could use the library service from home at any time of night (the customer was a night owl). They left very happy.

2. Please provide a narrative that demonstrates how the library service is contributing towards wider Welsh Government priorities and strategic goals (indicative length: 500 - 1,000 words)

2 (i) How the Borough Library Service contributes to key Caerphilly County Borough Council Local Authority Strategies and Plans

Single Integrated Plan	Anti-Poverty Strategy (4 P's)	2015-16 Council Improvement Objectives	Priority Areas that the Library Service contributes toward	Key Contributions – Libraries
Theme 1: **Prosperous Caerphilly**	**Places** (where people live and the services they have access to locally can impact positively on their ability to be resilient to poverty)	To help people make the best use of their household income and manage their debts.	Develop and sustain vibrant town and village centres. The Borough is able to offer sustainable and high quality town and village centres that have the potential to enhance resident feelings of well-being and to develop the skills and employability of local residents.	New and refurbished Library facilities in town centre/retail locations are anchor services that support the vitality and value of the communities they serve. Since 2007 the Council, stakeholders, and the private/third sector have invested some £12million in develop Borough Library sites making the facilities fit for purpose and complementary to the retail and local hubs they often occupy. Access to free public internet facilities in Libraries, 250 Internet Terminals, alongside a range of training and mentored support provided for residents, including Digital Friday activities at 6 locations enable customers to gain new skills and qualifications and to become IT enabled. There has been an 11% rise in total computer hours used and a 3% increase in total occupancy rates from 25 to 28%.
Theme 2: **Learning Caerphilly**	**Prospects, Pockets, & Prevention** (measures and policies that support residents to improve their life chances, income levels, and reduce the risk of them sliding into poverty)	Improve outcomes for all learners, particularly those vulnerable to under achievement. To help people make the best use of their household income and manage their debts.	Residents of all ages are supported to learn new skills and gain qualifications. Residents are able to learn in their locality at School, work, or in a variety of community locations (including virtually from home). Residents have the skills and knowledge to be resilient to the challenges of poverty through access to good quality training and support. Residents have access to training and improved employability conditions that have the potential of increasing their income levels, qualifications, and ability to progress with their employers.	County Borough Libraries support residents to access mediated and informal learning, books and other materials, and to feel in control of their individual educational progressing and achievements. Some 6,778 residents took part in either structured or informal learning activities in Library premises during 2014-15 with 89% of those participating indicating they had learned and benefitted from the process. The range of new or recently refurbished Library premises include a strong focus on establishing community centred learning spaces that are modern, attractive, and learner friendly. Establishing/Developing sustainable online educational content that children, parents, and other independent learners who live or work in the County Borough can access and benefit from is a key goal of the Borough Library Service's Three Year Plan 2014-17 under the theme of 'e-digital services'.
Theme 3: **Healthier Caerphilly**	**Prevention** (measures and policies that assist residents not to slide into poverty)	Close the gap in life expectancy for residents between the most and least deprived areas in the county borough.	Support the mental as well as physical well-being of the County Borough's residents. Access to skills, knowledge and information that enable residents to achieve their goals	Libraries offer access to a wide range of self-help, advice and well-being resources targeted at supporting the individual to cope with the physical or mental distress they may be facing (National Books on Prescription Scheme – supported by the Welsh Government where GP's can prescribe a book to a patient with mild to moderate mental health issues which the resident can then borrow from their local Library).

APPENDIX 3 (B): Welsh Public Library Standards - Case Studies

2 (ii) How the Borough Library Service contributes to a range of Welsh Government Priorities and Strategic Goals

Libraries Inspire : The strategic development framework for Welsh libraries 2012-16	Welsh Government Priorities for Tackling Poverty, Baroness Andrews Report 'Culture and Poverty', Fusion: Tackling Poverty through Culture	Welsh Government - Programme for Government	Welsh Government - Building a brighter future : Early Years and Childcare Plan, National Literacy Programme, Delivering Community Learning for Wales, and Qualified for life	Priority Areas that Caerphilly Borough Library Service contributes toward	Key Contributions – Caerphilly County Borough Library Service
Modernise Public Library Buildings - to meet the changing needs of their users **Skills for life** – including literacy information and digital skill development **Attracting the Audience** – developing and utilising a planned programme of citizen engagement to access and benefit from Library provision in Wales **Investing in People** - Library staff are central to the provision of a good library experience for customers. The Libraries Inspire Framework is committed to continue investing resources and funding to enable Welsh Library Services to develop a skilled and confident workforce.	Culture and collaborative working as a driver for learning and improved life changes – focused on Communities First areas and the impact aspirational activities can support when available. *Culture and Poverty Report* Assist in mitigating the impact of poverty through ensuring fair access to computer technologies and working to improve engagement and wider skill development alongside community participation through 'digital inclusion' measures *Welsh Government Priorities for tacking Poverty*	Widen access to our culture, heritage and sport, and encouraging greater participation. Reduce inequality and poverty among the most disadvantaged areas of Wales and work to ensure citizens do not fall into poverty wherever possible. Supporting education and employment progression as an enabler to lift people out of poverty and material deprivation. Ensuring residents and their carers receive the support required to benefit from fulfilled lives. Support the wider business and innovation growth environment through complementary access to community located learning and skill development opportunities. Support Schools, Colleges and Higher Education providers to play their role as community institutions through extending and enhancing the partnerships that exist with Public Library Services to their maximum effect. Work more effectively across the regional and local public sector bodies to collaborate wherever possible.	"Literacy is an essential life skill. To make sense of the world around them, young people need an understanding of written and spoken language, the ability to interpret what has been written or said, and to draw inferences from the evidence that surrounds them. It is also about being able to communicate – accurately, fluently and persuasively." *National Literacy Programme* "Collaborative working between support staff, teachers, school leaders, schools, colleges **and other learning centres** … to enable children and young people to achieve their potential" *Qualified for life* Only 45% of poorer households read regularly to their under 3's compared to 78% among more affluent homes. Overall Wales under performs both among its wealthiest family settings and those significantly hampered by poverty with regard to child and parent confidence in reading. *Building a brighter future: Early Years and Childcare Plan*	The creation of informal 'cultural hubs' at Library facilities including Bargoed Hanbury Chapel, Risca Palace Cinema, Newbridge Memo, and Caerphilly Library and Customer Service Centre places the Borough Library Service at the heart of artistic and community learning activity – with premises often located in important civic sites that are listed, supporting their retention, development, and effective utilisation. Projects linked to digital skill enablement, film and creative art activity, and reading initiatives, have and will continue to drive the Borough Library Services contribution to the 'programme for government' cultural & heritage priority themes. Access to a range of free services provided by the Borough Library Service including recreational and learning materials, IT facilities, including WiFi at 12 of its 18 locations, and community learning opportunities in partnership with a range of public sector / FE /HEI providers – all played an important role in supporting residents to lift themselves from the dangers of poverty and deprivation and to obtain skills that will benefit them in their future job seeking endeavours.	Since 2007 some £12 million has been invested in a range of new, refurbished, or enhanced Public Library spaces across Caerphilly County Borough in a number of listed iconic cultural sites including Bargoed Hanbury Chapel, Risca Palace, and the Memorial Hall Newbridge. Each new or refurbished facility has dedicated learning areas that can facilitate digital enablement alongside conventional educational activities. Some 6,778 residents took part in either structured or informal learning activities in Library premises during 2014-15, a rise of 36% on the previous year, with 89% of those participating indicating they had learned and benefitted from the process. Use of Library ICT facilities increased by 11% during 2014-15 building on a number of years of growth, in particular among adults seeking employment or benefit information often taking advantage of the volunteer based ICT tuition provided at the 6 largest Library sites as part of the Digital Friday initiative. During 2014-15 8,659 children and accompanying parents, carers, or teachers attend events and activities in local Borough Libraries including author sessions and toddler times. This represents a 9% rise on the numbers who participated in 2013-14. Attendance by children rose more markedly by some 14% with 7,581 taking part in activity sessions over the last 12 months.

APPENDIX 3 (B): Welsh Public Library Standards - Case Studies

Libraries Inspire : The strategic development framework for Welsh libraries 2012-16	Welsh Government **Priorities for Tackling Poverty, Baroness Andrews Report 'Culture and Poverty', Fusion: Tackling Poverty through Culture**	Welsh Government - **Programme for Government**	Welsh Government - **Building a brighter future : Early Years and Childcare Plan, National Literacy Programme, Delivering Community Learning for Wales,** and **Qualified for life**	**Priority Areas that Caerphilly Borough Library Service contributes toward**	**Key Contributions – Caerphilly County Borough Library Service**
					In excess of 1,200 staff hours have been invested in workforce development activities during 2014-15. The Borough Library Service also supports the follow staff training and progression in the last year: - 2 Members of staff undertaking Master Degrees in Librarianship - 4 Officers are being supported to undertake NVQ's in the application of ICT in LIS work - 1 Employee is completing a ILM Level 5 in Management - 15 new employees are undertaking their full range of induction training at present

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EDUCATION FOR LIFE SCRUTINY COMMITTEE –
3RD NOVEMBER 2015

SUBJECT: **STATUTORY NATIONAL TESTING FOR PUPILS IN Y2 –Y9**

REPORT BY: **JOHN RAWLINGS, EDUCATION ACHIEVEMENT SERVICE (EAS)**

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1.   PURPOSE OF REPORT

1.1   To inform Members of the statutory testing process in mathematics and English and the outcomes for pupils in Caerphilly County Borough Council (CCBC) schools.

2.   SUMMARY

2.1   The report outlines the scope of the testing process within primary and secondary schools, the pupil outcomes and comparisons to the teacher assessment process at Y2, Y6 and Y9.

3.   LINKS TO STRATEGY

3.1   The tests complement the Local Authority's (LAs) strategy of securing continued improvement in pupil outcomes at Foundation Phase, Key Stage 2 and Key Stage 3 and provide a further benchmark of performance of pupils and their ability to apply literacy and numeracy skills.

4.   THE REPORT

4.1   Contextual information

4.1.1   The annual tests that all Y2-Y9 children take at schools in Wales, and are part of the National Literacy and Numeracy Framework (LNF). The tests were introduced in May 2013. Their main aims are to:

- Give schools an accurate gauge of individual children's skills and abilities.
- Help drive up literacy and numeracy standards in children throughout Wales.
- Provide a clearer picture of how children are performing nationally.

4.1.2   The tests are paper-based and take between 30 and 60 minutes each (although children who need longer because of additional needs will be given extra time). Although it is up to each school how to administer them, it is recommended that children in Y2 and Y3 have a chance to sit the tests in smaller chunks of 20 minutes or 30 minutes at a time.

4.1.3   The reading tests span year groups: Y2 and Y3 take the same test, as do Y4 and Y5, and also Y6 and Y7. Children read a passage before answering a mixture of multiple choice questions and questions needing short, closed responses like ordering, pairing and underlining. The numeracy part of the test last for 30 minutes; children are tested on addition,

subtraction, multiplication and division. A 30-minute reasoning test assesses how well they can apply calculation skills to everyday problems. Unlike the reading test, there is a separate numeracy test for each year group.

4.1.4   Primary schools administered tests between the 5 – 12th May; secondary schools between the 29th April and 12th May. The tests were marked internally at the school according to detailed guidance and the data was uploaded to the Welsh National Tests Data Collection. Provisional data was returned to schools by the end of the summer term in order to be shared with parents and carers.

4.1.5   EAS on behalf of the LA undertake the statutory responsibility to monitor the assessment arrangements in at least 10 per cent of their schools. The LA must ensure that assessment arrangements are in accordance with the test administration timetable and test administration guidance. EAS carry out a programme of monitoring visits during any of the following periods.

- The week before the tests are administered to learners.
- The period during which the tests are administered to learners.
- Up to 20 school days after the last day on which any of the tests have been administered to learners.

4.2   **Pupil Outcomes**

4.2.1   Standardised tests in English reading and maths measure the child's achievement compared to other children in all schools across Wales at the same age level. Scores below Standard Score (SS) (85) are considered below average,
85 -115 are considered to be within the average range and SS over 115 is considered to be above average.

4.2.2   In Caerphilly, performance was relatively stronger at Standard Score (SS)115+ than at SS85+ and LA rankings were similar to FSM rankings.

4.2.3   Overall, LA rankings at SS85+ align more closely to Teacher Assessment rankings in key stages 2 and 3 than to Foundation Phase. However, it is important to note that reading is only one of three attainment targets taken into account for Teacher Assessment in English and Welsh. LA rankings for Teacher Assessment at the expected level + 1 have not yet been published. (see appendix 1).

4.2.4   In the Welsh reading test, the performance across years 2 to 9 was similar overall in terms of LA rankings at SS85+ and SS115+. Test rankings matched or were similar to LA FSM rankings in Caerphilly. However, there is little correlation between LA rankings for Teacher Assessment.

4.2.5   **Progress measures in English and Welsh reading tests**

4.2.6   The progress measure shows whether a learner's improvement in reading or numeracy each year is in line with that of other learners taking the same test. No one performs consistently all of the time. Small changes are most likely due to how the learner performed on this particular test on the particular day of testing. Larger changes, or a trend in changes, may give a stronger indication of the learner's progress.

4.2.7   Overall, LA increases within the region at S85+ and SS115+ exceeded national increases in 6 out 10 cases for English and 5 out of 10 for Welsh. Conversely, performance in the Welsh reading tests dropped by more than one point at SS115+ in Caerphilly.

