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Date: 6th January 2016

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, 12th January, 2016** at **5.30 pm** to consider the matters contained in the following agenda.

Yours faithfully,

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

Chris Burns
INTERIM CHIEF EXECUTIVE

A G E N D A

	Pages
1 To receive apologies for absence.	
2 Declaration of interest Councillors and Officers are reminded of their personal responsibility to declare any personal and/or prejudicial interest(s) in respect of any item of business on this agenda in accordance with the Local Government Act 2000, the Council's Constitution and the Code of Conduct for both Councillors and Officers.	
To approve and sign the following minutes: -	
3 Education for Life Scrutiny Committee held on the 3rd November 2015 (minute nos. 1 - 14).	1 - 8
4 Consideration of any matter referred to this Committee in accordance with the call-in procedure.	

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

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

1. The Process for the Appointment and Removal of Local Authority (LA) Governors – 25th November 2015.
2. Caerphilly County Borough Council's Annual Library Standards Assessment 2014 - 2015 – 9th December 2015.
3. Additional Learning Needs Review - 9th December 2015.

**If a Member of the Scrutiny Committee wishes for any of the above Cabinet Reports to be brought forward for review at the meeting please contact Amy Dredge, 01443 863100, by 10.00 a.m. on Monday 11th January 2016.*

To receive and consider the following Scrutiny reports: -

- | | | |
|----|---|---------|
| 7 | Update on Education Other Than at School (EOTAS) - Report and Presentation. | 9 - 24 |
| 8 | Junior and Youth Forum Priorities 2016 - Report and Presentation. | 25 - 40 |
| 9 | Attendance and Exclusions - Presentation. | 41 - 64 |
| 10 | Improving School Attendance. | 65 - 72 |
| 11 | European Social Fund (ESF) Projects 2014 - 2020. | 73 - 78 |
| 12 | To record any requests for an item to be included on the next available agenda. | |

To receive and note the following information items*: -

- | | | |
|----|---|-----------|
| 13 | Reducing Exclusions. | 79 - 98 |
| 14 | Minutes of the Caerphilly Standing Advisory Council for Religious Education (SACRE) held on the 10th June 2015. | 99 - 106 |
| 15 | Budget Monitoring 2015 -16. | 107 - 120 |
| 16 | Summary of Member's Attendance - Quarter 2 - 1st July 2015 to 30th September 2015. | 121 - 124 |

**If a member of the Scrutiny Committee wishes for any of the above information reports to be brought forward for discussion at the meeting please contact Amy Dredge, 01443 863100, by 10.00 a.m. on Monday, 11th January 2016.*

Circulation:

Councillors J. Bevan, P.J. Bevan, Mrs A. Blackman, W. David (Chair), H.R. Davies, 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, 3RD NOVEMBER 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, M.P. James, G. Johnston, Mrs G. Oliver, D.W.R. Preece and R. Saralis.

Cabinet Member for Education and Leisure: R. Passmore.

Together with:

K. Cole (Chief Education Officer), B. Hopkins (Assistant Director for Education), G. Evans (Senior Manager - Planning & Strategy - Library Services) J. Elias (Service Manager – Additional Learning Needs), J. Rawlins (Principal Challenge Adviser Caerphilly), Z. Powles (Solicitor) and C. Evans (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 J. Roberts and Mrs M. Sargent.

2. DECLARATIONS OF INTEREST

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

3. MINUTES – 22ND SEPTEMBER 2015

RESOLVED that the minutes of the Education for Life Scrutiny Committee Meeting held on 22nd September 2015 (minute nos. 1 – 13) be approved as a correct record and signed by the Chair.

4. MATTERS ARISING

Minute Number 10 - Communities Centres Task and Finish Group

In response to a query raised in relation to consultation with relevant management committees, it was noted that consultation would be conducted before the report is presented to Cabinet.

5. 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.

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

Councillor R. Passmore, Cabinet Member for Education and Lifelong Learning provided details of the visits arranged for Members to attend Cwm Ifor Primary School, St. Gwladys School and St. Cenydd School. Feedback from Members was positive stating they found the visits useful and helpful. As such, more will be planned for the future.

The Cabinet Member highlighted that, of the 131 schools across Wales selected to be part of the Lead Creative Schools Scheme 2015-17, 15 Caerphilly County Borough Council Schools were amongst those selected. Funding will be provided by Arts Council Wales to work with artists to create innovative and bespoke programmes of learning designed to improve the quality of teaching and learning. The considerable time, effort and communication associated with the process was acknowledged and Members noted that an exciting 3 years lies ahead.

The Committee noted that works have commenced on the Islwyn High School site, and progressing well and on schedule. In addition, on 30th September 2015 the pupil ambassadors for the new school completed a leg of an 800 mile charity baton relay organised by the contractor Willmott Dixon. The pupils carried a baton from the former Oakdale Colliery site to Abergavenny.

Caerphilly is a partner in the Bridges into Work 2 Project (West Wales and Valleys operation, which aims to address economic inactivity across 5 Local Authority areas in South East Wales (West Wales and the Valleys). Through a collaborative approach, the operation aims to engage, support and prepare the economically inactive (including those who are long-term unemployed), in the most deprived areas outside of the Communities First cluster areas, to acquire the appropriate skills to become job ready and to gain sustainable employment.

In addition, Caerphilly is a partner in Working Skills for Adults 2 (West Wales and Valleys), which aims to increase the ownership of generic, transferable skills at all levels from basic to level 2 across the workforce through community based provision, thereby improving the opportunities for currently low skilled workers to sustain employment and increase earning potential. Community based provision will focus on supporting reluctant learners to engage with flexible learning opportunities outside of the workplace and will offer a range of provision including literacy, numeracy, ICT and other generic transferable skills. Basic literacy and numeracy skills acquisition will form a key area to improve the mobility of the workforce and sustainable employment.

The Committee thanked the Cabinet Member for the update and discussion ensued. A Member sought clarification on the age range for the Bridges into Work project and the funding stream for the projects. Officers highlighted that the scheme was available for ages 18 – 24 year olds, and both schemes are funded by European Funding. Following discussion,

Officers agreed to provide a report to the Committee on the various schemes provided and the collaborative/ joint Local Authority approach, to make the schemes more effective.

7. 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.

8. SCHOOL UNIFORM ARRANGEMENTS – CCBC SECONDARY SCHOOL

The report provided Members with information on school uniform arrangements in CCBC secondary schools.

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.

Welsh Government, via the Council provides a uniform grant at the start of secondary school which totals £105, for parents who are in receipt of Child Tax Credit only, (Excluding working tax credit and 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.

Discussions ensued around the varying prices of uniforms and specifications within schools. Whilst Members noted that there are provisions within many supermarkets for school uniforms, this is not the case for a number of schools within the borough. Officers highlighted that Governors within schools can have an influence on practices within schools and uniforms, as can parents and pupils, and Members were reminded that, as local members or Governors, they can signpost concerned parents to the school to raise their concerns. In addition, it was noted that there are a number of schemes available within some schools across the Borough, such as uniform recycling. It was agreed that the Chief Education Officer would write to schools across the borough to highlight the concerns raised by the Scrutiny Committee, encourage consultation with parents and suggest alternatives such as uniform banks.

Having fully considered the report, it was agreed that its content be noted and for the reasons outlined at the meeting, a letter be sent to schools to highlight the concerns raised by the Committee, encourage consultation with parents and suggest alternatives such as uniform banks. By a show of hands, this was unanimously agreed.

9. FREE SCHOOL MEALS

In response to a request from a Member of the Education for Life Scrutiny Committee, the report provided details of measures that are in place, to promote applications for free school meals within the county borough.

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 a 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.

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.

Members thanked the Officer for the report and discussion ensued. A Member sought further information on the entitlement process and the implications for those parents/ carers who are working 0 hour contracts. The Officer highlighted that the benefits entitlement is calculated on P60 earnings; however, 0 hour contracts are posing an issue in the process. In order to ensure that entitlements are as accurate as possible, periodic eligibility checks are conducted. However, it was noted that, if a child would no longer be eligible, no steps are taken to recover costs. Members were reminded that, if there are any queries from their constituents regarding their eligibility, they can be signposted to officers for clarification.

Members discussed the stigma associated with Free School Meals and the possible impact this could have on the take up. Officers highlighted that extensive work has been conducted with a number of departments, such as Housing Benefits, in an attempt to increase take-up amongst eligible families.

Discussions ensued around the age of eligibility for Free School Meals and it was noted that claims are received for children under 5 years of age, however, the cost cannot be claimed back for take up if the child is under 5 (compulsory school age) or over 15. It was agreed that Officers would gather further information on Welsh Government Guidance for Free School Meals and distribute to Members.

Members thanked the Officer for the report and the Chair invited Mr Chris Parry, Head Teacher, Lewis School Pengam to the meeting to provide a presentation on Free School Meals.

The Presentation highlighted that over 200,000 children live in poverty in the UK, 15% of which are living in severe poverty. IN addition, statistics show that pupils from disadvantaged backgrounds are most likely to not be in education, employment or training and live shorter lives from those from more affluent backgrounds.

Lewis School Pengam is a Secondary School for boys, situated in Gilfach, Bargoed. The School serves some of the less affluent areas within the borough and as a result, 24.6% of the pupil population are in receipt of Free School Meals (FSM). Of this percentage, a significant proportion is in receipt of alternative provision.

Mr Parry highlighted that, whilst deprivation is a key issue for the school, significant steps are being taken by the staff and pupils in order to combat this. The school are considering a number of innovative options in order to encourage parent's attendance and involvement within the school, and often to reduce any stigma they may have. The school offers a number of opportunities for pupils to take part in mentoring schemes, and extensive work has been conducted between the staff, pupils and alumni to offer a mentoring programme to assist pupils to enter the job market.

The Scrutiny Committee thanked the Headteacher for the excellent presentation and discussion ensued.

A Member sought further information on the Mentoring Programme and it was noted that, the school have benefitted from a number of alumni willing to share their experience and

knowledge with interested pupils, and alumni from all jobs/careers are welcome to share their experience with pupils. There is a keen focus on alumni providing information from industry or STEM (Science, Technology, Engineering and Maths) within the school, which aims to provide pupils with the relevant skills and knowledge to meet the developing technology and expanding job market.

A Member queried how the school aims to ensure that the needs of all pupils are met. Mr Parry highlighted that there is a clear understanding within the school that FSM should have no impact on a pupils ability, and as such, pupils are tracked throughout their schooling and suitable, bespoke packages of support are offered, where necessary. In addition, the school works hard to engage families, build a good home/school relationship and encourage learning at home.

The Scrutiny Committee thanked the Head teacher for the presentation and noted the content of the report.

10. ALN REVIEW - UPDATE

The report provided Members with an update on the progress of the Additional Learning Needs (ALN) Review and the proposals to seek approval from Cabinet to go out to formal consultation to close the Special Resource Base (SRB) at Hendre Junior School and realign the Social Inclusion Base at Cefn Fforest Primary School.

The ALN Review aims to identify strengths and areas for development within the current services, and provide options for the delivery of services for children and young people with additional learning needs. 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. During the 2013-14 academic year, attendance at the SRB reduced from 3 pupils to 1. In April 2015, the remaining pupil was transferred for Trinity Fields School. It is therefore proposed that the SRB at Hendre Junior School is closed, due to the considerable advancements made within new-born hearing screening and medical intervention, alongside the surplus places for a number of years.

Cefn Fforest Primary School serves the village of Cefn Fforest, is an English medium school and currently hosts two specialist classes, one social inclusion class takes pupils in year 3 and 4 from other schools and the pupils are dual registered and 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.

Members thanked the Officer for the report and discussion ensued. Members raised concerns that, with the closure of Hendre and re-designation of Cefn Fforest, whether there would be sufficient provision available throughout the borough. Members were assured that, compared to other local authorities, the provision within Caerphilly is significantly higher. There is no telling what future demand may be, however there is sufficient provision available to address current need.

Members noted that, during the Review, a number of models and best practices have been identified, one of which was through Trinity Fields, in which a full time teacher has been posted within the school to provide training on the ground for mainstream teachers, to upskill

them in the necessary environment.

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

11. CAERPHILLY COUNTY BOROUGH COUNCIL'S ANNUAL LIBRARY STANDARDS ASSESSMENT 2014-2015

The report, which detailed 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, and provided a guide to the new features contained in the 2014-2017 Welsh Government Public Library Standards Framework, was considered by the Education for Life Scrutiny Committee on the 3rd November 2015.

Members noted that this is the 1st year of the new Framework that will operate until 31st March 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.

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.

It was noted that, 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".

However, the Welsh Government Public Libraries Standards Reference Group noted a number of areas of performance that were below the average for Wales and required further attention by the Borough Council in order to continue to deliver a strong performing service in the future. These included informal training for customers, increasing the use of Public Computer Services and providing Wi-Fi to customers in the additional one third of static Library bases that do not currently offer the service.

The Scrutiny Committee noted the positive report and that overall the assessment of the County Borough Council's Public Library Service for 2014-2015 was positive and complementary of the investment and strategic leadership the Authority has provided over a number of years.

Following consideration and discussion of the report, the Education for Life Scrutiny Committee unanimously recommended to Cabinet that for the reasons contained therein:

- (i) 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 be noted;
- (ii) the Welsh Government's Public Library Standard Reference Group assessment of this performance (as detailed in the appendices to the report), and the Authority's attainment of 17 Core Entitlements and 6 Quality Indicators that have target levels of attainment be noted;
- (iii) in noting that the Education for Life Scrutiny Committee have endorsed its content, the Welsh Government Public Library Standards Annual Report 2014-2015 be approved.