	Reading - En			Reading - We	
	85+	**115+**		**85+**	**115+**
Blaenau-Gwent	2.6	1.2		0	4.1
Caerphilly	3.4	0.6		1.4	-1.1
Monmouthshire	3.6	-0.2		3.8	-1.5
Newport	3.5	1.3		1.5	-0.7
Torfaen	3.7	-1.2		-1	3.5
Wales	**3.4**	**0.1**		**-0.1**	**-0.4**

4.2.8 Regional Benchmark performance in national reading tests compared with Teacher Assessment performance LLC / English (Years 2, 6 and 9).
Regional benchmark performance for the reading tests was average overall in 2015, with roughly 25% of schools in each quarter in all key stages at both SS85+ and SS115+.

4.2.9 Performance was strongest in key stage 3, with nearly a third of schools in the top quarter. Conversely, benchmark performance for Teacher Assessment was stronger in Foundation Phase and key stage 2 than for key stage 3.

4.2.10 Significantly fewer schools were in the bottom quarter at the expected levels in years 2 and 6 for Teacher Assessment compared with performance in the tests at SS85+.

4.2.11 In key stage 3, more schools were in the top quarter for the test, than they were for L5+ Teacher Assessment . At level 6+, more schools were in the bottom quarter than for SS115+.

4.2.12 Primary benchmark performance in Caerphilly was average overall, with roughly 25% of schools in each quarter in year 2 and year 6. Performance in year 9 was above average, with less than 25% schools in the bottom quarter and half Caerphilly's secondary schools in the top quarter.

Caerphilly   SEWC

85+

115+
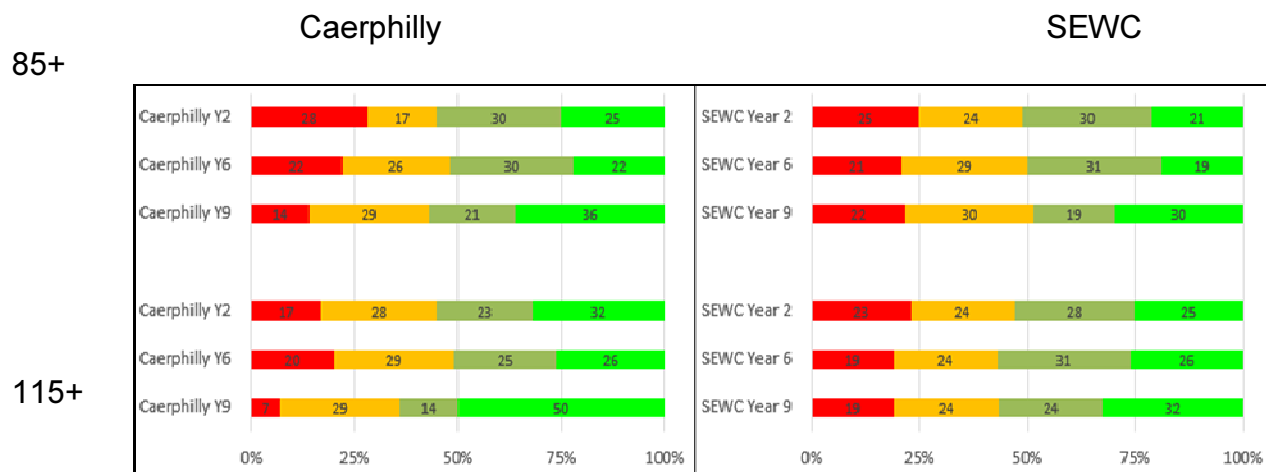
4.2.13 LLC / Welsh (Years 2, 6 and 9)
Regional benchmark performance in the Welsh reading tests was stronger in year 9 than years 2 and 6, but accounts for just two secondary schools (one in Caerphilly and one in Torfaen). Neither was in the top or bottom quarter at SS85+ or SS115+. There was no correlation between Teacher Assessment and test benchmarks. Both secondary schools were in the bottom quarter for Welsh at level 5+.
Test benchmarks in years 2 and 6 were well below average at SS85+, and also at SS115+ in year 2.

Teacher Assessment benchmarks at the expected and higher levels were relatively stronger than test performance at the end of Foundation Phase and key stage 2, but there were too few schools in the top quarter and none at level 4+ in year 6.

In Caerphilly, benchmark performance was below average in 6 year at SS85+, and well below average in year 2 (three-quarter of schools were below the median and no schools were in the top quarter). Performance was relatively stronger in both year-groups at S115+ and above average in year 6.

In year 9, performance in the one secondary school representing the LA was below the median at SS115+ (3rd quarter) and above at SS115+ (2nd quarter).

4.3 Performance in national numeracy tests (2014-15)

4.3.1 In four out of five LAs, the combined performance of all year groups was similar in the procedural and reasoning tests in terms of LA rankings for standardised scores of SS85+. (see appendix 2).

4.3.2 As with the reading tests, LA rankings in national numeracy tests at SS85+ align more closely to Teacher Assessment rankings at the expected level in key stage 3, than to rankings in Foundation Phase and key stage 2. This is particularly the case for Caerphilly. In four out of five LAs in the region, rankings in the numeracy tests were similar at SS85+ and SS115+. Caerphilly ranked slightly above its FSM ranking in the procedural test at 115+ (16th / 19th respectively. (see appendix 3).

4.3.3 **Progress measures**

4.3.4 Within the region, increases in LA averages at SS 85+ and SS 115+ for 2015 exceeded national figures in 45% cases. In the procedural test, increases were significantly higher than Wales averages. In Caerphilly, increases were above national averages for three out of four indicators. In the reasoning test, increases were larger than national figures in Caerphilly at 85+

	Procedural			Reasoning	
	85+	**115+**		**85+**	**115+**
Blaenau-Gwent	3	-0.1		3.5	1.4
Caerphilly	1.8	1.5		3.5	1.4
Monmouth	1.1	1.6		2.6	2.9
Newport	0.3	0.2		2.4	0.6
Torfaen	0.5	0.9		2.3	1.7
Wales	**1**	**0.5**		**2.8**	**2**

4.4 Benchmark performance: National numeracy tests compared with TA performance in mathematics.

Consortium performance (Y2, Y6, Y9)
Regional benchmark performance in the national numeracy tests was below average overall in 2015, with more than half the schools below the median in 8 out of 12 indicators.
Performance was above average in the procedural test in KS2 at SS115+, both tests at SS85+ in KS3 and the procedural test at SS115+ in KS3.
Performance was stronger in year 9 than in years 2 and 6, contrary to Teacher Assessment benchmarks where key stage 3 performance was well below average at the expected level (only 36% schools above the median compared with 61% in Foundation Phase and 56% at key stage 2).

In the primary phase (years 2 and 6), with the exception of the year 6 procedural test at SS115+, there were fewer than 50% of schools above the median, and significantly more schools in the bottom quarter than in the top quarter.

Caerphilly SEWC

Procedural
85+

Caerphilly Y2	20	24	27	30
Caerphilly Y6	25	36	23	16
Caerphilly Y9	0	36	21	43

SEWC Year 2	29	27	24	19
SEWC Year 6	25	34	26	15
SEWC Year 9	16	27	32	24

115+

Caerphilly Y2	23	31	21	25
Caerphilly Y6	10	30	36	23
Caerphilly Y9	14	43	7	36

SEWC Year 2	31	30	20	19
SEWC Year 6	13	32	34	21
SEWC Year 9	19	30	16	35

Reasoning
85+

Caerphilly Y6	33	20	28	19
Caerphilly Y9	14	14	43	29

SEWC Year 6	28	32	29	11
SEWC Year 9	22	27	30	22

115+

Caerphilly Y2	21	30	32	17
Caerphilly Y6	28	30	26	16
Caerphilly Y9	21	36	36	7

SEWC Year 2	30	33	25	12
SEWC Year 6	28	32	29	11
SEWC Year 9	24	32	30	14

4.4.1 **Year 2**
Regional performance in year 2 was broadly similar across the four measures, but below average overall. Performance was strongest in Caerphilly with around 50% schools above the median for all measures, with more than 25% schools in the top quarter for most measures and fewer than 25% in the bottom quarter.

4.4.2 **Year 6**
Regional performance was above average in the procedural test at SS115+, but below average for three of the four measures and weakest in the reasoning test at SS115+. LA performance was above average in the procedural tests at SS115+ in Caerphilly (59% of schools above the median).

4.4.3 **Year 9**
Regional benchmark performance was above average in year 9, with over a third in the top quarter in the procedural test at SS115+ and only 16% schools in the bottom quarter at SS85+. Performance was strongest and well above average in Caerphilly at SS85+.

4.5 **Attendance and disapplication (Reading and numeracy tests)**
In order for national test data to include all pupils in years 2 to 9, a standardised score of 'below 85' is awarded to any pupil disapplied from the tests at the discretion of the headteacher, as well pupils who were absent throughout the test period.
In 2015, the combined absence/disapplication figure was lower than last year in Caerphilly for all three tests, (reading, procedural and reasoning tests). Caerphilly had the lowest proportion of pupils absent or disapplied from the national tests in 2015 with figures well below national averages and below those of Monmouth for all but the reasoning test

4.6 **Addressing the variation between teacher assessment and test results**

4.6.1 Literacy and numeracy team members have analysed the data for all schools in the region and compared it against the teacher assessment in school.

4.6.2 For Year 2 classes the EAS English and Literacy team will focus on narrowing the gap by working with schools who all have a Benchmark Quartile (BQ) difference of 2-3 using schools with less variation within their LAs to support. Language coordinator meetings will focus more specifically on Teacher Assessment supporting and guiding teachers in the teaching and assessment of reading including evidence gathering for verification purposes.

4.6.3 **English**: Immediate support with Teacher Assessment and teaching within KS3 and KS4. EAS planned intervention is currently taking place to support the new Head of Department and their staff. Visits to schools have been arranged to view good practice.

4.6.4 **Mathematics**: Issues to be discussed as part of the 'professional interviews' taking place with mathematics adviser, head of mathematics and senior leaders during the autumn term. National moderation materials will be disseminated to all Heads of Departments in November network meetings. Spring term visit to schools where performance at Teacher Assessment is significantly different to that of their tests results will take place.

4.6.5 Challenge Advisers will address the issue with headteachers in their schools as part of the categorisation process. Where there are significant differences between test results and teacher assessment, Step 2 of the categorisation process will potentially alter.

4.6.6 In response to the outcomes of the Literacy tests, the LA is working with the Literacy Team to design bespoke project which will be piloted in 2 clusters and will begin in January 2016.

5. EQUALITIES IMPLICATIONS

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

6. FINANCIAL IMPLICATIONS

6.1 There are no direct financial implications arising from this report.

7. PERSONNEL IMPLICATIONS

7.1 There are no personnel implications arising from this report.

8. CONSULTATIONS

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

9. RECOMMENDATIONS

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

10. REASONS FOR THE RECOMMENDATIONS

10.1 To apprise Members of the statutory testing process in mathematics and English and the outcomes for pupils in CCBC schools.

11.   STATUTORY POWER

11.1   Children and Families Measure (Wales) 2010.
11.2   Local Government Measure 2009
11.3   Education Act 1996

Author: John Rawlings, Principal Challenge Adviser - EAS
Consultees: Keri Cole – Chief Education Officer, Education
                     Bleddyn Hopkins - Assistant Director – 21st Century Schools
                     Chris Burns, Interim Chief Executive
                     Councillor Rhianon Passmore – Cabinet Member for Education
                     Councillor Wynne David – Chair - Education for Life Scrutiny Committee

Appendicies:
Appendix 1
Appendix 2
Appendix 3

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Appendix 1

Teacher Assessment: ENGLISH (Expected levels)   Reading Tests

LA FSM
    Outcome 5+   Level 4+   Level 5+   SS85+   SS115+

ranking
    Year 2   Year 6   Year 9   Years 2 – 9 ('all years')