12. STATUTORY NATIONAL TESTING FOR PUPILS IN Y2 – Y9

The report, which was provided by J. Rawlins - EAS, provided Members with information on the statutory testing process in mathematics and English and the outcomes of pupils in Caerphilly County Borough Council (CCBC) schools and 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.

It was noted that the annual tests, which were introduced in May 2013, are part of the National Literacy and Numeracy Framework (LNF), and aim to give schools an accurate gauge of individual pupil skills and abilities, help drive up literacy and numeracy standards in children throughout Wales and provide a clear picture of how children are performing nationally.

EAS undertake a statutory responsibility, on behalf of the Local Authority, to monitor the assessment arrangements in at least 10 percent of schools, to ensure that assessment arrangements are in accordance with the test administration timetable and test administration guidance.

Members noted that 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 and 85 – 115 are considered to be within the average range. SS of 115+ is considered to be above average. In Caerphilly, performance was relatively stronger at Standard Score (SS)115+ than at SS85+ and Local Authority rankings were similar to FSM rankings.

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.

In addition, the Committee noted that 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.

Members thanked the Officer for the detailed report and discussion ensued.

In noting the performance data, a Member queried what support would be made available to Key Stage 3 pupils, if their results were below the SS85 score. The Officer highlighted that, as a result of pupil tracking, secondary schools are provided with details of a pupils abilities and support requirements, and are therefore aware of the attainment level of each pupil. Additional support can be provided to pupils to ensure that they are achieving the recommended standards, however, support is tailored to the child, as a "one size fits all" approach is not always suitable.

A Member queried the support provided by the EAS teams during the Statutory National Tests. The Officer highlighted that schools are supported to ensure pupils are receiving the correct support and education, in order to meet the standards before moving onto secondary school. The aim of the tests is to determine the ability of the individual pupil and provide any necessary support where needed.

Having fully considered the report, the Scrutiny Committee thanked the Officer and noted the contents.

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

Councillor J. Bevan requested a report on the outcomes of the 4 projects linked to Workings Skills. Officers confirmed that a report would be provided in January 2016.

14. INFORMATION ITEMS

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

- Behaviour Strategy – Update
- Service Improvement Plan and Improvement Objectives 2015-2016 – 6 Month Review.

The meeting closed at 8.25 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 12th January 2016, they were signed by the Chair.

CHAIR



EDUATION FOR LIFE SCRUTINY COMMITTEE – 12TH JANUARY 2016

SUBJECT: UPDATE ON EDUCATION OTHER THAN AT SCHOOL (EOTAS)

REPORT BY: CHIEF EDUCATION OFFICER

1. PURPOSE OF REPORT

- 1.1 To update Members on the provision for pupils who are educated other than at school (EOTAS).

2. SUMMARY

- 2.1 A number of pupils access EOTAS provision and it is important that this provision is appropriate and of high quality. It should also offer outcomes for pupils and value for money.

3. LINKS TO STRATEGY

- 3.1 Single Integrated Plan.
3.2 Service Improvement Plan.

4. THE REPORT

- 4.1 EOTAS provision caters for the needs of children and young people from Nursery to Y11. Pupils enter into EOTAS provision following an application made to EOTAS Panel which meets on a monthly basis. Pupils' details and information are reviewed by panel members who include representatives from Educational Psychology Service, Behaviour Support Service, Youth Service, Education Welfare and the EOTAS team members. Cases are reviewed and placement decisions can be made based on individual pupil need. Outcomes from EOTAS panel are shared with the mainstream school.
- 4.2 A combination of provision is available for pupils entering EOTAS provision. This may include full 5 day placements or part time placements shared with their mainstream schools.
- 4.3 **Learner Profiles**
- 4.3.1 Pupils who are referred for EOTAS and behaviour provision have complex needs of varying degrees. In order to ensure their needs are most effectively met, detailed learner profiles are in place to support and inform panel decisions.

4.3.2 Learners may have a combination of needs including, Special Educational Needs (SEN), behaviour, emotional and social needs, medical needs and mental health needs. Pupils may also be referred for a variety of additional needs such as non attendance and /or school refusal. Permanently excluded pupils may enter provision depending on their needs in a short term capacity whilst awaiting a managed move to an alternative mainstream school or in to full time EOTAS provision. Pupils entering the authority from Out of County (OCC) or returning from secure provisions are also accommodated within EOTAS provision.

4.4 **Provision**

4.4.1 Currently on the framework we have the following providers available, each meeting the needs of a particular learner profile:

4.4.2 Community Tuition pupils receive 2 hour educational input. This caters for pupils with short term needs who will transfer either back into a mainstream setting or five day full time EOTAS provision. This provision is all age.

4.4.3 Home tuition where pupils receive 2 hour educational support provided in the home setting. This caters for the needs of pupils with medical conditions and has to be supported with medical advice to access this provision. This provision is all age.

4.4.4 Caerphilly Adventure Group is available as part of the educational package provided for a wide range of pupil needs. This provision is all age.

4.4.5 Community Farm operates in a similar way to the Caerphilly Adventure Group. This provision is all age.

4.4.6 Young Parents Project is for our school age parents. Educationally pupils receive 2 hours input daily with additional support for post and prenatal issues.

4.4.7 Military Preparation College (MPCT) caters for the needs of pupils in Key Stage 3 and 4. This provision provides full time placements and includes ongoing support and development of key skills in literacy and numeracy delivered in a very practical and physical curriculum model.

4.4.8 Innovate provides for pupils in Key Stage 3 and 4. This project delivers full time provision and combines a curriculum model which is delivered with both tutors for meeting the educational requirements and youth workers to provide emotional and social development. Pupils who attend this provision have a high level of vulnerability as well as behaviour and learning needs. This project seeks to work with parents to support each young person's needs. Youth workers also provide support and transition into the community.

4.4.9 ACT caters for the needs of pupils at Key Stage 3 and 4. Pupils who attend ACT have a range of needs including challenging behaviour and learning needs. Pupils have access to both formal education and a skills based centre to develop apprenticeship skills in a range of areas. This includes carpentry, hair dressing, health and beauty and construction skills.

4.4.10 INCLUDE/Bridge caters for the needs of our most challenging pupils. The range of pupil needs will include extreme physically challenging behaviours, learning and social needs, as well as catering for young offenders. Pupils access a range of qualifications at this provision including access to college. INCLUDE supports the family of individuals as part of the curriculum. Pupils access this provision in Key Stage 3 and 4.

4.4.11 The Learning Centre is the only Pupil Referral Unit (PRU) that we have in Caerphilly. This provides for the needs of pupils from Key Stage 2 to Year 8. Pupils attending this provision aspire to maintain links with their mainstream school and we aim for them to be able to re enter mainstream education full time where ever possible.

4.4.12 Newbridge Specialist Resource Base provides full time placements for pupil in Key Stage 3. Pupils have a range of both learning and behavioural needs.

- 4.4.13 Behaviour Specialist Resource Bases are based in Ty Sign Primary School and the PRU. These provide 5 day placements for primary aged pupils with challenging behaviours and varying levels of learning needs.
- 4.4.14 Elective Home Education (EHE) pupils range from nursery age to Y11. Parents make the decision to home educate. Once a notification is received of the intent to home educate our Education Welfare Officer and tutor for EHE will make arrangements to meet with the family. We can provide ongoing support and monitoring for these pupils at the discretion of the family.

4.5 **Monitoring**

- 4.5.1 All pupils placed in provisions are tracked and levels of attainment monitored. Monthly reviews are held to discuss pupil needs and ensure placements are appropriate to needs. If there are changes which may require a change of placement, these are re referred to EOTAS Panel for consideration.
- 4.5.2 Attendance is monitored on a weekly basis and shared with the mainstream school.
- 4.5.3 Providers have half termly meetings to share information and provide updates. Service providers are invited to present at these meetings to inform the EOTAS providers of changes in legislation and curriculum developments. This also provides opportunities for the providers to share good practice.
- 4.5.4 The Behaviour Support Officers (BSO) meet weekly to review their present caseloads and review new referrals from both primary and secondary schools. BSOs will provide the lead role for pupils who transfer between behaviour provisions and EOTAS providers. This role is key to the successful transition of individual pupils. They also provide the link with families and coordinate multi agency meetings relating to individual pupils.

4.6 **Aims of EOTAS Provision**

- 4.6.1 Each case may have a different outcome depending on a range of factors. For many pupils, EOTAS may provide a short term break before returning full time to mainstream education. Entering EOTAS provision does not prohibit pupils' return to mainstream education. Whilst in EOTAS provision the curriculum on offer to each learner will be based on their profile of need. A focus of addressing their behavioural, social and emotional needs will be a feature within the curriculum on offer in each provision. EOTAS aims to provide for the long term needs of learners and seeks to provide the most appropriate opportunities and curriculum to support them in their transition into the next placement.
- 4.6.2 As part of this process support for families is considered. Coordinating multi agency meetings to support families and the pupil are essential to the ongoing engagement of all learners. Outcomes for learners at all ages are monitored. The aspiration is for all pupils, whilst in EOTAS provision, to achieve the maximum qualifications and levels appropriate to their levels of need and ability.

4.7 **Qualifications 14/15**

- 4.7.1 EOTAS provision has access to three registered exam centre. These are based at INCLUDE, ACT and Ty Graddfa (Community Tuition centre).
- 4.7.2 In 2014/15 in Ty Graddfa 55 Year 11 pupils were entered for GCSE exams across 27 different GCSE subjects.

4.7.3 Of the 55 pupils entered:

- 38 achieved English and Maths A-G
- 4 achieved English and Maths A-C
- 2 achieved English A-C
- 4 achieved English A-G
- 2 achieved Maths A-G
- 50 of the 55 pupils achieved English and/or Maths GCSE

4.7.4 Of the 5 learners who did not achieve English or Maths GCSE:

- Of the 5, 3 achieved the minimum of at least 1 other GCSE
- 2 of the 3 attended Trinity Fields Special school
- 1 was EOTAS with significant SEN
- 2 of the 5 achieved no formal GCSE
- 1 pupil had returned recently from secure OCC and was pupil was Y10 and will resit this year

4.7.5 Overall outcomes for the learners who sat their qualifications at Ty Graddfa were an improvement over the previous 2 years.

4.7.6 Outcomes in INCLUDE and ACT were monitored and recorded.

4.8 **Next Steps**

4.8.1 Chris Burns and Keri Cole are to consult with headteachers on the arrangements for EOTAS.

4.8.2 The procurement procedure for EOTAS framework has been completed. A new framework will be in place for September 2016.

5. **EQUALITIES IMPLICATIONS**

5.1 This report is for information purposes only, so the Council's full Equalities Impact Assessment process does not need to be applied.

6. **FINANCIAL IMPLICATIONS**

6.1 There is a core budget for EOTAS provision. When pupils transfer to this provision, the Average Weighted Pupil Unit (AWPU) is reclaimed from the schools' budget.

7. **PERSONNEL IMPLICATIONS**

7.1 There are no personnel implications.

8. **CONSULTATIONS**

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

9. **RECOMMENDATIONS**

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

10. REASONS FOR THE RECOMMENDATIONS

- 10.1 EOTAS provision is currently under review and an update to Members is provided on a regular basis.

11. STATUTORY POWER

- 11.1 Education Act 1996.

Author: Andrea Davies, EOTAS Manager
E-mail: daviea34@caerphilly.gov.uk
Consultees: Chris Burns, Interim Chief Executive
Keri Cole, Chief Education Officer
Bleddyn Hopkins, Assistant Director 21st Century Schools
Councillor Rhianon Passmore, Cabinet Member for Education & Lifelong Learning
Councillor Wynne David, Chair – Education for Life Scrutiny Committee
Councillor Jamie Pritchard, Vice Chair – Education for Life Scrutiny Committee
David A Thomas, Senior Policy Officer (Equalities & Welsh Language)
Sue Richards, Principal Finance Officer (Schools)
Lynne Donovan, Acting Head of HR and Organisational Development

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EOTAS Update January 2016

Education Other than at School Provision in Caerphilly

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Provision

Provision	Numbers
Elective Home Education (EHE)	42 (all age)
Community Tuition	21 (all age)
Home Tuition	13 (all age)
Caerphilly Adventure Group (CAG)	15 (all age)
Young Parents Project (YPP)	4
Community Farm	2
Military Prep (MPCT)	14 (KS3 & 4)
Innovate	16 (KS3 & 4)
ACT	47 (KS3 & 4)
INCLUDE/Bridge	37 (KS3 & 4)
The Learning Centre (PRU)	16 (Y3-Y8)
Newbridge Specialist Resource Base (SRB)	16 (7-9)
Behaviour SRBs	16 (Y3-6)
Awaiting Panel Placement	19 (all age)

EOTAS TEAM

- Luke Richards Lead Officer for EOTAS
- Liz Clargo Administration Officer
- Ian Parry Education Welfare Officer
- Behaviour Support Officers (BSO)
- Andrea Davies Service Manger for EOTAS & Behaviour

Referrals

- Referral form
- Monthly EOTAS /Behaviour Panel
- Transition to placement
- Monthly reviews
- Weekly attendance monitoring
- Half termly provider meetings
- Weekly Behaviour case review meetings

Learner Profiles

- Special Educational Needs (SEN)
- Behaviour
- Emotional/Social needs
- Medical
- Mental Health
- Exclusion
- Non attendance
- Looked After (LAC)
- Out of County (OCC)
- Secure Provisions
- School age pregnancy
- Elective home education (EHE) returning to education

Aims of Provision

- Return to mainstream education
- Access to relevant curriculum
- Address behavioural needs
- Coordinate multi agency service input
- Support for families
- Enable pupils to achieve relevant qualifications

Qualifications 14/15

- 55 Year 11 pupils sat GCSE qualifications at Ty Graddfa Exam centre
- 27 different GCSEs were accessed

Of the 55

- 38 achieved English and Maths A-G
- 4 achieved English and Maths A-C
- 2 achieved English A-C
- 4 achieved English A-G
- 2 achieved Maths A-G
- 50 of the 55 pupils achieved English and/or Maths GCSE

Of the 55

- 5 learners did not achieve English or Maths
- Of the 5, 3 achieved the minimum of at least 1 other GCSE
- 2 of the 3 attended Trinity Fields Special school
- 1 was EOTAS with significant SEN
- 2 of the 5 achieved no formal GCSE
- 1 pupil had returned recently from secure OCC and was pupil was Y10 and will resit this year

GCSE Overview

GCSE's Achieved	Pupil Numbers
0	2
1	8
2	19
3	9
4	7
5	4
6	3
7	1
8	1
9	1



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 12TH JANUARY 2016

SUBJECT: JUNIOR & YOUTH FORUM PRIORITIES 2016

REPORT BY: CHIEF EDUCATION OFFICER

1. PURPOSE OF REPORT

- 1.1 To inform Members of issues raised by children and young people via the Youth Service's Junior and Youth Forums and the current Priority Issues chosen and to seek support and confirmation that they be presented to Cabinet for consideration.

2. SUMMARY

- 2.1 Following the Youth Service's Youth Forum Conference in October 2015 and the Junior Forum Meeting in November 2015, children & young people have identified issues important to them and have voted on a Priority Issue for 2016.
- 2.2 The previously agreed process that follows the identification of issues has been as follows:
- Presentation of issues to Department Management Team (DMT) for information.
 - Young people present issues to Cabinet for information and to request support in addressing the Youth Forum priority.
 - Young People present issues to relevant scrutiny groups for information.
 - Youth Forum issues are presented directly by young people.
 - Junior Forum issues are presented via a digital story as part of the Young Peoples' presentation, for information.
 - Young people form a Project Group that meets weekly to address the Youth Forum priority issue, working directly with officers and Members as appropriate on a range of initiatives intended to have a positive impact on the issue. This work continues until September 2016, with the process re-starting in October.
 - Delegates will be invited to attend the Junior Forum meeting in June 2016 to discuss the children's priority issue

3. LINKS TO STRATEGY

- 3.1 The Local Participation Action Plan 2013.
- 3.2 The Caerphilly County Borough Strategic Integrated Plan (SIP) with particular reference to the LSB Citizen Engagement Strategy 2013.
- 3.3 The United Nations Convention on the Rights of the Child and Welsh Government Extending Entitlement Guidance.
- 3.4 Welsh Government (WG) Future Generations Bill

- 3.5 WG National Youth Work Strategy
- 3.6 Caerphilly County Borough Council (CCBC) Youth Service Strategy

4. THE REPORT

4.1 Introduction

- 4.1.1 The Junior & Youth Forum are structured and organised around the four themes: Education for Life; Living Environment; Health, Social Care and Well-Being; and Regeneration. Junior Forum representatives are aged 7-11 years; Youth Forum representatives are aged 11-25 years.
- 4.1.2 At the Annual Youth Forum Conference young people are provided with the opportunity to explore issues and present their views on each of the four themes and engage in a dialogue with officers that are responsible for delivering the objectives of each theme, along with Cabinet members. From exploring all themes within the context of young people's lives, young people identify and agree on a priority issue for each one.
- 4.1.3 Following the conference an overall priority is voted upon by young people representing the Youth Service, Schools and Youth Support Services. The issues voted for by 552 young people for 2016 are:
 - Education for Life – To modernise the Youth Service so it fits young people's lifestyles (for example establishing the provision of Wi-Fi in all building-based locations, improving access to the service and increasing awareness of the service through the use of social media) – 50% of the vote
 - Living Environment – To make young people feel safer in their communities (seeing people under the influence of drugs and alcohol make young people feel unsafe in their communities – 22% of the vote
 - Health, Social Care & Wellbeing – To raise awareness of what Mental Health is and how to support people - 15% of the vote
 - Regeneration – To increase employment opportunities for young people– 13% of the vote
- 4.1.4 The Junior Forum representatives identified a priority within each theme of the Fora, and then voted for an overall priority. The issues voted upon by 117 Children are:
 - Living Environment – People need to respect the natural habitat of wildlife – 37% of the vote
 - Education for Life – Misbehaving pupils can take up too much lesson time – 27% of the vote
 - Health, Social Care & Wellbeing – Stop hunger. More foodbanks available for people that need them and to help them make healthier meal choices – 23% of the vote
 - Regeneration – Public Transport needs to be cheaper and safer for children – 13% of the vote
- 4.2 The Youth Forum will attend Education for Life Scrutiny Committee on 12th January 2016, to present on the issues and outline the plans to address the priority issue, and wish to proceed with attendance at Cabinet to seek support in addressing the priority issue.

4.3 Previously the young people have attended Education, Regeneration, Living Environment and Health & Social Care Scrutiny. However, in 2015, the young people attended Cabinet and Education for Life Scrutiny. DMT to advise which Scrutiny meetings the young people are required to attend.

5. EQUALITIES IMPLICATIONS

5.1 There are no direct equalities implications arising from the report at this stage.

6. FINANCIAL IMPLICATIONS

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

7. PERSONNEL IMPLICATIONS

7.1 There are no direct personnel implications arising from the report at this stage.

8. CONSULTATIONS

8.1 All responses are reflected in the report.

9. RECOMMENDATIONS

9.1 That Members support and confirm presentation of Junior & Youth Forum issues to Cabinet.

10. REASONS FOR THE RECOMMENDATIONS

10.1 To ensure Members are informed of priorities identified by children & young people.

11. STATUTORY POWERS

11.1 The United Nations Convention on the Rights of the Child and Welsh Government Extending Entitlement Guidance

Author: Clare Jones, Youth Forum Co-ordinator
Jonescl1@caerphilly.gov.uk

Consultees:

Chris Burns Interim Chief Executive

Keri Cole, Chief Education Officer

Bleddyn Hopkins, Assistant Director, 21st Century Schools

Councillor R. Passmore, Cabinet Member for Education and Lifelong Learning

Councillor W. David, Chair of Education for Life Scrutiny Committee

Councillor J. Pritchard, Vice Chair of Education for Life Scrutiny Committee

Councillor M Prew, Caerphilly Youth Champion

Paul O'Neill – Senior Youth Service Manager

Gail Williams, Acting Head of Legal Services/Monitoring Officer

David Thomas, Senior Policy Officer (Equalities and Welsh Language)

Tanis A Cunnick, Manager Community, Youth and Adult Education

Nicole Scammell, Acting Director of Corporate Service and S151 Officer

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Caerphilly Junior & Youth Forum Issues



What have we been doing in 2015?

- Junior Forum
- International work
- Consultations
- BYC awards
- UKYP
- Children's Rights Day Event
- Priority Issue Domestic Abuse

How healthy is your relationship? **Pa mor iach yw'ch perthynas?**

Control	Rheolaeth	Support	Cymorth
Lies	Celwydd	Respect	Parch
Abuse	Camdriniaeth	Honesty	Gonestrwydd
Isolation	Unigedd	Love	Cariad
Criticism	Beirniadaeth	Equality	Cydraddoldeb
No trust	Diffyg ymddiried	Privacy	Preifatrwydd

Keeping your silence won't stop the violence
Codwch eich llais er mwyn rhwystro'r trais

Live Fear Free Helpline: 0808 80 10 800

Llŷmau Youth Newydd Cymuned Cymru

Junior Forum Digital Story



What is the Youth Forum issue for Regeneration?

To increase employment opportunities for
young people

13% of Votes



What is the Youth Forum issue for Environment?

To make young people feel safer in their communities - seeing people under the influence of drugs and alcohol make young people feel unsafe.

15% of Votes



What is the Youth Forum issue for Health & Social care?

Mental Health – to raise awareness of what
Mental health is and how to support people
22% of Votes



Youth Forum Priority Issue - Education

Youth Service – Modernise it so it fits young peoples lifestyles.

50% of Votes



Youth Forum recommendations to the Youth Service?

- WIFI
- All Projects and Youth Clubs need to use social media
- Leaflets are needed to make people understand what the Youth Service is
- Tuck shops have been closed in Youth Clubs – Reopen them

Youth Forum recommendations to the Youth Service?

- Any Youth Worker interviews MUST have young people on the panel
- Young people should be involved in evaluating/inspecting the Youth service each year
- Whole service events should be held
- More mental health support – the youth service needs counsellors
- Project to support LGBT young people & sexual health education specifically for LGBT.

What we want councils support for?

- Check the Youth Service listens to us and makes changes to the way it works
- Allow the Youth Service to open tuck shops again
- Please don't make any cuts to our Youth Service – we need it.



How can you support us in this issue?



Any questions?

Thank You



Attendance & Exclusions

Education For Life Scrutiny Committee

Tuesday 12th January 2016

Jackie Garland, Service Manager – Social Inclusion

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Agenda Item 9

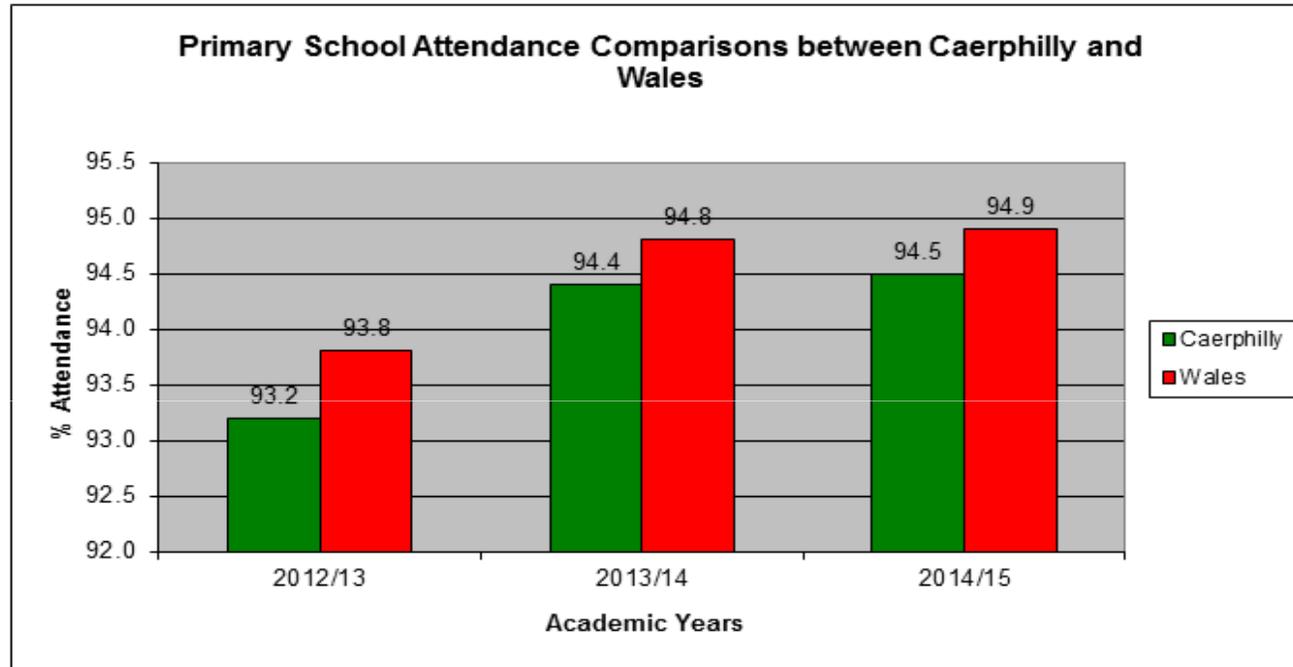
Attendance & Exclusions

- Improving attendance and reducing exclusions continue to be priorities for the LA and are targets in all key plans
- The LA works with schools and other partners to ensure a robust approach towards the reduction of exclusions and increase in attendance rates
- Inspections

Attendance in Primary Schools

- Improvement of 0.1% from 94.4% in 2013/14 to 94.5% in 2014/15
- 41 of the 75 primary schools show improved attendance from the previous year
- 7 schools report attendance of 96% and above
- 25 of the 75 primary schools matched or exceeded the LA target of 94.9%