#	LLC English		#	English		#	English		#	Reading (+85)		#	Reading (115+)		#	2015 FSM% (Pupils aged)	FSM
1	Ceredigion	94.0	1	Vale of Glamorgan	93.5	1	Monmouthshire	93.7	1	Monmouthshire	8.9	1	Monmouthshire	24.9	1	Powys	10.9
2	Monmouthshire	93.3	2	Monmouthshire	93.4	2	Ceredigion	93.4	2	Vale of Glamorgan	9.6	2	Vale of Glamorgan	23.2	2	Monmouthshire	11.4
3	Vale of Glamorgan	92.7	3	Anglesey	93.2	3	Vale of Glamorgan	92.1	3	Powys	10.7	3	Powys	20.1	3	Ceredigion	11.9
4	Powys	91.5	4	Powys	91.9	4	Powys	91.9	4	Ceredigion	11.3	4	Swansea	18.7	4	Gwynedd	13.3
5	Pembrokeshire	91.1	5	Newport	91.5	5	Conwy	91.4	5	Swansea	11.4	5	Cardiff	18.4	5	Vale of Glam	13.5
6	Bridgend	90.5	6	Ceredigion	91.1	6	Flintshire	91.4	6	Pembrokeshire	11.8	6	Pembrokeshire	18.3	6	Flintshire	14.9
7	Newport	90.2		Swansea	90.9	7	Gwynedd	91.3	7	Anglesey	11.9	7	Ceredigion	18.2	7	Pembrokeshire	16.3
8	Caerphilly	90.1	8	Pembrokeshire	90.5	8	Pembrokeshire	88.6	8	Flintshire	12.3	8	Conwy	17.4	8	Wrexham	16.6
9	Flintshire	89.0	9	Flintshire	90.1	9	Bridgend	88.6	9	Carmarthenshire	12.3	9	Carmarthenshire	16.9	9	Conwy	17.1
10	Torfaen	88.7	10	Gwynedd	90.0	10	Carmarthenshire	88.4	10	Bridgend	12.5	10	Flintshire	16.8	10	Carmarthenshire	17.2
	Wales	88.0	11	Carmarthenshire	90.0	11	Anglesey	87.9	11	Gwynedd	12.7	11	Bridgend	16.5	11	Isle of Anglesey	17.4
11	Cardiff	87.9	12	Cardiff	89.9		Wales	87.9	12	Conwy	13.2	12	Gwynedd	15.7	12	Torfaen	18.8
12	Denbighshire	87.6	13	Wrexham	89.8	12	Denbighshire	87.8		Wales	13.4	13	Newport	15.1		Wales	18.8
13	Wrexham	87.2	14	Denbighshire	89.7	13	Swansea	87.6	13	Denbighshire	13.7	14	Wrexham	15.0	13	Denbighshire	19.0
14	Merthyr Tydfil	87.2		Wales	89.6	14	Merthyr Tydfil	87.2	14	Cardiff	13.9	15	Anglesey	14.9	14	Swansea	19.8
15	Blaenau Gwent	87.0	15	Bridgend	89.5	15	Newport	87.1	15	Neath Port Talbot	14.2	16	Torfaen	14.5	15	Bridgend	20.0
16	Swansea	87.0	16	Merthyr Tydfil	89.3	16	Torfaen	86.9	16	Wrexham	14.4	17	Neath Port Talbot	14.3	16	Newport	20.4
17	Rhondda Cynon Taf	86.8	17	Caerphilly	89.3	17	Cardiff	86.7	17	Newport	14.9	18	Denbighshire	14.2	17	Cardiff	22.2
18	Anglesey	86.1	8	Conwy	88.5	18	Wrexham	86.1	18	Rhondda Cynon Taf	15.1	19	Caerphilly	14.1	18	RCT	22.5
19	Conwy	86.1	19	Rhondda Cynon Taf	88.0	19	Rhondda Cynon Taf	86.0	19	Torfaen	15.3	20	Rhondda Cynon Taf	13.1	19	Caerphilly	23.3
20	Carmarthenshire	83.4	20	Blaenau Gwent	87.9	20	Neath Port Talbot	84.2	20	Merthyr Tydfil	15.7	21	Merthyr Tydfil	12.9	20	Merthyr Tydfil	23.4
21	Neath Port Talbot	82.8	21	Torfaen	87.1	21	Blaenau Gwent	83.8	21	Caerphilly	16.4	22	Blaenau Gwent	9.3	21	Neath PT	23.7
22	Gwynedd	#	22	Neath Port Talbot	85.3	22	Caerphilly	83.7	22	Blaenau Gwent	19.0				22	Blaenau Gwent	29.2

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Teacher Assessment (Expected levels)   Numeracy Tests
LA FSM
     Outcome 5+   Level 4+   Level 5+   SS85+
ranking
     Year 2   Year 6   Year 9   Years 2 – 9 ('all years')

FP — Mathematical Development

Rank	LA	Value
1	Ceredigion	94.5
2	Monmouthshire	93.9
3	Vale of Glamorgan	93.9
4	Powys	92.7
5	Caerphilly	91.9
6	Pembrokeshire	91.7
7	Bridgend	91.5
8	Gwynedd	90.4
9	Newport	90.2
10	Flintshire	90.2
11	Torfaen	90.1
12	Carmarthenshire	89.8
	Wales	89.7
13	Denbighshire	89.4
14	Anglesey	89.4
15	Cardiff	89.4
16	Rhondda Cynon Taf	89.1
17	Swansea	89.0
18	Wrexham	88.7
19	Merthyr Tydfil	88.1
20	Conwy	87.9
21	Blaenau Gwent	86.0
22	Neath Port Talbot	85.2

KS2 — Mathematics

Rank	LA	Value
1	Monmouthshire	94.7
2	Vale of Glamorgan	93.7
3	Anglesey	93.5
4	Powys	92.5
5	Ceredigion	92.2
6	Gwynedd	91.3
	Swansea	91.3
8	Newport	91.2
9	Flintshire	90.9
10	Pembrokeshire	90.8
11	Wrexham	90.4
12	Carmarthenshire	90.4
13	Denbighshire	90.2
	Wales	90.2
14	Merthyr Tydfil	90.1
15	Bridgend	90.0
16	Cardiff	89.9
17	Conwy	89.5
18	Caerphilly	89.3
19	Blaenau Gwent	89.0
20	Rhondda Cynon Taf	88.9
21	Torfaen	87.3
22	Neath Port Talbot	85.8

KS3 — Mathematics

Rank	LA	Value
1	Gwynedd	93.4
2	Ceredigion	92.8
3	Flintshire	92.0
4	Monmouthshire	92.0
5	Powys	91.8
6	Vale of Glamorgan	91.4
7	Conwy	91.1
8	Carmarthenshire	90.4
9	Denbighshire	89.7
10	Cardiff	89.3
11	Anglesey	88.9
	Wales	88.7
12	Pembrokeshire	88.6
13	Swansea	87.9
14	Bridgend	87.8
15	Merthyr Tydfil	87.5
16	Rhondda Cynon Taf	87.3
17	Newport	86.7
28	Torfaen	86.5
19	Caerphilly	86.1
20	Wrexham	85.9
21	Blaenau Gwent	85.1
22	Neath Port Talbot	83.4

85+ — Procedural (85+)

Rank	LA	Value
1	Ceredigion	9.0
2	Vale of Glamorgan	9.2
3	Monmouthshire	9.9
4	Carmarthenshire	9.9
5	Swansea	10.1
6	Anglesey	10.3
7	Gwynedd	10.3
8	Powys	10.6
9	Pembrokeshire	12.4
10	Bridgend	12.5
11	Flintshire	12.8
	Wales	12.9
12	Neath Port Talbot	12.9
13	Wrexham	13.5
14	Cardiff	13.6
15	Merthyr Tydfil	13.7
16	Denbighshire	14.0
17	Rhondda Cynon Taf	15.1
18	Conwy	15.3
19	Caerphilly	15.8
20	Newport	16.1
21	Torfaen	16.6
22	Blaenau Gwent	19.1

85+ — Reasoning (85+)

Rank	LA	Value
1	Ceredigion	7.2
2	Powys	7.6
3	Vale of Glamorgan	7.7
4	Gwynedd	7.8
5	Swansea	8.3
6	Carmarthenshire	8.4
7	Anglesey	9.0
8	Monmouthshire	9.2
9	Pembrokeshire	9.2
10	Flintshire	9.8
11	Bridgend	10.8
12	Denbighshire	10.8
	Wales	11.0
13	Wrexham	11.0
14	Neath Port Talbot	11.6
15	Conwy	12.1
16	Cardiff	12.2
17	Rhondda Cynon Taf	12.4
18	Merthyr Tydfil	13.1
19	Torfaen	14.2
20	Caerphilly	14.5
21	Newport	14.9
22	Blaenau Gwent	18.4

LA FSM% ranking — 2015 FSM% (Pupils aged 5-15)

Rank	LA	FSM
1	Powys	10.9
2	Monmouthshire	11.4
3	Ceredigion	11.9
4	Gwynedd	13.3
5	Vale of Glam	13.5
6	Flintshire	14.9
7	Pembrokeshire	16.3
8	Wrexham	16.6
9	Conwy	17.1
10	Carmarthenshire	17.2
11	Isle of Anglesey	17.4
12	Torfaen	18.8
	Wales	18.8
13	Denbighshire	19.0
14	Swansea	19.8
15	Bridgend	20.0
16	Newport	20.4
17	Cardiff	22.2
18	RCT	22.5
19	Caerphilly	23.3
20	Merthyr Tydfil	23.4
21	Neath PT	23.7
22	Blaenau Gwent	29.2

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SS85+   Procedural   Reasoning   Years 2 – 9 ('all years')

FSM

SS115+   Procedural   Reasoning   Years 2 – 9 ('all years')

#	Procedural (85+)		#	Reasoning (85+)		#	2015 FSM% (Pupils aged 5-15)	FSM	#	Procedural (115+)		#	Reasoning (115+)	
1	Ceredigion	9.0	1	Ceredigion	7.2	1	Powys	10.9	1	Vale of Glamorgan	21.9	1	Gwynedd	23.5
2	Vale of Glamorgan	9.2	2	Powys	7.6	2	Monmouthshire	11.4	2	Monmouthshire	21.6	2	Vale of Glamorgan	22.3
3	Monmouthshire	9.9	3	Vale of Glamorgan	7.7	3	Ceredigion	11.9	3	Swansea	20.3	3	Ceredigion	22.2
4	Carmarthenshire	9.9	4	Gwynedd	7.8	4	Gwynedd	13.3	4	Ceredigion	19.1	4	Powys	21.0
5	Swansea	10.1	5	Swansea	8.3	5	Vale of Glam	13.5	5	Carmarthenshire	19.0	5	Swansea	20.6
6	Anglesey	10.3	6	Carmarthenshire	8.4	6	Flintshire	14.9	6	Gwynedd	18.3	6	Anglesey	20.4
7	Gwynedd	10.3	7	Anglesey	9.0	7	Pembrokeshire	16.3	7	Cardiff	18.1	7	Carmarthenshire	20.1
8	Powys	10.6	8	Monmouthshire	9.2	8	Wrexham	16.6	8	Bridgend	17.1	8	Monmouthshire	19.8
9	Pembrokeshire	12.4	9	Pembrokeshire	9.2	9	Conwy	17.1	9	Anglesey	16.7	9	Pembrokeshire	17.5
10	Bridgend	12.5	10	Flintshire	9.8	10	Carmarthenshire	17.2	10	Powys	16.1	10	Bridgend	17.1
11	Flintshire	12.8	11	Bridgend	10.8	11	Isle of Anglesey	17.4		Wales	16.0	11	Flintshire	16.9
	Wales	12.9	12	Denbighshire	10.8	12	Torfaen	18.8	11	Neath Port Talbot	15.1		Wales	16.8
12	Neath Port Talbot	12.9		Wales	11.0		Wales	18.8	12	Pembrokeshire	14.6	12	Cardiff	16.7
13	Wrexham	13.5	13	Wrexham	11.0	13	Denbighshire	19.0	13	Flintshire	14.6	13	Denbighshire	16.4
14	Cardiff	13.6	14	Neath Port Talbot	11.6	14	Swansea	19.8	14	Wrexham	14.0	14	Wrexham	15.7
15	Merthyr Tydfil	13.7	15	Conwy	12.1	15	Bridgend	20.0	15	Conwy	13.8	15	Conwy	15.6
16	Denbighshire	14.0	16	Cardiff	12.2	16	Newport	20.4	16	Caerphilly	13.7	16	Neath Port Talbot	14.2
17	Rhondda Cynon Taf	15.1	17	Rhondda Cynon Taf	12.4	17	Cardiff	22.2	17	Merthyr Tydfil	13.2	17	Rhondda Cynon Taf	13.0
18	Conwy	15.3	18	Merthyr Tydfil	13.1	18	RCT	22.5	18	Rhondda Cynon Taf	13.1	18	Torfaen	13.0
19	Caerphilly	15.8	19	Torfaen	14.2	19	Caerphilly	23.3	19	Newport	13.0	19	Caerphilly	12.6
20	Newport	16.1	20	Caerphilly	14.5	20	Merthyr Tydfil	23.4	20	Denbighshire	12.7	20	Newport	12.3
21	Torfaen	16.6	21	Newport	14.9	21	Neath PT	23.7	21	Torfaen	12.6	21	Merthyr Tydfil	11.6
22	Blaenau Gwent	19.1	22	Blaenau Gwent	18.4	22	Blaenau Gwent	29.2	22	Blaenau Gwent	9.2	22	Blaenau Gwent	8.7

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EDUCATION FOR LIFE SCRUTINY COMMITTEE –
3RD NOVEMBER 2015

SUBJECT: BEHAVIOUR STRATEGY - UPDATE

REPORT BY: CHIEF EDUCATION OFFICER

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1. PURPOSE OF REPORT

1.1   To update Members on the Behaviour Strategy in regard to the training programme across the local authority.

2. SUMMARY

2.1   This report outlines the key aspects of the behaviour management training programme, its implementation and the evaluation to date.

3. LINKS TO STRATEGY

- Children and Families (Wales) Measure 2010
- Child Poverty Strategy for Wales
- Child Poverty Strategy 2014 – 2017 (UK)
- Youth Service Strategy (CCBC)
- Single Integrated Plan (CCBC 2013 – 17)
- Directorate Improvement Plan
- Service Improvement Plan (LEI)
- Engagement and Progression
- Improvement Objective - Develop an effective and accessible Youth Service that supports the personal and social development of young people

4. THE REPORT

4.1 The Rationale

4.1.1   Following consultation meetings with headteachers and staff, it was agreed to prioritise the Behaviour Strategy 2014-2016.

4.1.2   Managing challenging behaviour successfully has always been an issue for schools. It underpins teaching and learning and has a significant impact on levels of well-being of pupils, staff, families and the local community. In order to achieve success, all stakeholders need to work together to ensure consistency in approach.

4.1.3   The analysis of the range of data currently available, demonstrates an increasing need for support for schools. Many requests for input are urgent and immediate. The meeting of such demand is neither realistic nor helpful in the long term and building capacity within schools is vital to raising standards in this aspect.

4.1.4   It is important to acknowledge that there are some pupils' behaviours that will always require specialist support and provision because of their complexity. It is also good to acknowledge that there are many examples of good practice which need to be shared.