Attendance in Primary Schools



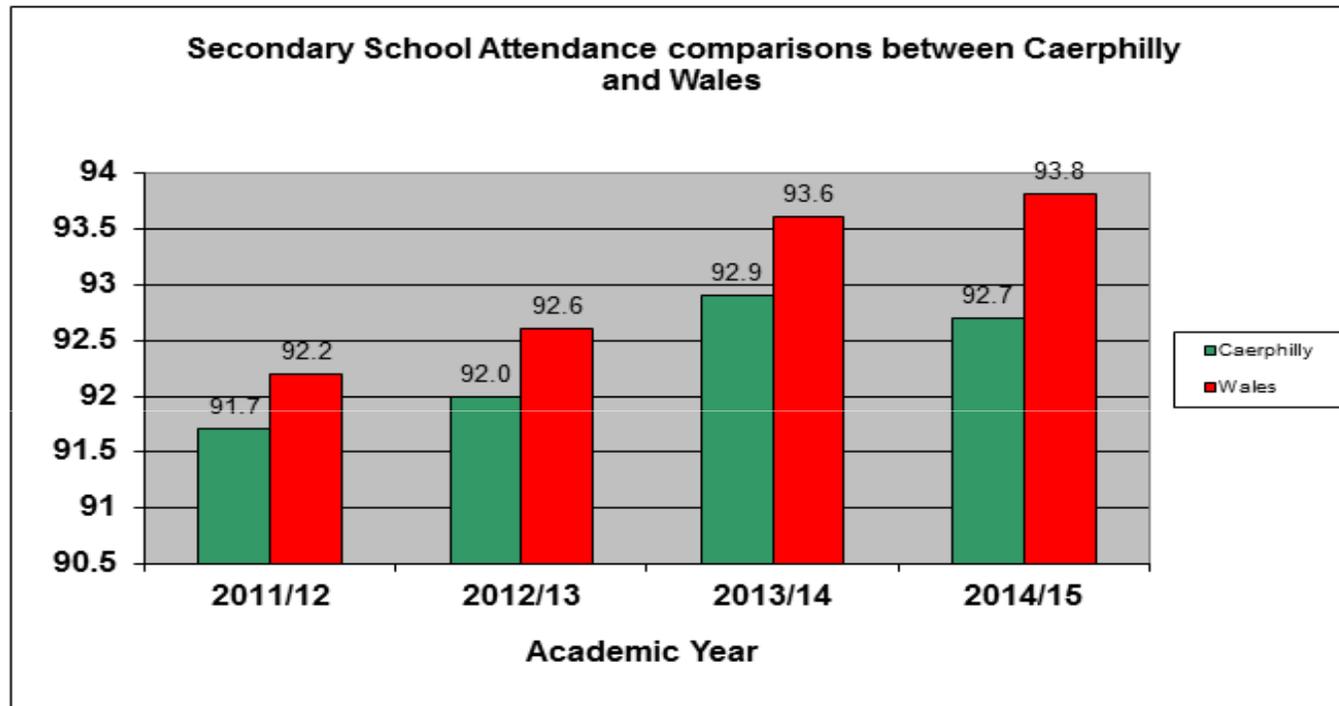
National Data – Primary Schools

- 15 out of the 22 LAs are recorded as having improved primary school attendance for 2014/15 compared with 22 in 2012/13
- Caerphilly was ranked joint 19th with Blaenau Gwent and Newport
- Caution to be exercised when interpreting the positions of LAs

Attendance in Secondary Schools

- Decrease of 0.2% from 92.9% in 2013/14 to 92.7% in 2014/15
- 6 out of 14 secondary schools show improved attendance from the previous year
- 4 schools matched or exceeded the LA attendance target of 93.1%

Attendance in Secondary Schools



National Data- Secondary Schools

- 18 out of the 22 LAs in Wales are recorded as having improved secondary school attendance for 2014/15 compared with 21 in 2013/14
- Caerphilly was ranked 22nd

Attendance - Moving Forward

Collaborative work between the LA, schools and the EAS will drive improvements in attendance rates across schools within the LA

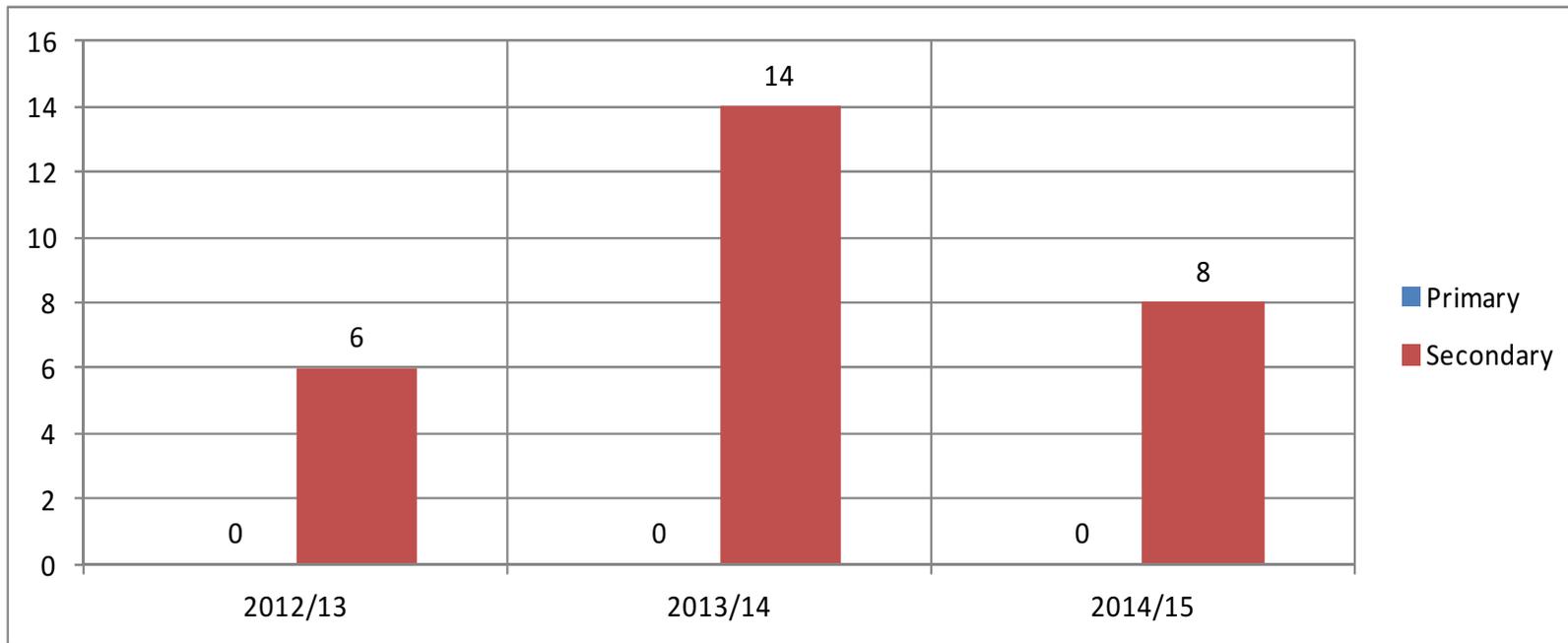
Exclusions

- LA officers monitor exclusions on a monthly basis and contact schools to clarify any issues identified
- Targeted interventions are agreed between the LA and the Education Achievement Service. The impact of this accelerated approach has been significant so far with regard to some of the exclusion indicators

Permanent Exclusions in Primary and Secondary Schools and EOTAS Provisions

- There have been no permanent exclusions issued in primary schools for 4 consecutive years
- The number of permanent exclusions issued in secondary schools decreased from 14 in 2012/13 to 8 in 2014/15
- There have been no permanent exclusions from the EOTAS provisions

Permanent Exclusions in Primary and Secondary Schools



Fixed Term Exclusions

There have been decreases in the following exclusion indicators:

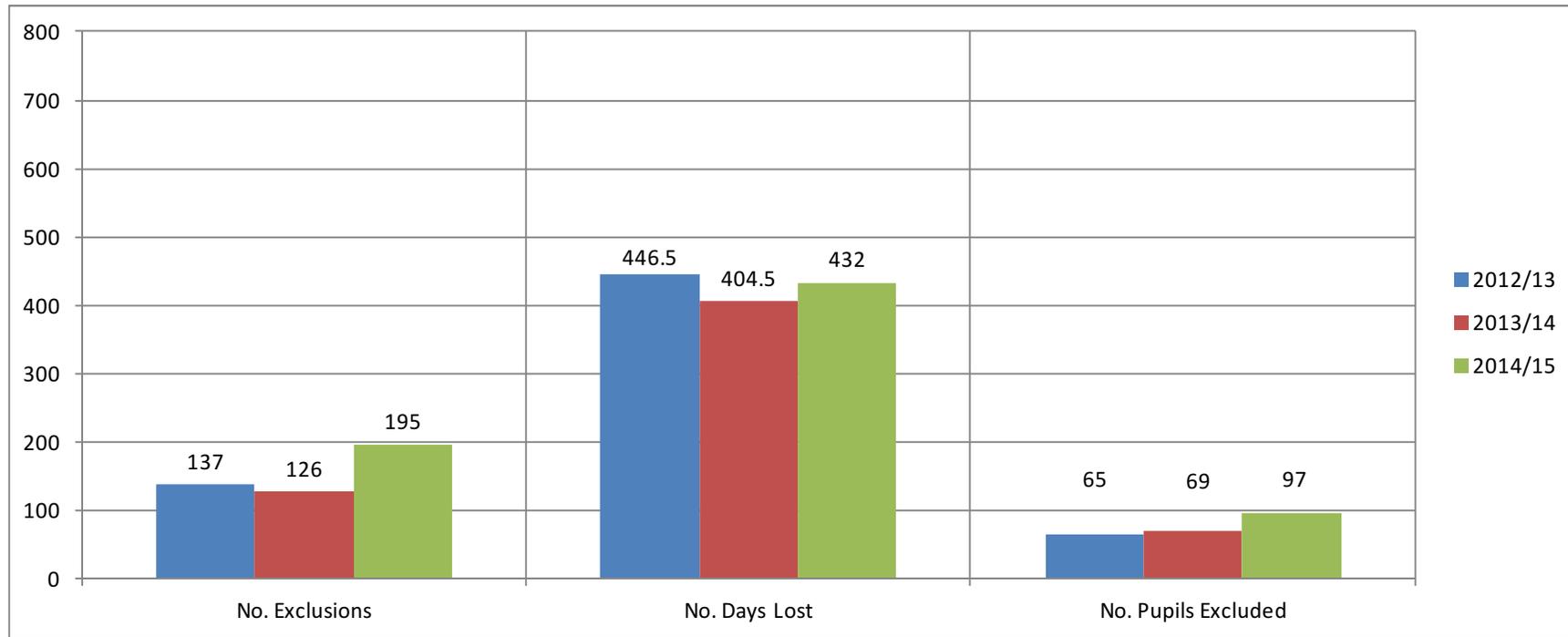
- The number of days lost due to fixed term exclusions in primary schools (6 days or more);
- The number of days lost due to fixed term exclusions in secondary schools (6 days or more);
- The number of fixed term exclusions from EOTAS providers
- The number of days lost due to exclusions from EOTAS providers (5.5 days and fewer)
- The number of pupils issued with fixed term exclusions from EOTAS providers

Fixed Term Exclusions

There have been increases in the following exclusion indicators:

- The overall number of fixed term exclusions in primary and secondary schools;
- The overall number of days lost due to fixed term exclusions in primary and secondary schools
- The numbers of pupils receiving fixed term exclusions in primary and secondary schools;
- The number of fixed term exclusions of 5.5 days or less at both primary and secondary schools
- The number of days lost due to fixed term exclusions of 5.5 days or less in both primary and secondary schools

Exclusions in Primary Schools – 3 Year Comparison



Exclusions in Secondary Schools – 3 Year Comparison

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Fixed Term Exclusions and Gender

- There is a strong correlation between exclusions and gender.
- This is more pronounced in primary schools than in secondary schools.

Fixed Term Exclusions and Gender

Primary

	2012/13				2013/14				2014/15			
	No. Fixed Term Exclusions Issued		No. Of Days Lost		No. Fixed Term Exclusions Issued		No. Of Days Lost		No. Fixed Term Exclusions Issued		No. Of Days Lost	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Male	130	94.9	430	96.3	113	89.7	384	94.9	166	85.1	88.5	20.5
Female	7	5.1	16.5	3.7	13	10.3	20.5	5.1	29	14.9	343.5	79.5

Secondary

	2012/13				2013/14				2014/15			
	No. Fixed Term Exclusions Issued		No. Of Days Lost		No. Fixed Term Exclusions Issued		No. Of Days Lost		No. Fixed Term Exclusions Issued		No. Of Days Lost	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Male	484	76.3	1489	81.2	351	70.8	958	66	512	72.7	1325.5	77.5
Female	150	23.7	344.5	18.8	145	29.2	492.5	34	192	27.3	385	22.5

Fixed Term Exclusions and Vulnerable Groups

There is a correlation between exclusions in primary schools and FSM entitlement

There are fewer exclusions issued to children who are Looked After and those who have Statements of SEN compared with those who are not in these vulnerable groups.

Exclusions - Moving Forward

The implementation of the Behaviour Strategy will drive reductions in exclusions.

Focussed intervention to reduce the number of fixed term exclusions and the number of days lost due to fixed term exclusions in primary and secondary schools and EOTAS provisions.

Heolddu Comprehensive School Attendance

Education For Life Scrutiny Committee

Tuesday 12th January 2016

Headteacher : Matthew Sims, B.A., M.A., NPQH

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The Challenge

Academic Year	Present	Authorised Absences	Unauthorised Absences
2014/15	90.4%	5.3%	4.3%
2013/14	92.7%	5.9%	1.4%

The Strategies

- Appointment of Family Liaison/Attendance Officer
- Ensure processes are more robust
- Targeted support for specific groups of learners
- Inter-form attendance league
- Recognition, rewards & sanctions

Thank you

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EDUCATION FOR LIFE SCRUTINY COMMITTEE – 12TH JANUARY 2016

SUBJECT: IMPROVING SCHOOL ATTENDANCE

REPORT BY: CHIEF EDUCATION OFFICER

1. PURPOSE OF REPORT

- 1.1 To inform Members of the progress being made in improving attendance in schools within the borough.

2. SUMMARY

- 2.1 The information contained in the National Statistics First Release *Absenteeism from Secondary Schools in Wales, 2014/15*, published as SDR 135/15 and *Absenteeism from Primary Schools in Wales*, published as SDR 198/2015, gives a national overview of school attendance and absence rates - (to view data please refer to www.statswales.gov.uk)
- 2.2 During the academic year 2014/15 there was a decrease of 0.2% in secondary school attendance in comparison with 2013/14; the primary school attendance data records a 0.1% improvement in comparison with 2013/14.
- 2.3 There remains evidence of a strong correlation between poor attendance and those children and young people eligible for Free School Meals (FSM) as indicated in the Secondary School Statistical release. Improving attendance remains a priority for the Local Authority (LA) and is a target in the Learning Education and Inclusion Service Improvement Plan.

3. LINKS TO STRATEGY

- 3.1 This report links directly with the NEETS Strategy, Single Integrated Plan, the Inclusion Strategy and Learning Education and Inclusion Service Improvement Plan.

4. THE REPORT

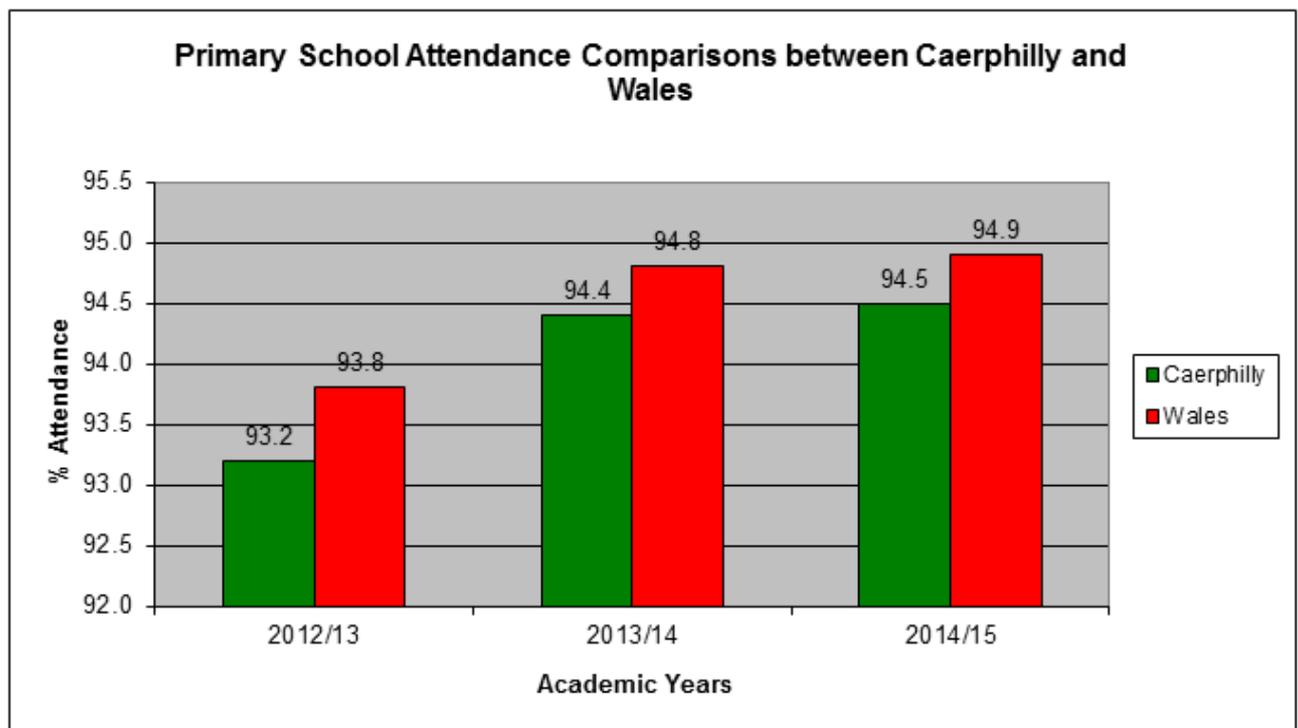
- 4.1 Attendance within primary schools in Caerphilly has continued to improve. Figure 1 provides indicates that for the academic year 2014/15, there was an overall improvement of 0.1%.

Figure 1

Primary School Attendance comparisons between CCBC and Wales

	2012/13	2013/14	2014/15
Caerphilly	93.2	94.4	94.5
Wales	93.8	94.8	94.9

LA Target 2013/14 - 93.2%
LA Target 2014/15 - 94.9%
LA Target 2015/16 - 95.1%



4.1.1 The primary school statistical release, reports that 15 out of the 22 LAs in Wales are recorded as having improved primary school attendance for 2014/15 compared with 22 the previous year. The release also indicates that Caerphilly was ranked joint 19th with Blaenau Gwent and Newport, with Merthyr Tydfil reported as having the lowest attendance nationally. When interpreting the position of LAs in terms of attendance rates in 2014/15, caution should be exercised as many LAs reported the same figure.

4.1.2 Local comparisons confirm that:

- 41 of the 75 primary schools show improved attendance from the previous year;
- 27 schools showed a decrease in their attendance from the previous year;
- 7 schools report attendance of 96% and above;
- 25 of the 75 primary schools matched or exceeded the LA attendance target of 94.9%;
- 34 schools met or exceeded their set target;
- 10 schools exceeded the LAs expectations in terms of improvements of more than 1%.
- There are many examples of good practice, whereby attendance rates in primary schools have increased steadily over the past few years such as: Aberbargoed Primary, Cwm Glas Infants, Deri Primary and Tynwydd Primary.
- It should be noted that some schools that implement robust processes may not always

report improved attendance rates, due to the impact of contagious illnesses such as chicken pox.

- Attendance features within recommendations in Estyn Inspection Reports for schools

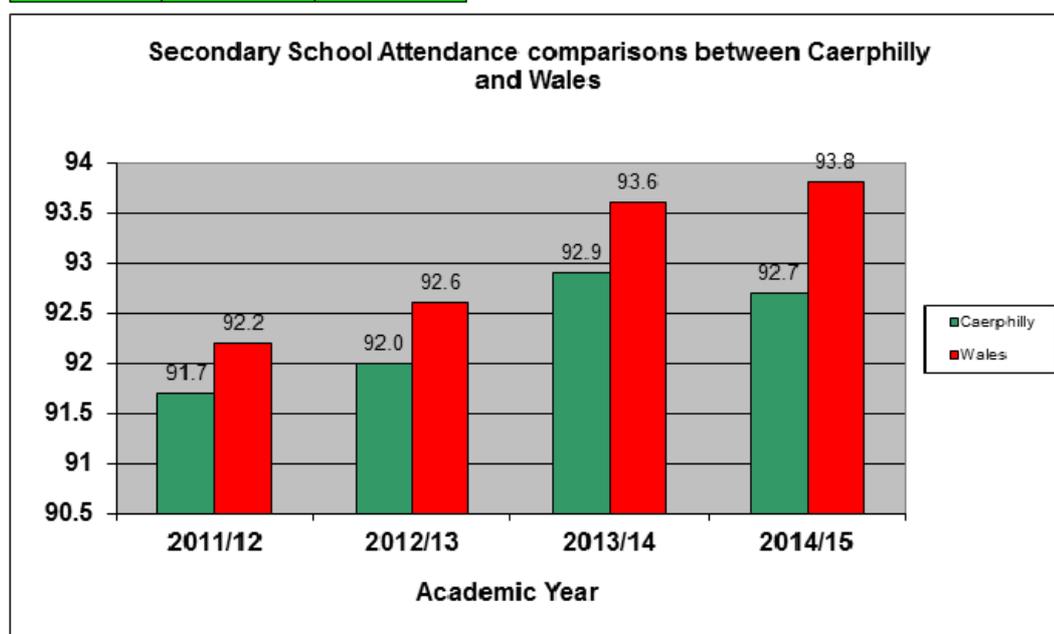
4.2 National and local data confirm that there has been a decrease in attendance of 0.2% within Caerphilly secondary schools for the academic year 2014/15. This equates to every secondary aged child being absent for just over half a session during 2014/15. It should be noted that data for the previous 3 years, records a steady improvement as indicated in figure 2 below.

Figure 2

Secondary School Attendance comparisons between CCBC and Wales

	2011/12	2012/13	2013/14	2014/15
Caerphilly	91.7	92.0	92.9	92.7
Wales	92.2	92.6	93.6	93.8

Secondary LA Targets	13/14	92.3%
	14/15	93.1%
	15/16	93.8%



4.2.1 The secondary school statistical release, reports that 18 out of the 22 Local Authorities in Wales are recorded as having improved secondary school attendance for 2014/15 compared with 21 the previous year. The data also indicates that the LA was ranked 22nd.

4.2.2 Local information indicates that:

- 6 out of 14 secondary schools show improved attendance from the previous year;
- 7 out of the 14 secondary schools showed a decrease in their attendance from the previous year;
- 4 schools matched or exceeded the LA attendance target of 93.1%.

- 4.2.3 The 2014/15 local information on pupil characteristics for secondary schools provides an overview of codes schools used to report a pupil absence. Table 6 in the statistical release, SDR 135/15, provides the national context. Appendix 1 is an extract of local information available and shows that:
- 71415 days were lost due to illness and medical reasons (I & M) which contributed to 4.6% of absences (consistent with the national picture);
 - 4927 days were lost for leave of absence for a family holiday (H). Both the authorised and unauthorised absences contributed to 0.3% of the all absence rate;
 - 7492.5 days were lost for other circumstances (C), which contributed to 0.4% of absences; examples of when this code would have been used include family bereavement, a phased return, part time timetable or a child licensed to perform;
 - The information also shows that 9 schools had sessions marked for pupils being given study leave (S), which had an impact of 0.1% on the overall absence figures;
 - The overall unauthorised absence figure for Caerphilly is reported as 1.7%. This placed Caerphilly. With regard to this indicator, the Local Authority was ranked joint 19th with Rhondda Cynon Taf.

- 4.3 In order to strengthen approaches to inclusion and safeguarding, The Fixed Penalty Notice Regulations (The Education (Penalty Notices) (Wales) Regulations 2013) came into force in September 2013. The scheme, introduced by the WG, made available to LA's an additional legal sanction in the form of Penalty Notice Fines.
- 4.4 Penalty Notices are one option amongst a wide range of interventions and support strategies available, to promote improved school attendance and children's educational prospects. Additionally, this strategy may help to avoid putting children and young people at risk of criminal or anti-social behaviour. The measures will also support LAs and schools in ensuring parents and carers fulfil their legal responsibilities to ensure their children regularly attend school.
- 4.5 CCBC's Local Code of Conduct has been developed to ensure that powers are applied consistently and fairly across the LA and sets out the procedures and protocols for the administration of the scheme.
- 4.6 The Fixed Penalty Notice Scheme is in the process of being implemented by Local Authorities across Wales. The Welsh Government will collect returns annually however, a few years data will be necessary in order to measure the impact the penalty scheme has nationally. Caerphilly did not issue any penalty notices during the academic year 2013/14, however the LA is working with Headteachers and Governors to further raise awareness of the need to employ this strategy when appropriate/necessary.
- 4.7 Bedwas High School have demonstrated good practice in relation to the management of attendance which is reflected in consistent improvements over the past few years.
- 4.8 The presentation of this report will be complimented by a presentation made by Matthew Sims, Headteacher, Heolddu Comprehensive School, regarding the challenges of raising attendance at Heolddu.

5. EQUALITIES IMPLICATIONS

- 5.1 The LA is committed to ensuring that all children and young people gain maximum benefit from their education by regular attendance at school, regardless of the individual or family characteristics of those children and young people.

6. FINANCIAL IMPLICATIONS

6.1 There are no financial implications.

7. PERSONNEL IMPLICATIONS

7.1 There are no personnel implications.

8. CONSULTATIONS

8.1 All responses are reflected in the report.

9. RECOMMENDATIONS

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

10. REASONS FOR THE RECOMMENDATIONS

10.1 Improving attendance is a priority at both a national and local level.

11. STATUTORY POWER

11.1 Education Act 1996

Author: Linda Perkins, Senior Education Welfare Officer
Consultees: Chris Burns, Interim Chief Executive,
Keri Cole, Chief Education Officer
Jackie Garland, Service Manager - Social Inclusion
Bleddyn Hopkins, Assistant Director, 21st Century Schools
Councillor Rhianon Passmore, Cabinet Member, Education and Lifelong Learning
Councillor Wynne David, Chair of Education for Life Scrutiny Committee
Councillor Jamie Pritchard, Vice Chair, Education for Life Scrutiny Committee
Education Achievement Service (EAS)
Pastoral Leaders (Secondary schools)
David A. Thomas, Policy Officer (Equalities and Welsh Language)

Appendix 1: Local Information – Secondary School Absence Codes.