4.1.5   The development of good attitudes towards learning with high standards of behaviour is largely dependent upon a positive learning environment and support from the home. In order to achieve this platform, a coherent strategy effects deep cultural change. The strategy is designed to equip adults to inspire, motivate and create effective change in behaviour, relationships and learning and, in turn, to have policies and procedures which assist in the delivery of consistent approach and high expectations. The strategy aims to support the building of capacity within schools and settings in order to attain sustainable progress in behaviour management.

4.2   The aim of the bespoke behaviour management training programme 'Pivotal' is to implement two distinct levels of training which builds capacity in schools, educational settings and across designated central services.

4.3   The training programmes will equip professionals to inspire, motivate and create effective sustainable change in behaviour, relationships and learning.

4.4   **Programme Delivery**

4.4.1   Programme One (Whoosh Training) trains teachers and other professionals to become highly effective in managing children and young people and inspire them to change their behaviour and accelerate their learning. It is aimed at all teaching and non-teaching staff and all designated employees providing support across schools. It is provided to all relevant LA and EAS staff. The training is delivered on a cluster basis.

4.4.2   Programme Two provides enhanced training for Behaviour designates in schools, other educational settings and the LA. The designates will have access to e-mentoring, e-learning and accreditation. It provided the designates with a licence to train colleagues in the agreed behaviour programme.

4.4.3   In addition to this, all schools are invited to send one member of staff to a Policy Writing Training session to support them in the development of an effective school Behaviour Policy.

4.4.4   A bespoke training programme is available for the Chair/Vice Chari of Governors.

4.5   **Training to Date**

4.5.1   All clusters have now undertaken or are scheduled to undertake Programme One (Whoosh Training). 110 LA/EAS staff have undertaken Programme One training.

4.5.2   2 clusters have undertaken Programme 2 training and a further 3 clusters are scheduled to undertake this training in November and December 2015. 20 LA staff have received training in Programme Two.

4.5.3   17 governors have attended the bespoke Pivotal training to date.

4.5.4   A draft LA Behaviour Policy has been shared with the LA from Pivotal as agreed and further discussion on this document will be taking place later this term in consultation with headteachers.

4.6   **Monitoring and Evaluation**

4.6.1 It is vital that the impact of the strategy is measured as it is implemented over the two years so that, should they be necessary, adjustments can be made. Success will be measured by :-

- Feedback from regular stakeholder meetings;
- Inspection reports;
- Questionnaires;
- Referrals – number and classification
- Decreasing exclusion rates;
- Improving standards of achievement;
- Feedback from pupils' schools/LA staff;
- Appropriate responses to needs of learners;
- Discrimination incidents reported;
- Case studies for sharing good practice.

4.6.2 Regular reports will be made through the Service Improvement Plan (SIP) updates to Senior Management Team and the Education for Life Scrutiny Committee, and case studies will be collected so that good practice can be shared.

4.6.3 Regular updates will also be reported to the Education Achievement Service (EAS) and to head teachers through the scheduled meetings.

4.6.4 Programme One training from clusters has been very positive. The feedback has generally been positive in relation to Programme Two, although some staff have stated they would prefer additional support before rolling out training alone. This concern will be addressed via stakeholder meetings.

4.7   **Next Steps**

4.7.1 Training events will continue to be monitored and evaluations from staff analysed. Feedback will also be monitored from LA/EAS staff working across schools to review the impact of both Programme One and Programme Two.

4.7.2 A series of regular meetings have been scheduled with Paul Dix who is leading on the Pivotal Training Programme regarding training and the LA Behaviour Policy.

5.   **EQUALITIES IMPLICATIONS**

5.1   The Behaviour Strategy links to the Equalities agenda in a number of ways, as challenging behaviour may be due wholly or in part to issues around the individual characteristics or background of a pupil. This is why for example, the numbers of discrimination issues reported forms part of the monitoring and evaluation process as noted in 4.7.1.

5.2   This links the Behaviour Strategy to actions under the Council's Strategic Equalities Plan 2012, specifically action 1.2 under Strategic Equality Objective 1 - Tackling Identity-based Hate Crime and Incidents.

6.   **FINANCIAL IMPLICATIONS**

6.1   It is anticipated that the Strategy will require an investment of up to a maximum of £2,000 per school which will take place over the next two years.

6.2 This spend is key to address increasing cost pressures across the Additional Support and Education Other than at School (EOTAS) budgets. As a Directorate, this one off investment is essential not only to halt the increasing cost pressures, but also to achieve medium term financial plan savings targets moving forward and, as such, can be viewed as an invest to save initiative.

6.3 The funding of this initiative can be found from in-year savings within Learning, Education and Inclusion. This has been made possible principally due to in-year vacancies and savings achieved in preparation for medium term financial plan targets in 2015-16.

7. PERSONNEL IMPLICATIONS

7.1 There are no direct personnel implications as a result of this report. However, as the strategy is developed, there may be changes required to individual roles and responsibilities. Full consultation will take place wherever this requirement occurs with affected employees and representatives.

8. CONSULTATIONS

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

9. RECOMMENDATIONS

9.1 Members note the content of the report.

10. REASONS FOR THE RECOMMENDATIONS

10.1 To respond to a Member's request for an update on the content of the Behaviour Strategy and how it has been implemented.

11. STATUTORY POWER

11.1 Children and Families Measure (Wales) 2010
11.2 Local Government Measure 2009
11.3 Education Act 1996

Author: Andrea Davies, Service Manager, Education Other Than at School (EOTAS)
Consultees: Keri Cole, Chief Education Officer
                 Bleddyn Hopkins, Assistant Director, 21st Century Schools
                 Chris Burns, Chief Executive
                 Councillor Rhianon Passmore, Cabinet Member, Education & Lifelong Learning
                 Councillor Wynne David, Chair - Education for Life Scrutiny Committee
                 ALN Stakeholder Group
                 Youth Forum members
                 David Thomas, Senior Policy Officer (Equalities and Welsh Language)
                 Lynne Donovan, HR Division
                 Jane Southcombe, Finance Division

EDUCATION FOR LIFE SCRUTINY COMMITTEE –
3RD NOVEMBER 2015

SUBJECT: **SERVICE IMPROVEMENT PLAN AND IMPROVEMENT OBJECTIVE 2015-2016 – 6 MONTH REVIEW**

REPORT BY: **CHIEF EDUCATION OFFICER**

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1.   PURPOSE OF REPORT

1.1   The purpose of this report is to update elected members on the midyear (April 2015 – September 2015) performance of the Education and Lifelong Learning Directorate against the improvement actions set within the Service Improvement Plan 2015-16, and the performance against national and local performance indicators.

1.2   In addition, the report is to update elected members on the progress of Improvement Objective 2 (IO2) – Improve outcomes for all learners, particularly those vulnerable to underachievement, for the 6 month time period April 2015 – September 2015 and provide the service's evaluation of whether the IO is currently being delivered successfully or not.

1.3   The Local Government (Wales) Measure 2009, requires all local authorities in Wales to set and publish a set of priorities that improve the life of citizens. The Wales Audit Office (WAO) use Improvement Objectives and other data/information to evaluate the Council's annual progress on key performance indicators to measure the outcomes and impact on the citizens of Caerphilly.

2.   LINKS TO STRATEGY

2.1   The Directorate sets its service improvement actions using a variety of methods, taking into consideration statutory responsibility, national, regional and local strategic documents and the aspirations of CCBC.

2.2   The Directorate has key role to play in the delivery of the Caerphilly Single Integrated Plan 2013-2017, with the main focus on the Learning element of the plan which includes:
    L1:   Improve the level of basic skills and the number of achieved qualifications (formal and informal) 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.

3.   THE REPORT

3.1   The Service Improvement Plan 2015/16 identified 10 key improvement areas. These are summarised below and detailed in Appendix 1:-

   1.   Improve standards of attainment for learners in all Key Stages, specifically at Key Stage 4. This includes the Improvement Objective: Improve outcomes for all learners, particularly those vulnerable to underachievement
   2.   Progress the implementation of the Behaviour Strategy
   3.   Complete the ALN Review and implement recommendations
   4.   Working in partnership, to promote the uptake of Free School Meals
   5.   Deliver an effective and accessible Youth Service that supports the personal and social development of young people
   6.   Deliver Adult Community Learning to improve the level of essential skills and provide opportunities to gain qualifications (formal and non-formal)
   7.   Deliver high quality Library Services across the authority
   8.   Ensure compliance with Health and Safety policy
   9.   Continue to implement the 21st Century Schools Programme, this includes a review the management of small primary schools, in line with Estyn Recommendations (2012)
   10.   Meet the requirements of the Medium Term Financial Plan

3.2   The Service Improvement Plan 2015/16 has been updated as at 30th September (6 month review). A copy of the updated plan is attached as Appendix 2 (pages 11-38 are specifically the progress updates of the action plan).

3.3   The detail of the Improvement Objective Action Plan and the progress made against individual targets is provided at Appendix 3.

3.4   Work has progressed well in developing actions. At the mid year point the Directorate class the improvement objective as being partially successful. The reason for this judgement is that, whilst there has been good progress within many areas, there is a need for further development in multi agency work and the use of systems in schools.

3.6   The Service Improvement Plan and Improvement Objective have been monitored on a regular basis by Education and Lifelong Learning's Directorate Management Team (DMT) as part of the Directorate's performance management process.

4.   EQUALITIES IMPLICATIONS

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

5.   FINANCIAL IMPLICATIONS

5.1   There are no direct financial implications associated with this report.

6.   PERSONNEL IMPLICATIONS

6.1   There are no personnel implications associated with this report.

7.   CONSULTATIONS

7.1   All responses from consultations have been incorporated into this report.

8. RECOMMENDATIONS

8.1 That Scrutiny Committee consider the progress made in meeting the actions set out in the Action Plans and agree or challenge the judgement of the progress with the improvement objective being partially successful at the 6 month stage, mindful of the need for further development.

9. REASONS FOR THE RECOMMENDATIONS

9.1 That the Council undertakes effective scrutiny for setting and monitoring of performance improvement.

9.2 To apprise members of progress made in meeting the improvement objective and the impact on young people.

10. STATUTORY POWER

10.1 The Local Government Measure 2009.

Author: Bleddyn Hopkins, Assistant Director, 21st Century Schools.
Consultees: Keri Cole – Chief Education Officer
Councillor   Rhianon Passmore – Cabinet Member for Education
             Ros Roberts – Corporate Performance Manager
             Angharad Price – Barrister/Interim Deputy Monitoring Officer
             Lynne Donovan – Acting Head of Human Resources and Organisational Development
             Jane Southcombe – Financial Services Manager

Appendix 1   Top 10 Priorities for 2015/16
Appendix 2   Service Improvement Plan 2015/16 – 6 month update
Appendix 3   Improvement Objective 2 2015/16 – 6 month update

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Directorate of Education and Lifelong Learning
Top 10 Priorities for 2015-16

Priority	Owner
1. Improve standards of attainment in Key Stage 4 at the Level 2+ threshold 1a. *IO:* *Improve outcomes for all learners, particularly those vulnerable to underachievement*	Keri Cole
Performance within this indicator needs to improve and compare better with the performance of other local authorities. This measure can affect the life chances of learners, as achieving this indicator at 16 opens up further education, employment and training opportunities. a. Vulnerability in education can be determined by a number of different factors including deprivation. It can also be can determined by whether the child or young person has an additional learning needs, or is a Looked After Child (LAC). Data identifies that there is performance gap between those within these groups and that of the overall population. We have chosen to undertake some intensive work in this area to try and reduce that gap, and ensure that all young people are provided with appropriate opportunities to help them achieve success, both in the classroom and beyond.	
2. Progress the implementation of Behaviour Strategy	Keri Cole
Data over the last 3 years has indicated continued challenge around the management of behaviour in our schools and settings. Despite the reduction in exclusion rates, evidence suggests that disruption in classrooms is a concern and the demand for additional support/ specialist placement has increased.	
3. Complete the ALN Review and implement recommendations	Keri Cole
The ALN review is into its final stage and the remaining services need to be realigned to ensure appropriate provision.	
4. Working in partnership, to promote the uptake of Free School Meals	Keri Cole
Pupil s eligible for FSM and the uptake of FSM has two different effects. Firstly it impacts on a schools position, within their family, linked to performance and banding. Secondly it impacts on the settlement given to the authority, affecting the levels of finance available to the schools.	
5. Deliver an effective and accessible Youth Service that supports the personal and social development of young people	Keri Cole
The 2013-15, council Improvement Objective was to develop an effective and accessible service. Scrutiny has now ratified the new Youth Service Strategy, and the challenge for the coming year is to delivery of the implementation plan.	
6. Deliver Adult Community Learning to improve the level of essential skills and provide opportunities to gain qualifications (formal and non-formal)	Keri Cole
The Corporate Risk register identifies the level of essential skills within the authority as a risk that can prevent people from entering the employment market. We are continuing to deliver these skills through Adult Community Learning and helping people to develop the necessary skills to enter the labour market.	
7. Deliver high quality Library Services across the authority	Bleddyn Hopkins
Continue to work towards the Welsh Public Library Standards, which allow the Welsh Government to assess whether library services in Wales are complying with their duties under the Public Libraries and Museums Act 1964 Act. At present we are achieving 8 out of 9 standards, an improvement from 6 out of 9 the previous year.	
8. Ensure compliance with Health and Safety policy	Bleddyn Hopkins
The service is responsible for the delivery of the Corporate Health and Safety policy which recognises the Authority's statutory and moral obligations to ensure the continued health, safety and welfare of employees whilst at work, students whilst in education, and of others who may be involved in or affected by the Authority's activities.	