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Appendix 1

Local Information - Secondary School Absence Codes

School	Sessions Possible	/\	B	D	J	L	P	V	W	C	E	F	H	I	M	R	S	T	G	N	O	U	X	Y
Bedwas High School	180694	159905	3353	1285	20	4906	122	903	8	590	158	4	724	6278	806	0	0	0	308	2	1112	210	0	0
Blackwood Comprehensive School	285100	253503	4076	3	24	7006	360	612	0	1735	146	0	852	11239	1341	0	29	0	341	0	3630	203	0	0
Cwmcarn High School	148884	133847	1373	1112	1	1371	59	463	1	1094	107	0	762	7444	803	1	1	0	0	4	434	7	0	0
Heolddu Comprehensive School	167359	142586	2864	2571	0	2638	172	441	0	517	157	0	256	6962	930	0	17	0	554	0	6331	363	0	431
Lewis Girls' Comprehensive School	203606	177079	2210	482	11	4707	190	533	1379	909	139	0	550	9140	1063	0	1044	0	112	0	4058	0	0	2580
Lewis School Pengam	209724	177124	685	7316	2	7346	628	616	186	1070	503	0	752	9233	987	0	0	0	12	1586	1644	34	0	524
Newbridge School	303140	269647	3357	1160	0	8303	764	1723	0	987	333	0	1133	11680	1177	0	103	0	181	681	1822	89	0	118
Oakdale Comprehensive	198415	180287	56	2179	16	1188	598	1068	0	521	277	0	507	8041	1277	0	1	0	167	0	2190	42	0	1165
Pontllanfraith Comprehensive	166921	147243	2	3492	13	1482	305	1087	56	1015	470	0	770	5482	963	0	0	0	245	2	4095	199	0	1074
Rhymney Comprehensive School,	208082	181359	3685	1198	17	3412	396	507	36	1944	137	0	0	7918	1234	0	0	0	647	64	5528	0	0	4208
Risca Community Comprehensive School	110463	97173	1991	787	4	1318	251	855	0	999	150	0	592	4896	670	15	4	0	94	0	547	117	0	531
St Cenydd School	292617	247809	11443	0	0	8543	573	1330	1747	1189	220	0	0	12831	1535	0	6	0	879	0	4511	1	0	1083
St Martins School	259032	224611	8389	110	10	6660	252	282	1	901	549	0	116	10236	1162	0	0	0	784	0	4855	114	0	0
Ysgol Gyfun Cwm Rhymni	357654	322650	1781	0	2	127	1829	3643	2538	1514	155	0	4	14467	3035	0	3246	0	1349	416	898	0	0	2786
Totals	3091691	2714863	45265	21695	120	59007	6499	14063	5952	14985	3501	4	7018	125847	16983	16	4451	0	5673	2755	41655	1379	0	14500

School	/\	B	D	J	L	P	V	W	C	E	F	H	I	M	R	S	T	G	N	O	U	X	Y
Bedwas High School	88.5	1.9	0.7	0	2.7	0.1	0.5	0	0.3	0.1	0	0.4	3.5	0.4	0	0	0	0.2	0	0.6	0.1	0	0
Blackwood Comprehensive School	88.9	1.4	0	0	2.5	0.1	0.2	0	0.6	0.1	0	0.3	3.9	0.5	0	0	0	0.1	0	1.3	0.1	0	0
Cwmcarn High School	89.9	0.9	0.7	0	0.9	0	0.3	0	0.7	0.1	0	0.5	5	0.5	0	0	0	0	0	0.3	0	0	0
Heolddu Comprehensive School	85.2	1.7	1.5	0	1.6	0.1	0.3	0	0.3	0.1	0	0.2	4.2	0.6	0	0	0	0.3	0	3.8	0.2	0	0.3
Lewis Girls' Comprehensive School	87	1.1	0.2	0	2.3	0.1	0.3	0.7	0.4	0.1	0	0.3	4.5	0.5	0	0.5	0	0.1	0	2	0	0	1.3
Lewis School Pengam	84.5	0.3	3.5	0	3.5	0.3	0.3	0.1	0.5	0.2	0	0.4	4.4	0.5	0	0	0	0	0.8	0.8	0	0	0.2
Newbridge School	89	1.1	0.4	0	2.7	0.3	0.6	0	0.3	0.1	0	0.4	3.9	0.4	0	0	0	0.1	0.2	0.6	0	0	0
Oakdale Comprehensive	90.9	0	1.1	0	0.6	0.3	0.5	0	0.3	0.1	0	0.3	4.1	0.6	0	0	0	0.1	0	1.1	0	0	0.6
Pontllanfraith Comprehensive	88.2	0	2.1	0	0.9	0.2	0.7	0	0.6	0.3	0	0.5	3.3	0.6	0	0	0	0.1	0	2.5	0.1	0	0.6
Rhymney Comprehensive School,	87.2	1.8	0.6	0	1.6	0.2	0.2	0	0.9	0.1	0	0	3.8	0.6	0	0	0	0.3	0	2.7	0	0	2
Risca Community Comprehensive School	88	1.8	0.7	0	1.2	0.2	0.8	0	0.9	0.1	0	0.5	4.4	0.6	0	0	0	0.1	0	0.5	0.1	0	0.5
St Cenydd School	84.7	3.9	0	0	2.9	0.2	0.5	0.6	0.4	0.1	0	0	4.4	0.5	0	0	0	0.3	0	1.5	0	0	0.4
St Martins School	86.7	3.2	0	0	2.6	0.1	0.1	0	0.3	0.2	0	0	4	0.4	0	0	0	0.3	0	1.9	0	0	0
Ysgol Gyfun Cwm Rhymni	90.2	0.5	0	0	0	0.5	1	0.7	0.4	0	0	0	4	0.8	0	0.9	0	0.4	0.1	0.3	0	0	0.8

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EDUCATION FOR LIFE SCRUTINY COMMITTEE 12TH JANUARY 2016

SUBJECT: EUROPEAN SOCIAL FUND (ESF) PROJECTS 2014-2020

REPORT BY: LINDA TRAVIS, SENIOR COMMUNITY EDUCATION MANAGER

1. PURPOSE OF REPORT

- 1.1 To provide information to members on four projects, Bridges into Work 2, Working Skills for Adults 2, Inspire 2 Work and Inspire 2 Achieve. The first two projects have received approval for European Social Fund support, whilst the two Inspire projects are at advanced business planning stage.

2. SUMMARY

- 2.1 Despite the recent upturn in the economy, unemployment and economic inactivity is still an issue for concern in the county borough. Since 2013, Caerphilly officers have participated in the development of regional proposals seeking to build on the success of employment support operations delivered under the 2007-13 ESF Programme, including Bridges into Work, Pre-Vent and Working Skills for Adults.
- 2.2 A number of operations have now been approved by the Welsh European Funding Office (WEFO) and others are at an advanced stage of development, nearing approval. Those approved include the WG led Communities4Work operation, that matches some of their investment in the Communities First programme, with CF teams now supported to deliver employment support in the most deprived areas of Wales.
- 2.3 The successors to Bridges into Work and Working Skills for Adults were approved by WEFO in August 2015, the CCBC match funding for these operations was endorsed by CMT in July. Bridges into Work 2 will provide essential employment support for adults in non-CF areas, whilst Working Skills for Adults 2 will provide upskilling opportunities for those who are low skilled and low paid in work, to address the in work poverty agenda. Both projects will provide direct delivery until January 2018, with project closure by the end of April 2018. Torfaen County Borough Council is the Lead Sponsor on these 2 projects.
- 2.4 Inspire 2 Work and Inspire 2 Achieve are two projects, in advanced business plan stage, that are focused on the clearly identified need to address the issue of young people who are either NEET (not in employment, education or training) or at risk of becoming NEET. These have not yet been formally approved by WEFO. The Lead Sponsor on these 2 projects is Blaenau Gwent County Borough Council.

3. LINKS TO STRATEGY

- 3.1 The report directly links to the 'Prosperous' section of the Single Integrated Plan for Caerphilly. Linking into P1 - Improve local employment opportunities including access to opportunities across a wider geographical area and P3 - Provide support to enable local people to compete for all employment opportunities.
- 3.2 The report also links to the 'Learning' section of the Single Integrated Plan, linking into L1 - Improve the level of basic skills and the number of achieved qualifications (formal and non-formal) to improve the life opportunities for families, L2 - Develop a multi-agency approach to address the impact of poverty on pupil attainment, and L3 - Children, young people and families have the skills and resources to access job opportunities.
- 3.3 The projects support the Welsh Government Delivering Community Learning for Wales (Published November 2010). This provides a policy statement that sets the direction of travel for Adult Community Learning to 2015.
- 3.4 Supports the delivery of the vision statement of the 5 County Gwent Adult Community Learning Partnership, which links to the Welsh Government document above.
- 3.5 Welsh language training provision under the Council's Welsh Language Scheme 2012, the Youth Service Strategy and the Welsh Government Health, Social Care and Social Services strategy "More Than Just Words" (Published 2012).
- 3.6 The projects integrate with the Welsh Government Engagement and Progression Framework.

4. THE REPORT

4.1 Bridges into Work 2

4.1.1 Bridges into Work 2 is designed to help address unemployment issues, specifically by:

- Reducing unemployment amongst those most at risk of poverty and discrimination
- Reducing economic inactivity, worklessness and number of workless households
- Increasing social inclusion through sustainable employment
- Reducing barriers to sustaining employment and full time working.

4.1.2 The target groups to be engaged; (All residents of non C First areas) include the:

- Economically inactive or long term unemployed (aged 25 and over) not in education or training
- Economically inactive or long term unemployed (aged 25 and over) with low or no skills
- Economically inactive or long term unemployed aged 54+
- Economically inactive or long term unemployed (aged 25 and over) from a jobless household
- Economically inactive or long term unemployed (aged 25 and over) with a work limiting health condition or disability
- Economically inactive (aged 25 and over) with care or childcare responsibilities as a secondary barrier
- Long term unemployed (aged 25 and over) from a BME group

4.1.3 The Caerphilly targets to April 2018, are as follows:

- Engaging with 525 economically inactive and long term unemployed participants
- 108 into employment or self-employment upon leaving
- 118 engaged in job search upon leaving
- 262 gaining a qualification or work relevant certification upon leaving
- 282 completing work experience or volunteering

4.1.4 The Caerphilly CBC financial profile has been approved at a value of £1,636,710, with an intervention rate of 76.7659%. This will draw down grant funding of up to £1,256,436 and the Authority will fund the balance of up to £380,274 from Education & Lifelong Learning service reserves.

4.2 Working Skills for Adults 2

4.2.1 Working Skills for Adults 2 is designed to:

- Increase the ownership of generic transferable skills at all levels from entry to level 2 across the workforce.
- Use community based provision to raise skills levels, encouraging reluctant learners to engage with flexible opportunities
- Offer a range of provision including literacy, numeracy, ICT and other generic transferable skills
- Deliver eligible qualifications entry to Level 2
- Improve the opportunities for currently low skilled workers to sustain employment and increase earnings potential

4.2.2 The target groups to be engaged are:

- Employed, including self-employed participants with no formal qualifications
- Employed, including self-employed participants with up to and including a lower secondary education. (ISCED 2)

4.2.3 Whilst the Caerphilly targets to April 2018 are:

- Engaging with 240 participants
- 172 gaining an essential skill, technical, or job specific qualification upon leaving.

4.2.4

The Caerphilly CBC financial profile has been approved at a value of £497,622, with an intervention rate of 69.1721%. This will draw down grant funding of up to £344,215 and the Authority will fund the balance of up to £153,407 from Education & Lifelong Learning service reserves.

4.3 Inspire 2 Work

4.3.1 Inspire 2 Work is designed to

Identify and address the needs of NEET 16-24 year olds in bringing about their sustainable integration in to the labour market and thereby contribute to a reduction in youth unemployment. The operation will target unemployed and economically inactive young people from across the region and offer a person centred approach to determine barriers to sustained engagement in the labour market. Support will be offered in overcoming these barriers and will encompass a range of interventions all with a clear focus on the highest priority of sustainable employment outcomes.

4.3.2 Target groups to be engaged:

- 16-18 year olds who are NEET as identified by Careers Wales 5 tier model (Tiers 1(unknowns),2 (unable or have complex barriers) and 3 (???)
- 19-24 year olds who are NEET- JSA claimants (non work programme / work programme returners)
- 16-24 Vulnerable groups (e.g. BME, ESOL, young carers, young parents, homeless, pregnant, care leavers, young offenders) and those young people experiencing the most disadvantage and furthest from the labour market.

4.3.3 Caerphilly targets over 3 years to August 2018:

- Engaging with 305 participants
- 61 gaining a qualification or work relevant certification upon leaving
- 52 in education or training upon leaving
- 86 entering employment or self-employment upon leaving

4.3.4 Caerphilly operation value:

The Caerphilly CBC financial profile, as per the current business plan, is a value of £1,186,644, with an intervention rate of 68.3611%. This would draw down grant funding of up to £811,200 and the Authority would need to fund the balance of up to £375,444. It is currently proposed that the Authority utilises accumulated service reserves in respect of Apprenticeship & Training balances. A Report is being prepared for Cabinet on this matter.

CCBC is in principle committed to being part of the I2W Project and is currently working to provide an update to the Lead Sponsor (Blaenau Gwent) on the finances for the delivery model and business plan. Subject to a formal decision to support the match funding requirement, the Authority is committed to progressing as a Partner in this Project.

4.4 Inspire to Achieve

4.4.1 Inspire 2 Achieve is designed to identify and address the needs of those most at risk of disengagement and support them to reintegrate into mainstream education provision or alternative curriculum models. The operation will target early intervention for those most at risk across the 11-24 age range. The operation has a clear focus on retention of the targeted at risk within education. It will provide early interventions aimed at identifying individual barriers and supportive actions as detailed in the delivery section of the business case, to reduce the risk of them dropping out.