9. Continue to implement the 21st Century Schools Programme 9a. Review the management of small primary schools, in line with Estyn Recommendations (2012)	Bleddyn Hopkins
Continue to manage the 3 project priorities supported by the Welsh Government a. Evaluate the merits of federation arrangements within the Primary sector to ensure continuing educational and financial viability	
10. Meet the requirements of the Medium Term Financial Plan	All
As a Directorate we must meet the financial targets set by the organisation as a whole.	

Caerphilly County Borough Council

Annual Service Plan

Education and Lifelong Learning

2015/2016

Heads of Service	Keri Cole, Bleddyn Hopkins
Director	
Author (if different from above)	
Date	March 2015
Version Number	1
Status	Draft

A greener place
Man gwyrddach

CAERPHILLY
COUNTY BOROUGH COUNCIL
CAERFFILI

Contents Page

Please note: this Service Plan has been informed by a separate but related process called Service Self-Evaluation, which has been based on evidence and subjected to support and challenge. The Self Evaluation analysis (part one) identifies the current position of the service and the Service Plan (part two) based on the knowledge of part one, identifies where the service wants to be and its priorities for the year ahead.

Part 1: Introduction

1.1   Service overview

Learning, Education and Inclusion are responsible for the delivery of statutory education for children and young people, alongside providing support and guidance to families to provide opportunities for those children and young people to achieve within their schools and communities.

The services included under the delivery of Learning, Education and Inclusion include:
- Schools
- Additional Learning Needs
- Social Inclusion

Our aim is to secure equality of access by promoting and supporting the development of inclusive education and giving a commitment to providing the best possible quality of education and services within available resources.
Support will be provided by:
- facilitating the development of learning communities;
- promoting lifelong learning through increased opportunities for young people and adults to participate in learning activities and engage in a healthy active lifestyle;
- sharing good practice;
- supporting and challenging schools and other educational settings to improve;
- promoting inclusion whenever possible to meet the needs of all;
- providing a quality learning environment.

Our aims align with the priorities of the Directorate of Education and Lifelong Learning, which for 2015-16 are:
1. Raise standards of attainment for all learners

2. Develop a multi-agency approach to address the impact of poverty on children, young people, adults, families and their communities, to enhance regeneration

3. Transform educational opportunities for learners by providing an improved learning environment

Planning and Strategy provides support services to Learning, Education and Inclusion within the Directorate, and is responsible for ensuring efficient and effective delivery of services that support education and lifelong learning. These include:

- Planning and Strategy
- Education Finance
- School Admissions

- 21st Century Schools
- Health and Safety

- Library Services
- Community Centres

- Adult Education
- Youth Service

There are 18 libraries throughout the Borough, offering a wide range of services for every member of the community, linked with a large network of community centres the service provides residents with a wide range of publically accessible facilities and resources.

Adult Community Learning provides quality learning experiences across the authority, with courses and programmes of learning open to all post 16 learners. The Youth Service is a statutory education provider, comprised of over 200 staff and provides services which engage with approximately 22% (21,000) young people on a regular basis.

PART 2: Service Priorities for 2015-2016

Following your self-evaluation conclusions please list your service priorities for the year ahead

Ref	Priorities Transfer this list into Part - Aligning priorities and Part 5 - Action Plan	Reason for choice Improvement or day to day delivery to, for example, address: risk, service redesign etc	Collaboration and/or consultation considered in achieving the priority?	Overall outcome and impact
1	Improve standards of attainment in Key Stage 4 at the Level 2+ threshold Inclusive of: *Improvement Objective "Raise the standards of educational attainment in identified vulnerable groups*	Performance within this indicator needs to improve and compare better with the performance of other local authorities. This measure can effect the life chances of learners, as achieving this indicator at 16 opens up further education, employment and training opportunities. Vulnerability in education can be determined by a number of different factors including deprivation. It can also be can determined by whether the child or young person has an additional learning needs, or is a Looked After Child (LAC). Data identifies that there is performance gap between those within these groups and that of the overall population. We have chosen to undertake some intensive work in this area to try and reduce that gap, and ensure that all young people are provided with appropriate opportunities to help them achieve success, both in the classroom and beyond.	The local authority will work closely with the EAS (Education Achievement Service) and other agencies.	Improvement in the Level 2+ indicator

Ref	Priorities Transfer this list into Part - Aligning priorities and Part 5 - Action Plan	Reason for choice Improvement or day to day delivery to, for example, address: risk, service redesign etc	Collaboration and/or consultation considered in achieving the priority?	Overall outcome and impact
2	Progress the implementation of Behaviour Strategy	Data over the last 3 years has indicated continued challenge around the management of behaviour in our schools and settings. Despite the reduction in exclusion rates, evidence suggests that disruption in classrooms is a concern and the demand for additional support/ specialist placement has increased.	The local authority will work closely with schools, the EAS and other agencies.	Alongside a continued reduction in exclusion rates, provision will be most appropriate at the tiers and outcomes for learners will improve. Resources will be targeted more appropriately.
3	Complete the ALN Review and implement recommendations	The ALN review is into its final stage and the remaining services need to be realigned to ensure appropriate provision.	Work with the regions	ALN Review complete. MTFP reflects a streamlined service which prevents duplication
4	Working in partnership, to promote the uptake of Free School Meals	Pupil's eligible for FSM and the uptake of FSM has two different effects. Firstly it impacts on a schools position, within their family, linked to performance and banding. Secondly it impacts on the settlement given to the authority, affecting the levels of finance available to the schools.	Work with catering and benefits to ensure families are aware of their entitlements	Uptake of Free School Meals
5	Deliver an effective and accessible Youth Service that supports the personal and social development of	The 2013-15, council Improvement Objective was to develop an effective and accessible service. Scrutiny has now ratified the new Youth Service	The service works with wider youth providers to ensure that young people can access provision	Increase in the number of young people engaged in the Youth Service

Ref	Priorities Transfer this list into Part - Aligning priorities and Part 5 - Action Plan	Reason for choice Improvement or day to day delivery to, for example, address: risk, service redesign etc	Collaboration and/or consultation considered in achieving the priority?	Overall outcome and impact
	young people	Strategy, and the challenge for the coming year is to delivery of the implementation plan.		
6	Deliver Adult Community Learning to improve the level of essential skills and provide opportunities to gain qualifications (formal and non-formal).	The Corporate Risk register identifies the level of essential skills within the authority as a risk that can prevent people from entering the employment market. We are continuing to deliver these skills through Adult Community Learning and helping people to develop the necessary skills to enter the labour market.	Adult Community Education is delivered in partnership with the 4 other Gwent authorities and the colleges.	Improved levels of essential skills
7	Deliver high quality Library Services across the authority	Continue to work towards the Welsh Public Library Standards, which allow the Welsh Government to assess whether library services in Wales are complying with their duties under the Public Libraries and Museums Act 1964 Act. At present we are achieving 8 out of 9 standards, an improvement from 6 out of 9 the previous year.	Libraries have the opportunity to work with other services to offer a hub for the community to access services.	Achievement of Library Standards
8	Ensure compliance with Health and Safety policy	The service is responsible for the delivery of the Corporate Health and Safety policy which recognises the Authority's statutory and moral obligations to ensure the continued health, safety and welfare of employees whilst at work, and of others who may be involved in or affected by the Authority's activities.	Council wide service – covers all Directorates	Compliance with Health and Safety regulations

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Ref	Priorities Transfer this list into Part - Aligning priorities and Part 5 - Action Plan	Reason for choice Improvement or day to day delivery to, for example, address: risk, service redesign etc	Collaboration and/or consultation considered in achieving the priority?	Overall outcome and impact
9	Continue to implement the 21st Century Schools Programme Inclusive of: *Review the management of small primary schools, in line with Estyn Recommendations (2012)*	Continue to manage the 3 project priorities supported by the Welsh Government Evaluate the merits of federation arrangements within the Primary sector to ensure continuing educational and financial viability	Consultation will take place on all projects, in line with statutory requirements	Projects delivered and review undertaken.
10	Meet the requirements of the CCBC Medium Term Financial Plan	As a Directorate we must meet the financial targets set by the organisation as a whole.	Heads of Service and Corporate Finance	Financial targets meet.

Please briefly describe how the priorities identified in Part 2 contribute to the Single Plan 'Caerphilly Delivers', the Council Priorities for 2013 – 2017, and the Improvement Objectives and Outcome Agreements if appropriate, or any service specific outcomes for example Social Services ACRF outcomes. [*If there is a column that is not relevant to you, please delete it to allow more space*].

Priorities Transferred from Part 3	**Single Integrated Plan** Appendix A	**Council priorities** Appendix B	**Improvement Objectives** Appendix C	**Outcome Agreements** Appendix D	**Estyn Recommendations** Appendix E
1. Improve standards of attainment in Key Stage 4 at the Level 2+ threshold Inclusive of: *Improvement Objective "Raise the standards of educational attainment in identified vulnerable groups"*	Links with L1 and L2	Links directly with Priority 3	Improvement Objective	Link to OA2 ensuring the children have a positive early years experience	1 and 2
2. Progress the implementation of Behaviour Strategy	Links with L1, L2 and L3	Links directly with Priority 3			1 and 2
3. Complete the ALN Review and implement recommendations	Links with L1 and L2	Links directly with Priority 3			
4. Working in partnership, to promote the uptake of Free School Meals		Links directly with Priority 3		Link to OA2 ensuring data is carried through each phase	3
5. Deliver an effective and	Links with L1 and L2	Links directly with			

Priorities Transferred from Part 3	Single Integrated Plan Appendix A	Council priorities Appendix B	Improvement Objectives Appendix C	Outcome Agreements Appendix D	Estyn Recommendations Appendix E
accessible Youth Service that supports the personal and social development of young people		Priority 3			
6. Deliver Adult Community Learning to improve the level of essential skills and provide opportunities to gain qualifications (formal and non-formal).	Links with L1 and L2	Links directly with Priority 3			
7. Deliver high quality Library Services across the authority	Links with L1 and L2				
8. Ensure compliance with Health and Safety policy					
9. Continue to implement the 21st Century Schools Programme Inclusive of: *Review the management of small primary schools, in line with Estyn Recommendations (2012)*		Links directly with Priority 3			
10. Meet the requirements of the CCBC Medium Term Financial Plan					

Part 4: Action Plan for 2015/16		
Service Area:	**Education and Lifelong Learning**	
A - Priority:	Improve standards of attainment in Key Stage 4 at the Level 2+ threshold *Inclusive of: Improvement Objective - "Raise the standards of educational attainment in identified vulnerable groups"*	**1**

B	**Key Actions / Tasks**	**Owner & Completion Date**	**Additional resource required?**	**Success Criteria**	**Progress update**
Page 114	Work with schools to identify target learners. Identify appropriate interventions. Monitor implementation of interventions and pupil progress on a termly basis. Use PLASC data to further challenge the predicted outcomes from schools and ensure targets set are ambitious. Work closely with EAS to ensure a synergy of approach.	Keri Cole September 2015	£120k intervention budget	• Refer to targets on data sheet. (Appendix 1)	

B	Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
	Implement strategic changes to improve outcomes for all EOTAS pupils across all provisions Set targets for improvement for all EOTAS pupils and monitor progress.	Andrea Davies September 2015		• Outcomes for EOTAS pupils improve.	Outcomes for Y11 pupils 2014/15 are improved on 2013/14 with 50 pupils out of 55 achieving English and/or Maths GCSE. At Ty Graddfa Exam Centre. Of the 5 pupils who did not achieved English or Maths 3 achieved other GCSE subjects. 2 of the 3 attended Trinity Fields special school. 1 pupil had significant SEN. 2 pupils did not achieve any qualifications, 1 pupil was Y10 and remains in EOPTAS provision and 1 pupil returned at the end of the year from Out of County specialist placement. All pupils in Include provision achieved a range of qualifications, 4 achieved Entry Level, 51 achieved Entry Level 1, 27 achieved Entry Level 2 and 18 achieved a range of GCSE qualifications.

B	Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
3	Identify vulnerable groups of learners across all schools and use STRIVE to track progress. Review how progress is tracked. Ensure interventions are appropriate. Monitor progress. Work closely with EAS to ensure a synergy of approach.	Keri Cole September 2015		• Performance of pupils in vulnerable groups continues to improve.	STRIVE is successfully being used to inform panel decisions and update new provisions of all relevant information. Targeted literacy and numeracy interventions have been introduced to support learners across several provisions. Regular update and planning meetings are in place with the EAS to share information and provide appropriate challenge and support for EOTAS referrals
4	Delivery of the Improvement Objective *"Raise the standards of educational attainment in identified vulnerable groups"*	Keri Cole March 2016		• Success Criteria have been established and key performance data selected. • See Improvement Objective.	

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B	Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
3	Identify vulnerable groups of learners across all schools and use STRIVE to track progress. Review how progress is tracked. Ensure interventions are appropriate. Monitor progress. Work closely with EAS to ensure a synergy of approach.	Keri Cole September 2015		• Performance of pupils in vulnerable groups continues to improve.	STRIVE is successfully being used to inform panel decisions and update new provisions of all relevant information. Targeted literacy and numeracy interventions have been introduced to support learners across several provisions. Regular update and planning meetings are in place with the EAS to share information and provide appropriate challenge and support for EOTAS referrals
4	Delivery of the Improvement Objective *"Raise the standards of educational attainment in identified vulnerable groups"*	Keri Cole March 2016		• Success Criteria have been established and key performance data selected. • See Improvement Objective.	