4.4.2 Target groups to be engaged:

11-16 year olds at most risk of NEET as identified through the YEPF Local Authority Early Identification process
16-18 year olds at most risk of NEET as identified through the Careers Wales 5 tier model
19-24 Vulnerable groups (e.g. BME, ESOL, ALN, young carers, young parents, pregnant, homeless, care leavers, young offenders) identified through partnership forums across the Local Authorities made up of statutory, voluntary and third sector organisations

4.4.3 Caerphilly targets over 2 years to August 2018:

Engaging with 599 participants
42 gaining a qualification upon leaving
114 in education or training upon leaving
A figure for at reduced risk of becoming NEET upon leaving tbc by WEFO.

Caerphilly is in principle committed to being part of the I2A Project, subject to the outcome of a review and discussions (internally & externally) over the next 6 to 8 months. Discussion is required to develop a model fit for purpose, identify suitable match funding and explore options of support with Blaenau Gwent. Whilst Blaenau Gwent are hoping for the business case to be approved shortly and delivery commence soon after, the profile for Caerphilly has been amended with a September 2016 target for commencing delivery.

4.4.4 Caerphilly operation value:

The Caerphilly CBC financial profile, as per the current business plan, is a value of £1,368,784, with an intervention rate of 68.822 %. This would draw down grant funding of up to £942,035 and the Authority would need to fund the balance of up to £426,749. Consequently we will be looking at staff match funding options.

5. EQUALITIES IMPLICATIONS

- 5.1 Equalities is a cross cutting theme for EU funding and each project must address this according to each theme. The planned investments inherent in the EU Funding programmes will however benefit many different groups in the community.

6. FINANCIAL IMPLICATIONS

- 6.1 The match funding commitment for both Bridges into Work 2 and Working Skills for Adults 2, of up to £533k, over 3 years, will be met from Education and Lifelong Learning service reserves. This funding commitment was approved in the Outturn Report to cabinet 29th July 2015
- 6.2 The details of how to meet the match funding for the 2 Inspire Projects, which are both currently at Business Case stage, has not yet been finalised.

7. PERSONNEL IMPLICATIONS

- 7.1 Personnel implications are inherent in the development of new operations. These should be addressed via reports and project plans on a project by project basis, led by the respective CCBC leads for each

8. CONSULTATIONS

- 8.1 Relevant officers of the authority have been consulted throughout the process of applying for these ESF operations.

9. RECOMMENDATIONS

- 9.1 That Members note the content of this report.

10. REASONS FOR THE RECOMMENDATIONS

- 10.1 In response to Members' request.

11. STATUTORY POWER

- 11.1 Local Government Act 2000. This is a Cabinet function.

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Consultees:

Chris Burns Interim Chief Executive
Corporate Management Team
Keri Cole, Chief Education Officer
Bleddyn Hopkins, Assistant Director, 21st Century Schools
Councillor R. Passmore, Cabinet Member for Education and Lifelong Learning
Councillor W. David, Chair of Education for Life Scrutiny Committee
Councillor J Pritchard, Vice Chair of Education for Life Scrutiny Committee
Lynne Donovan, Acting Head of Human Resources and Organisational Development
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David Thomas, Senior Policy Officer (Equalities and Welsh Language)
Jane Southcombe, Financial Services Manager
Tanis A Cunnick, Manager Community, Youth and Adult Education
Nicole Scammell, Acting Director of Corporate Service and S151 Officer



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 12TH JANUARY 2016

SUBJECT: REDUCING EXCLUSIONS

REPORT BY: CHIEF EDUCATION OFFICER

1. PURPOSE OF REPORT

- 1.1 To update Members on the progress made in relation to exclusions from schools and Education Other Than School (EOTAS) provisions within the Borough.

2. SUMMARY

- 2.1 The information provided in the National Statistics First Release Permanent and Fixed-term Exclusions from Schools in Wales, 2013/14 can be accessed via www.statswales.gov.uk.
- 2.2 The Local Authority (LA) works with schools and other partners to ensure a robust approach towards the reduction of exclusions. During 2011/12, the need to reduce exclusions became an urgent priority and has continued to be a focus in all key plans.
- 2.3 There have been no permanent exclusions issued in primary schools for four consecutive years. There has been a downward trend in the number of permanent exclusions issued in secondary schools. The exception to this has included an increase to 14 exclusions in 2013/2014 which was followed by a decrease to 8 in 2014/2015.
- 2.4 In 2014/2015, there were no fixed term exclusions issued in 33 out of 75 (44%) primary schools. Across both phases, there has been an increase in the number of fixed term exclusions and the number of days lost due to fixed term exclusions. The number of pupils receiving exclusions in both primary and secondary schools has also increased. The increase in these indicators is a cause for concern and a priority for the LA. Whilst the number of days lost due to exclusions of 5.5 days or fewer has increased across both phases, the number of days lost due to exclusions of 6 days or more has decreased in both primary and secondary schools. In the context of a decrease in permanent exclusions, it may be expected that the number of lengthy exclusions would have increased.

- 2.5 During 2014/15, there were disproportionately more exclusions issued to boys compared with girls. This was more pronounced in primary schools. This follows the trend for 2013/2014. There were more exclusions issued to children who were eligible for free school meals (FSM) compared with those who were not eligible for FSMs in primary. The number of days lost was also greater for those eligible for FSMs. This is a different picture in secondary schools with disproportionately more exclusions issued to children who are not eligible for FSMs. The number of days lost was also more for those not eligible for FSMs. There were fewer exclusions issued to children in vulnerable groups including children who are Looked After and those with Statements of Special Educational Needs compared with those who were not in these groups.
- 2.6 The records indicate that up to and including the academic year 2014/15, there have been no permanent exclusions issued from EOTAS provisions. The number of fixed term exclusions and the days lost due to fixed term exclusions from EOTAS provisions decreased in 2014/15 in comparison with 2013/2014. Additionally, the number of pupils receiving exclusions decreased.
- 2.7 The implementation of the Behaviour Strategy and the embedding of the Pivotal model of behaviour training across schools should facilitate the reductions in exclusions.

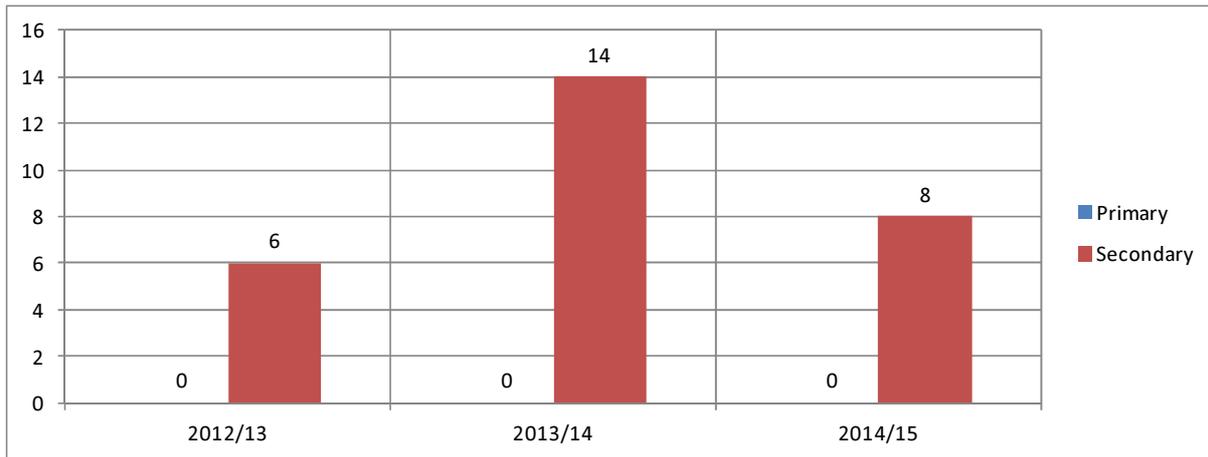
3. LINKS TO STRATEGY

- 3.1 Reducing exclusions is a priority within the Single Integrated Plan, the Learning, Education and Inclusion Service Improvement Plan and the Operational Plans.

4. THE REPORT

- 4.1 The LA works with schools and other partners to ensure that a robust approach towards the reduction of exclusions is taken. During 2011/12, the need to reduce exclusions became an urgent priority within the Directorate and has continued to be a focus in all key plans.
- 4.2 LA officers monitor exclusions on a monthly basis and contact schools to clarify any issues identified. Targeted interventions are agreed between the LA and the Education Achievement Service (EAS). The impact of this accelerated approach has been significant so far with regard to some of the exclusion indicators in mainstream schools and most of the indicators in EOTAS provisions.
- 4.3 The policies and guidance for schools developed in collaboration with the Pastoral Leaders in secondary schools and Headteachers in primary schools are now subject to review as part of the LAs Behaviour Strategy.
- 4.4 Comparative data and Information regarding trends between 2008/09 and 2014/15 in exclusions in primary and secondary schools is given in Appendix 1.

Figure 1 – Number of permanent exclusions – 3 year comparison



4.5 There have been no permanent exclusions in primary schools for four consecutive years. Figure 1 illustrates that the number of permanent exclusions issued in secondary schools increased from 6 in 2012/13 to 14 in 2013/14 then reduced to 8 in 2014/2015. In this respect, 8 of the 14 secondary schools issued permanent exclusions in 2013/14. During this period, there were no permanent exclusions issued in 6 of the 14 secondary schools. In 2014/15, 3 of the 14 secondary schools issued permanent exclusions. During this period, there were no permanent exclusions issued in 11 secondary schools. The reasons for the 8 permanent exclusions issued in 2014/15 relate to: attempted arson/criminal activity (3 exclusions); assaults on pupils (2 exclusions); threatening behavior (1 exclusion) and disruptive behavior (2 exclusions). In response to these exclusions, the Managed Move Policy has been reviewed to promote earlier intervention where possible.

4.6 There have been decreases in the following exclusion indicators:

- The number of days lost due to fixed term exclusions in primary schools (6 days or more);
- The number of days lost due to fixed term exclusions in secondary schools (6 days or more);
- The number of fixed term exclusions from EOTAS providers
- The number of days lost due to exclusions from EOTAS providers (5.5 days or less)
- The number of pupils issued with fixed term exclusions from EOTAS providers

4.7 There have been increases in the following exclusion indicators

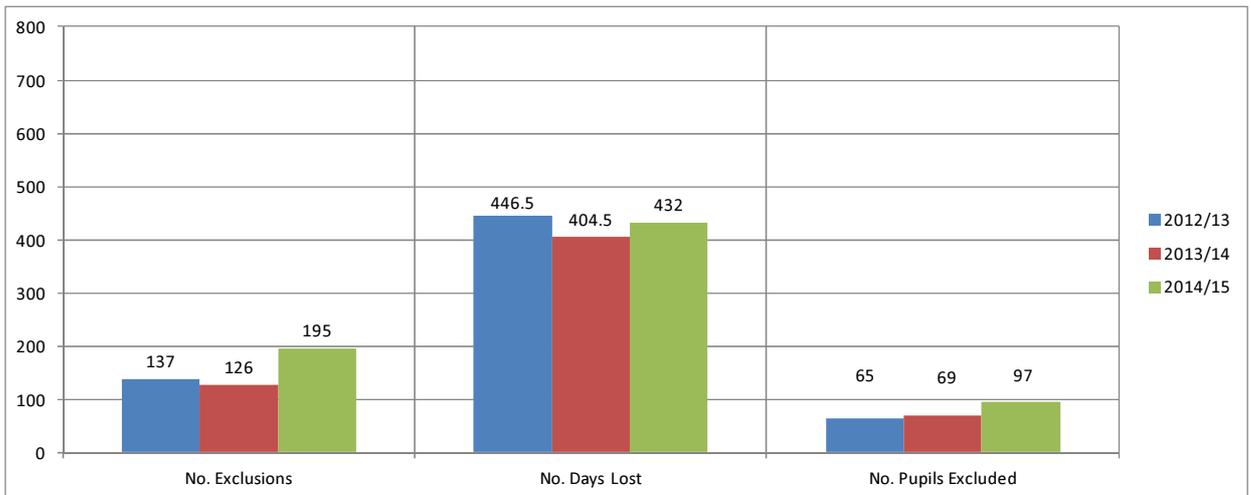
- The number of fixed term exclusions in primary and secondary schools;
- The number of days lost due to fixed term exclusions in primary and secondary schools
- The numbers of pupils receiving fixed term exclusions in primary and secondary schools;
- The number of fixed term exclusions of 5.5 days or less in both primary and secondary schools
- The number of days lost due to fixed term exclusions of 5.5 days or less in both primary and secondary schools.