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Part 4: Action Plan for 2015/16		
Service Area:	**Education and Lifelong Learning**	
A - Priority:	Review the Behaviour Strategy and implement recommendations	**2**

B	**Key Actions / Tasks**	**Owner & Completion Date**	**Additional resource required?**	**Success Criteria**	**Progress update**
Page 114 1	Review all Social Inclusion polices In the light of the outcomes of the ALN Review so far and Welsh Government legislation and guidance	JG December 2015		All polices relating to the areas below are revised: • Behaviour • De-escalation & Positive Handling • Managed Moves • Bullying prevention • Attendance/Exclusions • Time out Areas • Safeguarding • Children Missing Education • Substance Misuse	A draft behaviour policy has been provided from Pivotal as agreed. This policy will be discussed with Pivotal in the autumn term with a view to implementation from Spring 2016. A draft Managed Move policy has been written. This will be discussed with Pivotal as part of the LA Behaviour Policy

B	Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
	Roll out PIVOTAL Behaviour Management Training to: • Schools/other settings • NQTs • Governors • LA Staff • EAS	JG/ES Ongoing (see schedule)		• Clusters of schools/other settings, NQTs, Governors, LA and EAS representative staff have undertaken Programme One in accordance with training schedule. • Programme Two has been completed by Designated staff in schools and the LA. • Evaluations indicate a high level of satisfaction and confidence with the training. • Reduction in exclusions in accordance with targets	All clusters have undertaken or are scheduled to undertake 'Whoosh' Training (stage 1 training). Programme 2 training has been undertaken or is scheduled for those staff who have undertaken stage 1 training. Evaluations of the training have been very positive.
3	LA to re-launch the Team Teach Training Programme	JG November 2015		• All schools have undertaken training in accordance with LA	Team Teach training programme continues to be delivered to schools and staff

B	Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
				schedule and have appropriate polices in place.	on a 3 year cycle.
	LA to roll out training programme for parents/carers	SM TBC		• A holistic approach is taken in relation to parenting programmes across the LA. • User friendly information is distributed to parents/carers	Schools have all received places for 2 staff to attend Family Lives parenting programme facilitator training. To date Family Lives is being delivered in 11 different schools across Primary and Secondary sector to 27 different groups of parents. Initially groups were co-facilitated with experienced Family Workers but the schools are moving towards a sustainable model of self delivery. Schools are aware of how to refer to Family Support single front door for the longer more in depth parenting programmes and bespoke individual family support.
5	Finalise proposals for reconfigured behaviour provision and support	JG April 2016		• Provision/Resources/ interventions are targeted in accordance with need.	The ALN stakeholder behaviour group comprising head teachers from primary, special and secondary, Behaviour Support Officers and Educational Psychologists have been implemented during the autumn term. Proposals for the improved behaviour continuum have

B	Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
					been drafted in readiness for the feedback session to the ALN Review Group scheduled for the 9th November

Part 4: Action Plan for 2015/16

Service Area:	Education and Lifelong Learning	
A - Priority:	Complete the ALN Review and implement recommendations	3

B	Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
Page 118	Using the outcomes of the review so far, specialist resource base provision must be realigned Statutory processes where appropriate must be followed	Jacky Elias April 2016		• Statutory consultation processes result in realigned SRB provision	A report will be presented to Cabinet requesting permission to proceed with a consultation to close Hendre SRB and realign the social inclusion class at Cefn Fforest. The consultation that follows will adhere to statutory guidelines..
2	Evaluate the pilot of the first hub and spoke provision and agree a way forward	Jacky Elias July 2015		• Evaluation report completed and presented to SMT & other relevant committees.	A report on the satellite class at Cwm Ifor was presented to Scrutiny Committee in June 2015. This highlighted the success of this initiative. In September 2015 a teacher from Trinity Fields was seconded to the KS1 SRB at Pantside Primary. A second teacher will be seconded to the SRB in Pontllanfraith from January 2016.

B	Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
3	Implement recommendations regarding the primary SRB funding model Review secondary SRB provision & Implement recommendations regarding the secondary SRB funding model	Jacky Elias / Finance September 2015 December 2015 & April 2016		• Primary phase SRB funding model implemented • Review of secondary SRB provision completed & secondary SRB funding model implemented	Following the Head teacher stakeholder meeting in June 2015, a task and finish group was established to further explore the primary SRB funding model. Recommendations from this group will be reported to the Stakeholder meeting in November 2015. A review of St Cenydd SRB is taking place in October 2015.
4	Refine the working practices of intervention teams, including educational psychology	Jacky Elias April 2016		• Intervention teams work more collaboratively to maximize pupil outcomes and impact of interventions.	Due to staffing issues in the Educational Psychology team they have had to prioritise statutory work. This action will be revisited in January 2016
5	Evaluate additional support and identify improvements to be made	Jacky Elias September 2015		• The evaluation results in a focused action plan which reduces the demand on additional support resources	Following the Head teacher stakeholder meeting in June 2015, a task and finish group was established to further explore delegation models for additional support. Recommendations from this group will be reported to the Stakeholder meeting in November 2015.

B	Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
6	Develop the interface between early years ALN interventions and core provision.	Jacky Elias / Sarah Mutch April 2016		• More cohesive working arrangements leads to more effective early identification of children / families with ALN.	Progress has been made in improving communication and interface between grant funded and core early years provision. For example Trinity Fields are now taking a more proactive role in pre-school information sharing meetings. This action will be further developed over the coming months

	Part 4: Action Plan for 2015/16				

Service Area:	Education and Lifelong Learning	

A - Priority:	Working in partnership, to promote the uptake of Free School Meals (FSM)	4

B	Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
	Further develop partnerships with • Catering Services • Benefits to align services in the promotion of free school meals.	Project Group April 2016		Report to identify partnership working written at presented through the appropriate channels. Increase in the % of eligible pupils taking up FSM	Cross directorate working group established, report due to go to scrutiny in November. On-going promotion of FSM, letter sent to schools for despatch to parents. Jan 2014 to Jan 2015 saw an increase of 511 claimants.
2	Implement a detailed training programme with schools to increase their understanding of the financial impact of this area to the Council.	Andrea West September 2015		Training programme undertaken Reduction in errors in the PLASC return re: FSM.	Training programme now developed and will be delivered annually, this has led to a continued reduction in PLASC data submission errors.

	Part 4: Action Plan for 2015/16					
Service Area:	**Education and Lifelong Learning**					
A - Priority:	Deliver an effective and accessible Youth Service that supports the personal and social development of young people					**5**

B	**Key Actions / Tasks**	**Owner & Completion Date**	**Additional resource required?**	**Success Criteria**	**Progress update**
Page 122 **1**	Develop and embed a thematic curriculum framework that guides and defines the nature of youth work delivery in Caerphilly.	Tanis Cunnick / Paul O'Neill April 2015		Framework developed	Formally adopted by all youth centres, clubs and projects. This structure is now forming the basis of all service delivery planning for the short, medium and long term. The curriculum will need to continue to evolve to match the changing needs of young people and respond to strategic priorities which include the Youth Engagement and Progression Framework.

B	Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
	Develop a prospectus for the Youth Service.	Tanis Cunnick / Paul O'Neill July 2015		Prospectus developed	Young people have met and designed the structure of the Prospectus. This includes an introduction – definition of youth work, description and methods of delivery. How young people can access provision – during the school day, out of hours, weekends and holiday periods. Information on targeted youth work and projects for more intensive support and accreditation. Young people have designed the layout, colour scheme and requirement for photographs which provide an attractive and interesting resource. A generic list of outcomes and impact for the prospectus has also been recorded which will enable young people to ensure its effectiveness in promoting and marketing opportunities.

B	Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
3	Promote a blend of centre, club and outreach work is in place to engage young people in response to their needs.	Tanis Cunnick / Paul O'Neill September 2015		Provision allows young people to easily engage with the service Number of young people engaged in the Youth Service	Youth Service facilities have been reviewed; a banding system introduced and managers have utilised the information to make informed decisions about the restructuring of the Youth Service. Options have been developed to provide a broad and progressive youth work methodology that will ensure a balance of universal and targeted youth work in response to the changing needs of young people.
4	Facilitate and empower young people from all settings to engage and participate in the Junior Forum and Youth Forum.	Tanis Cunnick / Paul O'Neill April 2016		Increased range of young people attending junior and youth forum events.	The Youth Service has embedded actions throughout the County in relation to the local participation action plan. The Welsh Government has recognised this activity as the best practice model in Wales.

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B	Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
5	Establish service level agreements between the Youth Service and other organisations which include schools and the voluntary sector and meet regularly to ensure the effective delivery of the Youth Service Strategy.	Tanis Cunnick / Paul O'Neill March 2016		Service Level Agreements developed and in use	Service Level Agreements developed with GAVO, Urdd Gobaith Cymru/Menter Iaith and Ystrad Mynach Boys and Girls Club. Project Plans have been written to deliver on the above SLA's which include targets and the person responsible for delivering in order to enable an effective quality assurance, monitoring and evaluation process. 4 Youth Workers based in schools to provide an early intervention process and reduce the number of young people are risk of being NEET

B	Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
	Deliver the key outcomes identified in the Engagement and Progression Operational Plan, with the focus on the reduction of young people Not in Education, Employment and Training (NEET)	Tanis Cunnick March 2016	Support from WG Grant	Reduction in the number of young people in Tier 1 and 2 (NEET)	Information Sharing Protocol approved by WASPI. Youth Engagement and Progression Coordinator appointed. Youth Engagement and Progression Operational Group established and key managers sharing information on young people who are at risk and currently NEET. Numbers of young people on Careers Wales Tier 1 have been reduced from 114 in June to 22 in September. Numbers of young people on Careers Wales Tier 2 has been reduced from 56 in June to 16 in September. (Careers are due to share the numbers of recent Year 11 leavers who are NEET in October.) Post 16 STRIVE data base being developed to assist officers to identify and track young people who are NEET.

Part 4: Action Plan for 2015/16

Service Area:	Education and Lifelong Learning	
A - Priority:	Deliver Adult Community Learning to improve the level of essential skills and provide opportunities to gain qualification (formal and non-formal).	**6**

B	Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
Page 127	Increase the number of essential skills enrolments and raise the level of essential skills through formal accreditation and informal assessment.	Linda Travis Oct 2015 (Based on the 2014/15 academic year)	Coleg Gwent Franchise Welsh Government Direct Grant and Families First funding	Learner enrolments of 1000 300 learners to achieve essential skills qualifications	In the academic year 2014/15: 1348 essential skills enrolments. 325 learners achieved an essential skills qualification in this period. 415 essential skills learners have achieved individually set targets in Family learning provision

B	Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
2	Manage the Adult Community Learning programme, within the budget restrictions imposed by WG and the MTFP.	Linda Travis April 2016		Budget and delivery model agreed for 2015/16 and 2016/17	WG budget reduction has been managed by reducing staff team through natural wastage and voluntary severance. Continued provision across the county borough in WG priority programme areas of Essential Skills, ILS, employability and Welsh for Adults. Saving has also been made by not renewing the lease of the Bedwas Workmans Hall. Currently undergoing negotiations to centralise data input for franchise and direct delivery to CG thus removing the need for support for the service's own tribal EBS MIS. MTFP saving has not yet been achieved
3	Support residents into employment and provide opportunities to gain and to sustain employment by providing coaching, mentoring, skills training and accredited qualifications through a new round of ESF funded projects	Matthew Davies September 2015	ESF Funding	Targets will be set within each project plan. This will be determined as projects are agreed.	ESF project of Bridges into Work 2 and Working Skills for Adults 2 have been approved and delivery will start in November 2015. Currently recruiting a staff team. ESF project Inspire 2 Work is still currently in planning stage but if approved could sit within post 16 education alongside the other 2 approved projects

Part 4: Action Plan for 2015/16		
Service Area:	**Education and Lifelong Learning**	
A - Priority:	Deliver high quality Library Services across the authority	**7**

B	Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
Page 129 1	Deliver identified actions within the Library Standards 2014- 2017 strategic plan.	Gareth Evans March 2016		Annual Update report produced and a review of impact / outcome measures undertaken	2014/15 Standards Assessment from Welsh Government has rated Caerphilly County Borough Library Service as a "strong performer". The Borough Library Service meets 17 of 18 Core Entitlements in full and a further one in part. The Library Service meets or exceeds 6 of the 7 outcome indicators that have attached minimum levels of attainment it partially meets the remaining measure.

B	Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
2	Work with key partners to support delivery of Public Library services	Gareth Evans March 2016		Improved delivery of shared services	Blackwood Library will integrate the town's Council Customer Service Centre from January 2016 onward. Library and Customer Service Centre co-location and joint delivery of provision remains a significant area of development and success with 5 locations sharing sites by March 2016.
3	Develop strategies and action plans for: • Workforce Development • Audience Participation • E-digital Services	Gareth Evans March 2016		Strategies developed as a result of identifying best practice	Development of an updated Library Catalogue appropriate for 21st Century Online utilisation including customisation for Smart Phone access has been achieved. Implementation of self-service kiosk services across all 18 static locations has been completed to complement staffing and opening hour changes linked to the Medium Term Financial Plan. Work on preparing robust and achievable Workforce and Audience Participation Plans remains on-going.

	Part 4: Action Plan for 2015/16				

Service Area:	Education and Lifelong Learning	
A - Priority:	Ensure compliance with Health and Safety policy	**8**

B	Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
Page 131 1	Monitoring of Compliance in relation Statutory Maintenance of schools and corporate building prioritising : • Electrical Safety • Gas Safety • Legionella Control Co-ordinate programme of work through the Statutory Maintenance project group (Chair: Tony Maher)	Tony Maher / Donna Jones April 2016		Inspections undertaken to the required timescales advised by the relevant regulation. Reactive tasks arising from inspections to be completed by the allocated timescale dependent on risk. Project group to report compliance statistics, actions and outcomes through the appropriate reporting lines/meetings/committees.	Donna Jones reports compliance through to Education SMT, currently school compliance on all statutory maintenance is running at 67%. Colin Jones has replaced Tony Maher as Chair of the Statutory Maintenance Group. Schools Project Group not yet established. Owner of this task to be confirmed.

B	Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
2	Build upon the successful electrical re-testing works at schools and commence new programme of testing.	Bleddyn Hopkins / Donna Jones April 2016		Programme of testing commenced	All priority schools re-tests completed. Remaining 62 schools being tested this academic year.
3	Asbestos Abatement Programme - undertake the removal and encapsulation of all Licensed Asbestos products from within 37 Local Authority Schools. This project will be managed by Asbestos Management Team and will be completed by end of 2016.	Donna Jones April 2016	Budget - £800,000.	Following this project 95% of local Authority schools will be free from Licensed Asbestos Products	Project on target for completion, the majority of remaining work to be completed in the summer of 2016. Update to be provided to CMT & SMT at the end of the year.
4	Provide Premium SLA to all Primary schools to raise the standards of health and safety in primary schools.	Donna Jones April 2016	Appropriate staffing levels to meet the demand of the service.	100% of Primary schools take up the service, either option 1 or 2.	Currently 90% take up, with schools on a waiting list due to resource limitations. Hopefully for 100% take up by the deadline stated.

Part 4: Action Plan for 2015/16

Service Area:	Education and Lifelong Learning	
A - Priority:	Continue to implement the 21st Century Schools Programme Inclusive of: *Review the management of small primary schools, in line with Estyn Recommendations (2012)*	9

B	Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
1	Undertake 21st Century Schools work including to: • Complete St. Ilan phases 2 & 3 in the Autumn 2015 and agree and proceed a phase 4 plan. • Commence Islwyn West Secondary School following successful completion of Stage 1 tendering process. • Conclude statutory process for Abertysswg/Pontlottyn Primary and obtain WG approval re final business case.	Bleddyn Hopkins April 2016		Work completed within the agreed timescales	Phase 2 (primary) completed. Phase 3 (secondary due to complete December 2015 Works progressed. School name agreed as Islwyn High School. School due to be completed end April 2017. Outline Business Case approved by Welsh Government. Full Business Case to be completed by December 2015.

B	Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
2	Undertake review of small primary school, as per the Estyn recommendation in the Post Inspection Action Plan	Bleddyn Hopkins April 2016		Review undertaken and report written and delivered through the appropriate meeting structures.	Report due to be considered by 21st Century Schools Board October 2015.
3	Manage capital budget process successfully in view of reduced budget.	Bleddyn Hopkins April 2016		Budget agreed	Schools allocated in accordance with budget 2015/16.

B	Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
4	Improve the provision of accessible school buildings to support Social Inclusion, meet parental choice and support reduction in transport costs: • Consult on all new school builds to maximise accessibility for a range of pupils with complex needs in order for them to access mainstream provision. • Improve fixed and portable equipment to aid moving and handling of children with physical disabilities in mainstream schools • Improve the accessible status of schools in line with the Physical Access Strategy • Review all Accessibility surveys of school sites to highlight additional improvements which can be made to increase levels of accessibility	Donna Jones April 2016		Timely consultations undertaken on new school builds – Islwyn West Secondary School. Where required provide moving and handling equipment to aid manual handling in mainstream schools. Undertake reviews of all schools to highlight further improvements required. Evidence improved accessibility statistics in line with the physical access strategy.	Physical Access Strategy and relevant Building Bulletins to be referred to for future build projects. Premium SLA Officers have received a briefing from the Corporate Access Officer to provide guidance on undertaking a review of the accessibility strategy for each school. Physical Access Strategy (School Status matrix) under review.

Part 4: Action Plan for 2015/16

Service Area:	Education and Lifelong Learning	
A - Priority:	Meet the requirements of the CCBC Medium Term Financial Plan	**10**

B	Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
	Review all agreed savings proposals and develop a detailed Action Plan to ensure successful delivery thereafter.	April – August 2015		Action Plan prepared for all savings proposals for 2014/15 – 2016-17 and beyond.	Updated MTFP proposals document for the Directorate (2016-17 & 2017-18), to Head of Corporate Finance 23rd September 2015. Document updated following detailed review by SMT over last 6 months.

B	Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
Page 137	Senior Managers review their service and present a discussion paper for the Director. This to include : a. All services analysed between Statutory; Essential and Choice. b. Then scored between 1-5 stars with 5 stars being the least "painful" savings and 1 star the most difficult. c. Impact of service reductions to be detailed. d. The staffing implications relating to the options to be detailed. e. Any VFM data to be made available to support services.	August - October 2015		Individual plans prepared by all Senior Managers.	Revised outline / timeline agreed by CMT March 2015 re MTFP, key dates : 20/03/15 – Leadership Team Meeting. 14/04/15 – CMT 'Away Day' to consider progress. 29/04/15 – SMT Challenge Meeting with Chief Executive & Head of Corporate Finance. 15/05/15 – Leadership Team Meeting. 29/05/15 – Heads of Service finalised initial proposals to deliver the 20% savings requirement. 10/07/15 – Director / SMT meeting with Head of Corporate Finance. July – Cabinet PDM – MTFP. September – Members Seminar to outline, discuss proposals.
3	Undertake "challenge" meetings with mangers and the Director to discuss priorities and options.	August - October 2015		Meetings taken place and priorities agreed.	Part of process outlined previously.

B	Key Actions / Tasks	Owner & Completion Date	Additional resource required?	Success Criteria	Progress update
4	Provide feedback to Service Managers to enable service changes to take place in a timely manner to provide a three year financial plan.	January 2015		Have an up-to-date robust and prioritised Directorate MTFP in place for 2014/15	28/10/15 – Cabinet Report – 'Draft Savings Proposals 2016-17'. 03/12/15 – Special Scrutiny Committee scheduled for Education & Life long Learning – outlining proposals / timelines. Nov/ Dec/Jan – Consultation & Public Engagement. 03/02/16 – Cabinet Report – Budget Proposals 2016/17 and MTFP 2016/2019. 24/02/16 – Council Report – Budget Proposals 2016/17 and MTFP 2016/2019.
5	A review of: • community centre service • school and college transport to enable the Council to affect the financial savings required as outlined in its Medium Term Financial Plan 2015-2018.	Bleddyn Hopkins April 2016		Review undertaken and recommendations made	Community Centres – Reports to Scrutiny – 20th May & 22nd September 2015. Transport – Reports to Scrutiny – 7th July & 14th October 2015.

Part 5: Evidence Table (Performance Indicators)

Standards									
No	PI ref:	Evidence	Previous Year FY 14-15 AY13-14		Current year FY15-16 AY14-15		Progress / Comments	Coming year target (16/17)	Please link PI with the relevant service priority where appropriate
			Target	Result	Target	Result			
1	EDU /002i	The percentage of pupils aged 15 as at the preceding 31 August who leave compulsory education, training or work based learning without an approved external qualification	0.3	1.0	0.4				1 and 7
2	EDU /002ii	The percentage of pupils in local authority care, aged 15 as at the preceding 31 August who leave compulsory education, training or work based learning without an approved external qualification	0	0	0				1 and 7
3	EDU /003	The percentage of pupils assessed at the end of Key Stage 2 achieving the Core Subject Indicator	84.9	85.8	87.2				1 and 7
4	EDU /004	The percentage of pupils assessed at the end of Key Stage 3 achieving the Core Subject Indicator	76.0	77.6	83.3				1 and 7
5	EDU /011	The average points score for pupils aged 15 at the preceding 31 August.	495	467	495				1 and 7

	Standards								
No	**PI ref:**	**Evidence**	**Previous Year FY 14-15 AY13-14**		**Current year FY15-16 AY14-15**		**Progress / Comments**	**Coming year target (16/17)**	**Please link PI with the relevant service priority where appropriate**
			Target	**Result**	**Target**	**Result**			
6		% of pupils aged 15 who achieved the Level 2 threshold including a GCSE pass at L2 in English or Welsh first language and maths	51.8	50.0	60.4				1 and 7
7		% of pupils aged 15 who achieved the Level 2 threshold	71.0	74.1	82.3				1 and 7
8		% of pupils aged 15 who achieved the Level 1 threshold	94.0	93.6	96.4				1 and 7
9		% gap between the % of boys and % of girls achieving the Core Subject Indicator (CSI) at KS4	-8	-12	-11.5		Pupils in this cohort were assessed for CSI, KS3 in 2013, Boys 67.7% - Girls 79.5% (Gap: -11.8%)		1 and 7
10		% of 16 year olds not in employment, education or training (NEET) in October	4	3.5	3.4				
11		% of 17 year old pupils entering a volume equivalent to 2 A levels who achieved the Level 3 threshold	96.5	96.8	97				
12		The % of pupils achieving L4+ in end of KS2 assessments for English	87.6	88	89.2				
13		The % of pupils achieving L4+ in end of KS2 assessments for Welsh	90.4	89.9	89.5				
14		The % of pupils achieving L4+ in end of KS2 assessments for Mathematics	88.2	89	89.3				
15		% gap between the % of boys and % of girls achieving the Core Subject Indicator (CSI) at KS2	-5.0	-5.9	-6.5		Pupils in this cohort were assessed for FPI in 2011, Boys 76.9% - Girls 83.9% (Gap: -7%)		1 and 7

Standards								
No	**PI ref:**	**Evidence**	**Previous Year FY 14-15 AY13-14**		**Current year FY15-16 AY14-15**		**Progress / Comments**	**Coming year target (16/17)**	**Please link PI with the relevant service priority where appropriate**
			Target	**Result**	**Target**	**Result**			
16		The % of pupils achieving L5+ in end of KS3 assessments for English	80.6	82.2	85.2				1 and 7
17		The % of pupils achieving L5+ in end of KS3 assessments for Welsh	86.8	89.5	95.3				
18		The % of pupils achieving L5+ in end of KS3 assessments for Mathematics	82.2	83.9	87.3				
19		% gap between the % of boys and % of girls achieving the Core Subject Indicator (CSI) at KS3	-11	-11.9	-5.3		Pupils in this cohort were assessed for CSI, KS2 in 2012, Boys 80.2% - Girls 85.5% (Gap: -5.3%)		1 and 7

			Social Inclusion						
No	**PI ref:**	**Evidence**	**Previous Year FY 14-15 AY13-14**		**Current year FY15-16 AY14-15**		**Progress / Comments**	**Coming year target (16/17)**	**Please link PI with the relevant service priority where appropriate**
			Target	**Result**	**Target**	**Result**			
1		% pupil attendance - Primary	94.5	94.4	94.9				2
2		% pupil attendance -Secondary	93.1	92.9	93.1				2
3	EDU /008a	The number of pupils permanently excluded during the year per 1000 pupils from a) Primary Schools	0	0	0				2
4	EDU /008b	The number of pupils permanently excluded during the year per 1000 pupils from b) Secondary Schools	0	1.38	0				2
5	EDU /009a	The average number of school days that permanently excluded pupils did not receive an offer of full time appropriate education provision during the year.	0	26.8	0				2 and 5
6	EDU /009b	The average number of school days that permanently excluded pupils did not receive an offer of part time appropriate education provision during the year.	0	0	0				2 and 5
7	EDU /010a	The percentage of school days lost due to fixed-term exclusions during the year, in a) Primary Schools	0.013	0.013	0.012				2
8	EDU /010b	The percentage of school days lost due to fixed-term exclusions during the year, in a) Secondary Schools	0.090	0.074	0.065				2

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Additional Learning Needs									
No	PI ref:	Evidence	Previous Year FY 14-15 AY13-14		Current year FY15-16 AY14-15		Progress / Comments	Coming year target (16/17)	Please link PI with the relevant service priority where appropriate
			Target	Result	Target	Result			
1	EDU /015a	% of final statements of special education need issued within 26 weeks, including exceptions	95	90.1	95				4
2	EDU /015b	% of final statements of special education need issued within 26 weeks, excluding exceptions	100	100	100				4

No	PI ref:	Evidence	Previous Year		Current year		Progress / Comments	Coming year target (16/17)	Please link PI with the relevant service priority where appropriate
			Target	Result	Target	Result			
Finance and Admissions									
1		% of 1st preference admissions met	99%	99%	99%				
2		% of late payments processed (P&S)	5%		5%				
3		% of corporate complaints investigated within 28 days	100%	100%	100%				
4		Sick days lost per FTE	4.0		4.0				
5		% of staff who have completed PDR within financial year	100%	100%	100%				
21st Century Schools									
6		Percentage of primary sector school places unfilled	17.6%	13.8%	13.9%				
7		Percentage of secondary sector schools with unfilled school places	20.5%	22.5%	24.3%		New Islwyn High School will reduce surplus places to circa 21%		
Libraries and Community Centres									
8		The number of visits to Public Libraries during the year per 1,000 population.	6100	6424	5700				
9		Number of Library Standards met	8 of 9	8 of 9	8 of 9				
Adult, Youth and Community									
10		Number of young people engaged by youth service	8000	6347	6000				

No	PI ref:	Evidence	Previous Year		Current year		Progress / Comments	Coming year target (16/17)	Please link PI with the relevant service priority where appropriate
			Target	Result	Target	Result			
11		Number of young people achieving local accreditation	2400	2224	2400				
12		Number of young people achieving national accreditation	440	379	440				
13		% of 16 year olds not in employment, education or training (NEET) in October	4	3.5	3.4				
14		The number of adult learners enrolled within essential skills programmes	1500	1403	1000				

No	Actual Risk (Opportunity)	Mitigating Actions - what are we doing to reduce the risk and by when	Additional Resource Required	Current Risk Level (High / Med / Low)	Risk Owner
1	CMT14 – Essential Skills 1. People in most need of the service are not identified by the engagement organisations and agencies, and therefore don't access the provision 2. Partnership funding for adult education has been reduced by 37% and the remaining funding has tightened its focus for these types of qualifications. 3. Adult Essential Skills tutors are specialists, and there is a limited supply within the County	1. Essential skills course will be given priority in the 2014/15 programme 2. Use 2014/15 funding criteria to provide essential skills courses to a more targeted audience identified by engagement organisations and agencies. 3. Convert a proportion of the budget for hourly paid Adult Essential Skills tutors into more substantive posts in order to retain quality staff.		MEDIUM	Linda Travis
2	CMT16 There is a gap between the attainment of Free School Meals pupils and Non Free School Meals pupils which must be addressed.	1. Standards of attainment are monitored and reported to SMT / CMT / Scrutiny through an annual programme of reporting described in the Directorate Plan Handbook.		MEDIUM	Keri Cole
3	CMT18 – Secondary School Surplus Places 1.Falling pupil rolls will affect the funding available to schools and put budgetary pressure on the LEA	Council (23 July 2013) approved proposals to proceed with Phase 1 of a secondary rationalisation programme.		LOW	Bleddyn Hopkins

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No	Actual Risk (Opportunity)	Mitigating Actions - what are we doing to reduce the risk and by when	Additional Resource Required	Current Risk Level (High / Med / Low)	Risk Owner
4	ELL01 - MTFP 1. Workforce Planning: less staff to deliver services. 2. Failure to maintain and/or improve service delivery 3. Managing staff morale in light of cuts 4. Failure to take early decisions on which services should be cut could lead to poor planning	1. To continue to use the MTFP Planning process in place within the Directorate and monitor the Improvement Plan.		MEDIUM	All
5	ELL02 – School Performance 1. Schools do not provide suitable support to help pupils achieve their potential 2. The authority does not reach improvement targets expected by ESTYN as a result of a small number of schools	1. Identified schools will receive additional support from the EAS Systems Leaders and Local Authority Officers. 2. Intervention plans will be put in place to ensure performance is monitored.		MEDIUM	Keri Cole
6	ELL03 – Behaviour and Exclusions 1. The number of exclusions is difficult to predict as the school responds to each individual situation.	1. If circumstances do occur, the authority will deal with the situation and ensure educational offers are made to pupils within the agreed timescales.		MEDIUM	Keri Cole
7	ELL04 – Library Services 1. The Council will not fulfil its statutory responsibility to provide library services.	1. Review undertaken fully with correct periods of consultation		MEDIUM	Gareth Evans
8	ELL05 – Community Centres 1. Appropriate Member and officer participation in the development of the Community Centre review – will assist in achieving broad consensus.	1. The MTFP Plan for Community Centres was presented to Special Scrutiny on the 18th September 2014.		MEDIUM	Gareth Evans
9	ELL06 – Free School Meals 1. Claims for he Rate Support Grant are maintained for the authority to prevent a reduction in funding to support Free School Meals pupils	1. Training Programme for School Clerks to ensure claims are processed correctly		MEDIUM	Sue Richards

No	Actual Risk (Opportunity)	Mitigating Actions - what are we doing to reduce the risk and by when	Additional Resource Required	Current Risk Level (High / Med / Low)	Risk Owner
10	ELL07 – School Buildings 1. Ensure the safety of school pupils and staff 2. Ensure all electrical issues are made safe	1. Work with Health and Safety team to ensure that potential risks are identified, monitored and actioned where needed.		MEDIUM	Bleddyn Hopkins

Appendix A: **Caerphilly Delivers - The Single Integrated Plan 2013-2017**

Theme	Priority		Corporate Priority 2013/16 link	Improvement Objective 2013/15 link
Prosperous	**P1**	Improve local employment opportunities Including access to opportunities across a wider geographical area.	2 & 6	IO2
	P2	Improve standards of housing and communities, giving appropriate access to services across the county borough.	5 & 6	IO5 & IO6
	P3	Provide support to enable local people to compete for all employment opportunities.	2 & 3	IO2, IO3 & IO5
Safer	**S1**	Reduce incidents of anti-social behavior and reduce fear of becoming a victim of anti-social behavior for residents.	1	IO5 & IO6
	S2	Reduce crime and the fear of crime for the residents of the county borough	1	IO5 & IO6
	S3	Reduce the harm caused to communities through substance misuse	1	IO4
	S4	Ensure people are supported to live in their own homes and communities in safety.	1 & 6	IO1 & IO6
Learning	**L1**	Improve the level of basic skills and the number of achieved qualifications (formal and non-formal) to improve the life opportunities for families.	2 & 3	IO1, IO2 & IO3
	L2	Develop a multi-agency approach to address the impact of poverty on pupil attainment.	3	IO3, IO5 & IO6
	L3	Children, young people and families have the skills and resources to access job opportunities.	2 & 3	IO2 & IO3

Theme	Priority		Corporate Priority 2013/16 link	Improvement Objective 2013/15 link
Healthier	H1	Address the inequities in the rate of low birth weight babies across the county borough.		
Healthier	H2	Improve lifestyles of the population in the county borough so that people recognise and take responsibility for their own health and well-being, and make use of the opportunities and support available to them.	4 & 5	IO1 to IO6
Healthier	H3	Reduce the variation in healthy life expectancy in the county borough so that the health and well-being of individuals experiencing disadvantage improves to the levels found among the advantaged.	3, 4 & 5	IO3, IO4 & IO5
Healthier	H5	Ensure people are supported to live in their own communities to lead safe, fulfilled and independent lives.	1 to 6	IO1 to IO6
Greener	G1	Improve local environmental quality.	1 & 6	IO4, IO5 & IO6
Greener	G2	Reduce the causes of and adapt to the effects of climate change.	6	IO5 & IO6
Greener	G3	Maximise the use of the environment for health benefits.	1 & 4	IO4

Appendix B: Corporate Priorities 2013-2016

Priority 1	Our communities must be a safe, green and clean place to live to improve resident's quality of life
Priority 2	We want to improve job opportunities in our County Borough, so people can live better lives
Priority 3	Every child should have the best start in life, and the opportunity to achieve success as a young person and as an adult
Priority 4	We want to enable our communities to make healthy lifestyle choices to improve citizen's quality of life
Priority 5	Improving accessibility throughout the county borough
Priority 6	Transforming council homes, lives & communities

Appendix C: Improvement Objectives 2014/15

IO1	Ensure children and young people who are looked after are supported to achieve their full potential.
IO2	Improve job opportunities by implementing the Council's Passport Scheme.
IO3	Develop an effective and accessible Youth Service that supports the personal and social development of young people
IO4	Improve awareness, access, variety and use of leisure, community and sporting facilities.
IO5	Investment in Council homes to transform lives and communities
IO6	Improve the availability of private and public sector housing to reduce the number of residents who may become homeless.

For further information on our Improvement Objectives for 2014-15, please click on the link below:
http://www.caerphilly.gov.uk/site.aspx?s=SL2mZIlqChPHzWvfZU/OMM90XqQ9Zh6vbrDK/qMNE2Fb6ivpnmy7gA==

Appendix D: Outcome Agreements 2013/16

Grant agreements with the Welsh Government	
OA1	Growth and sustainable jobs: **Supporting the economy and business**
OA2	Education: **Improving early years experiences**
OA3	Welsh Homes/ Supporting People: **Improving Quality**
OA4	Safer Communities for All: **Improving safety in communities**
OA5	Tackling Poverty: **Tackling Worklessness and raising household income**

Appendix E: Estyn Recommendations – July 2012

Estyn Recommendations – July 2012	
R1	implement improvement strategies and specific actions to improve outcomes for learners especially at key stages 3 and 4;
R2	strengthen the level of challenge to its secondary schools;
R3	improve the robustness of self-evaluation and target setting;
R4	align corporate and partnership strategic planning processes in order to make best use of available resources to improve outcomes for children and young people
R5	take urgent action to reduce surplus capacity in schools generally and secondary schools in particular.

APPENDIX 3

Improvement Objectives

IO2 - Improve outcomes for all learners, particularly those vulnerable to underachievement

Outcomes

As a local authority our aim is that "every child should have the best start in life, and the opportunity to achieve success as a young person and as an adult" (Council Aspiration No. 3). In achieving this we recognise that small groups of children and young people can face more challenges than others. This plan aims to identify groups of learners that are vulnerable to underachievement academically, and work proactively to remove the barriers to learning to raise their aspirations and increase their opportunities to succeed.

Why have we chosen this?

Parents and young people have a right to expect the best from the education they receive. As a local authority, we will work with the regional consortia for school improvement and the schools Education Achievement Service (EAS) to ensure that all children and young people have access to high quality education, training and work experience, tailored to meet their needs.

Vulnerability in education can be determined by a number of different factors including deprivation. It can also be determined by whether a child or young person has additional learning needs, or is a Looked after child (LAC).

Data identifies that there is a performance gap between those within these groups and that of the overall population. We have chosen to undertake some intensive work in this area to try and reduce the gap, and ensure that all young people are provided with appropriate opportunities to help them achieve success, both in the classroom and beyond.

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

CAERPHILLY COUNTY BOROUGH COUNCIL
CYNGOR BWRDEISTREF SIROL CAERFFILI

Improvement Objectives

IO2 - Improve outcomes for all learners, particularly those vulnerable to underachievement

2015-16 - 6 Month Progress Summary

We assessed this objective and judged it to be **partially successful** for the year 2015/16 so far because:

All actions have been initiated but are at an early stage performance data at KS4 has yet to be verfied and new targets are due to be set in October 2016.

What have we done well over the last 6 months?

Tracking and Reporting Identified Vulnerability in Education) system has been developed and utilised to inform all managers in the their work with children and young people.

An education group has been established in order to improve learning opportunities in the St James area. A draft plan has been produced and will be finalised in early November. A family worker has been approved and schools are working closely with other agencies to ensure services are streamlined. EAS have worked closely with schools that strategies to close the gap in performance between those in receipt of free school meals, and those who are not.

Challenge advisers also monitors the plan for the PDG

What areas do we need improve on, and how are we going to do it?

The work of the multi agency group needs to be embedded and must fit into existing structures in order to avoid duplication and maximise impact. Officers will monitor carefully the implementation of the plan and evaluate actions taken.

The use of STRIVE in schools is being considered as a tool to support them in the identification of vulnerable pupils.

IO2 - Improve outcomes for all learners, particularly those vulnerable to underachievement

Actions

Title	Comment	RAG	Overall Status	% Complete
Develop a multi agency strategy to provide improved learning opportunities in the St James area	Draft plan produced due to be finalised in early November.	⊖	In Progress	75
Implement strategies to work towards closing the gap in performance between those in receipt of Free School, and those who are not	Strategies identified as part of school improvement. PLASC data due in January.	⊖	In Progress	75
Introduce an appropriate assessment for pupils educated in Trinity Fields and LA resource bases Performance Indicators for Value Added Targets Setting (PIVATS)	PIVATS is established in Trinity Fields Schools and Resource Centre and all SRB provisions in Caerphilly.	⊖	In Progress	0
Work in partnership with the EAS to ensure that challenging targets are set for all learners, particularly those vulnerable to underachievement	Targets are due to be set by half term. EAS and LA will analyse these and challenge where neccessary.	⊖	In Progress	75
Work with schools to maximise the benefits of the Pupil Deprivation Grant, to ensure that pupils in receipt of Free School Meals have full access to appropriate learning opportunities	Challenge advisers monitor the plans and expenditure of the PDG which will be evaluated in March 2016	⊖	In Progress	75

IO2 - Improve outcomes for all learners, particularly those vulnerable to underachievement

How much did we do?

Title	Actual	Target	Intervention	RAG	Result 12 Months Ago	Comment
EDU004 The percentage of pupils assessed at the end of Key Stage 3, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment Copy		83.30	77.60		77.6	AY 2014-15
EDU003 The percentage of pupils assessed at the end of Key Stage 2, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment Copy		87.20	85.80			AY 2014/15
04d % pupils aged 15 who achieved level 2 threshold incl GCSE pass at L2 English or Welsh 1st language and Maths		60.40	50.00		50	AY 2014-15

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How well did we do it?

Title	Actual	Target	Intervention	RAG	Result 12 Months Ago	Comment
The percentage in receipt of free school meals achieving the Level 2 threshold including GCSE pass at Level 2 in English or Welsh first language and mathematics	25.10					AC Year 14/15 - Provisional results. Final results due end of November 2015.
EDU016b (Termly) Percentage of pupil attendance in secondary schools						
EDU016a (Termly) Percentage of pupil attendance in primary schools						
% in receipt of free school meals achieving the Core Subject Indicator (CSI) at Key Stage 3	75.00					AY 2014 / 2015
% in receipt of free school meals achieving the Core Subject Indicator (CSI) at Key Stage 2	61.00					AY 2014 / 2015

IO2 - Improve outcomes for all learners, particularly those vulnerable to underachievement

Is anyone better off?

Title	Actual	Target	Intervention	RAG	Result 12 Months Ago	Comment
04b EDU002ii The percentage of pupils in local authority care, in any local authority maintained school, aged 15 as at the preceding 31 August who leave compulsory education, training or work based learning without an approved external qualification. Copy		0.00	5.00		0	AY 2014-15
05 % of 16 year olds who are not in education, employment or training (NEET) in October (Yr 11)		3.00	3.50		3.50	
04a EDU002i The percentage of pupils (including those in local authority care) in any local authority maintained school, aged 15 as at the preceding 31 August who leave compulsory education, training or work based learning without an approved external qualification	0.00	0.40	0.80	⬆	1.0	AY 2014-15. This measure maintains its ranking of first in Wales.

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