4.8 Whilst the decrease in number of days lost to exclusions of 6 days or more is positive, the increase in the number of fixed term exclusions and the number of days lost due to fixed term exclusions of 5.5 days or fewer across both phases is a cause for concern and a priority for the LA

4.9 Figure 2 shows the trend in the number of fixed term exclusions, the number of days lost and the number of pupils being issued fixed term exclusions for 2014/2015 compared with 2013/2014 and 2012/2013 in primary schools. The number of exclusions increased in 2014/2015 compared with 2013/14. The number of days lost has increased from 404.5 to 432

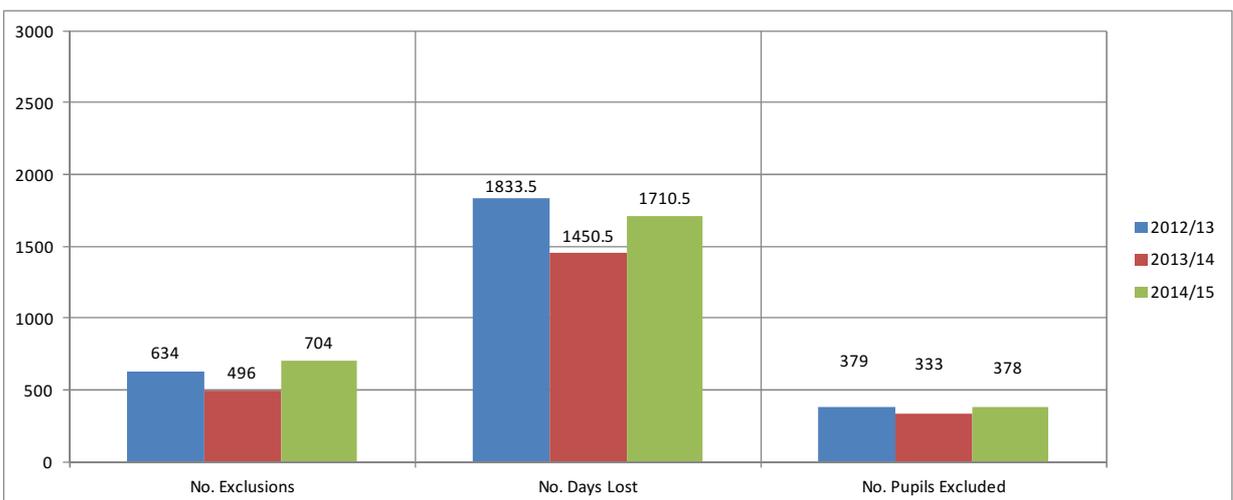
compared to 2013/2014, however, this remains lower than in 2012/2013. The number of pupils receiving exclusions has increased significantly from 69 to 97.

Figure 2 – Fixed Term Exclusions in Primary Schools – 3 year comparison



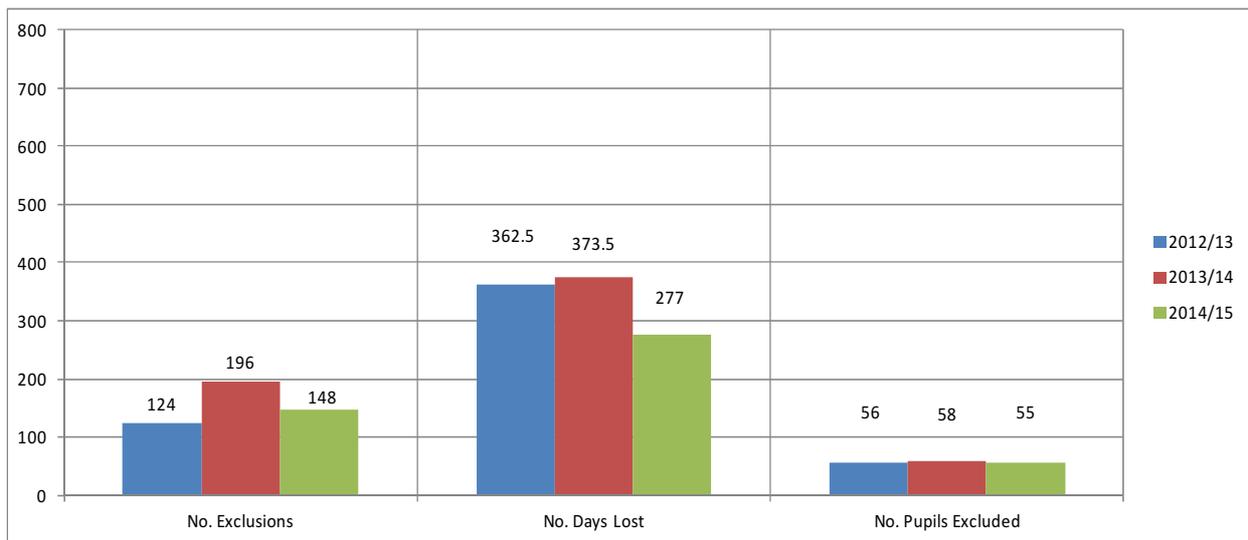
- 4.10 The number of fixed term exclusions issued in primary schools that are 6 days or more, showed a slight rise from 13 in 2012/13 to 14 in 2013/14. This has remained static for 2014 / 2015. The number of days lost due to exclusions of 6 days or more has decreased from 192.5 in 2013/2014 to 179 in 2014 /2015. There were 156 days lost due to fixed term exclusions of 6 days or more in 2012 / 2013.
- 4.11 There has been an increase in primary schools in the number of days lost due to fixed term exclusions of 5 days or fewer from 212 in 2013/2014 to 252 in 2014/2015. There were 290.5 days lost due to fixed term exclusions of 5 days or fewer in 2012/2013.

Figure 3 – Fixed Term Exclusions in Secondary Schools – 3 year comparison



4.12 Figure 3 above shows the trend in the number of fixed term exclusions, the number of days lost and the number of pupils being issued fixed term exclusions for 2014/2015 compared with 2013/2014 and 2012/2013 in secondary schools. The number of exclusions has increased from 496 in 2013/14 to 704 2014/2015. The number of days lost has increased from 1450.5 in 2013/114 to 1710.5 in 2014/15, although this figure remains below the figure for 2012/2013. The number of pupils excluded has increased from 333 to 378, comparable to 2012/2013. The number of fixed term exclusions and the number of days lost to fixed term exclusions for 5.5 days or fewer has increased since 2013/2014. The increases in the above indicators is a cause for concern and a priority for the LA. The number of days lost due to fixed term exclusions for 6 days or more has decreased since 2013/2014.

Figure 4 – Fixed Term Exclusions in Alternative Provisions – 3 year comparison



4.13 The records indicate that up to and including the academic year 2014/15, there have been no permanent exclusions issued from EOTAS provisions. Figure 4 above shows the trend in the number of fixed term exclusions, the number of days lost and the number of pupils being issued fixed term exclusions for 2014/2015 compared with 2013/2014. The number of exclusions has decreased from 196 to 148 between 2013/2014 and 2014/2015. The number of days lost has decreased from 373.5 to 277. The number of pupils excluded has decreased from 58 to 55. The number fixed term exclusions 5.5 and fewer has decreased from 191 to 140, whilst the number of days lost to exclusions 5.5 and fewer has decreased from 322.5 to 205. The number of fixed term exclusions and the number of days lost due to fixed term exclusions of 6 days or more have increased in 2014/2015 in comparison with 2013/2014 figures. This represents an area for development going forward.

4.14 Information provided in Appendix 2 shows the correlation between exclusions and gender; FSM; children who are Looked After and those with Statements of Special Educational Needs.

4.15 Tables 1 and 2 illustrate the strong correlation between exclusions and gender. More exclusions are issued to boys than girls. This is more pronounced in primary schools than in secondary schools.

4.16 Table 3 shows that more exclusions are issued to children who are eligible for FSM than those who are not eligible for FSM in primary schools. This is a different picture in secondary schools with disproportionately more exclusions issued to children who are not eligible for FSM (Table 4).

4.17 Tables 5, 6, 7 and 8 show that there are less exclusions issued to children who are Looked After and to those with Statements of Special Educational Needs compared with children who are not in these vulnerable groups.

4.18 There are examples of good practice. It is important to note that no fixed term exclusions were issued by 30 out of 75 (40%) primary schools in 2014/15. During this period, 20 (27%)

primary schools showed a reduction in the number of fixed term exclusions with Cefn Fforest, Cwm Aber Juniors, Tyn Y Wern Primary and Ysgol Gyfun Bro Allta showing the most significant improvements. Collaborative working has resulted in a significant reduction in the number of fixed term exclusions issued by Heolddu and Pontllanfraith Comprehensive Schools. Collaborative working with EOTAS providers shows very positive reductions in most exclusion indicators.

- 4.19 Reducing exclusions remains a priority within the LA. In this respect the LA continues to work closely with other partners to further develop a range of strategies to tackle disaffection. The implementation of the Behaviour Strategy across the period 2014-16 will support reductions in exclusions.

5. EQUALITIES IMPLICATIONS

- 5.1 The LA is committed to ensuring that all children and young people gain maximum benefit from their education by regular attendance at school or otherwise, regardless of the individual or family characteristics of those children and young people.
- 5.2 The discriminatory incident reporting system that all schools must complete termly, will help in the identification of possible causes of exclusions in minority groups.

6. FINANCIAL IMPLICATIONS

- 6.1 There are no financial implications.

7. PERSONNEL IMPLICATIONS

- 7.1 There are no personnel implications.

8. CONSULTATIONS

- 8.1 All responses are reflected in the report.

9. RECOMMENDATIONS

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

10. REASONS FOR THE RECOMMENDATIONS

- 10.1 Reducing exclusions is a priority at both a national and local level.

11. STATUTORY POWER

- 11.1 Education Act 1996

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Consultees: Chris Burns, Chief Executive
Keri Cole, Chief Education Officer

Jackie Garland Service Manager-Social Inclusion
Directorate Senior Management Team
Councillor Rhianon Passmore, Cabinet Member, Education and Lifelong Learning
Councillor Wynne David, Chair of Education Scrutiny Committee
Education Achievement Service (EAS)
Pastoral Leaders (Secondary Schools)
David A. Thomas, Policy Officer (Equalities and Welsh Language)

Appendices:

Appendix 1

Appendix 2

Trends in Exclusions in Primary and Secondary Schools
Fixed term Exclusions by Gender

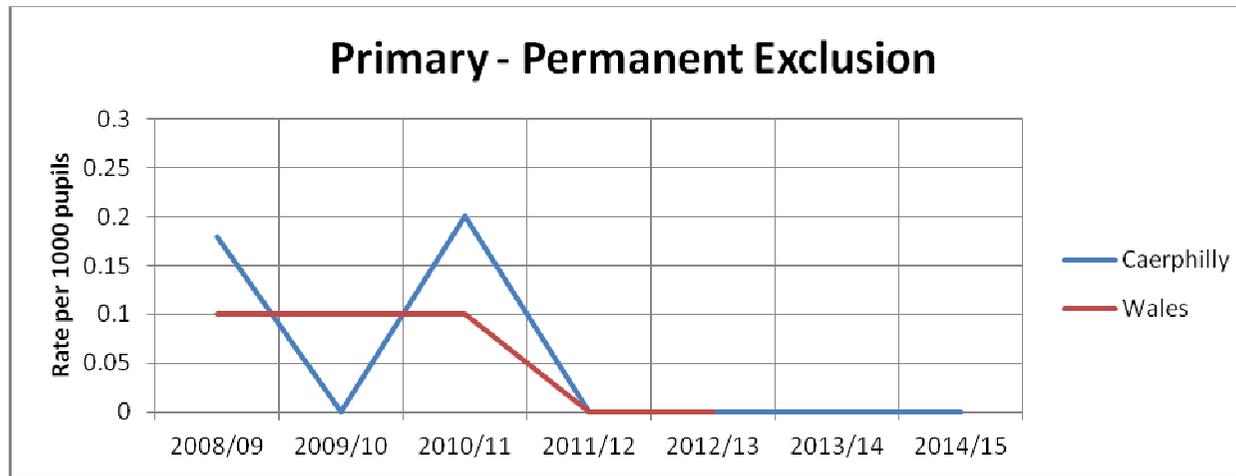
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Trends in Exclusions in Primary and Secondary Schools

1.1 Primary

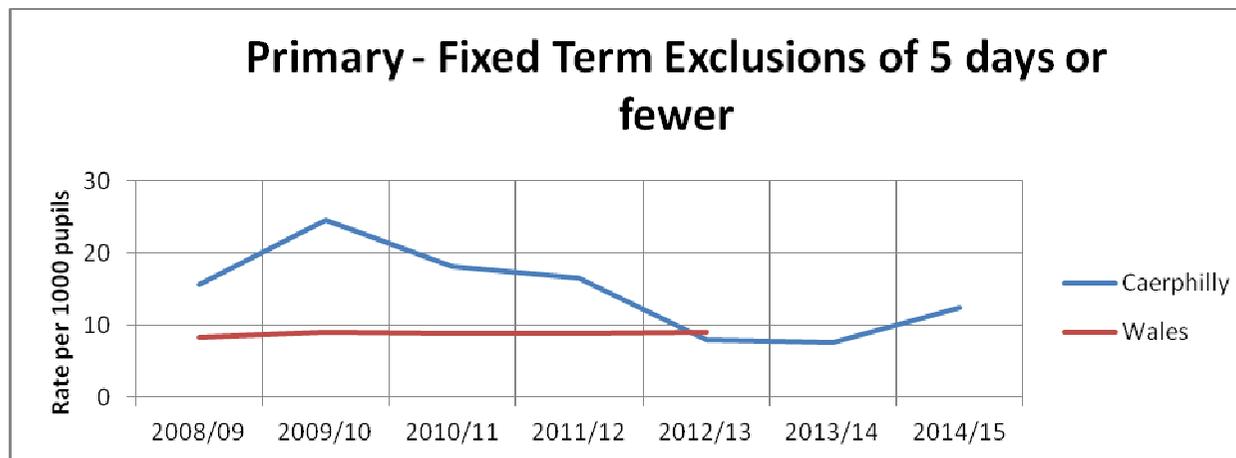
Permanent Exclusions – Primary

	2008/09			2009/10			2010/11			2011/12			2012/13			2013/14			2014/15			
	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank	
Caerphilly	3	0.18	21	0	0	1*	3	0.2	20	0	0		0	0			0	0		0	0	
Wales	14	0.1		19	0.1		14	0.1		8	0		7	0								



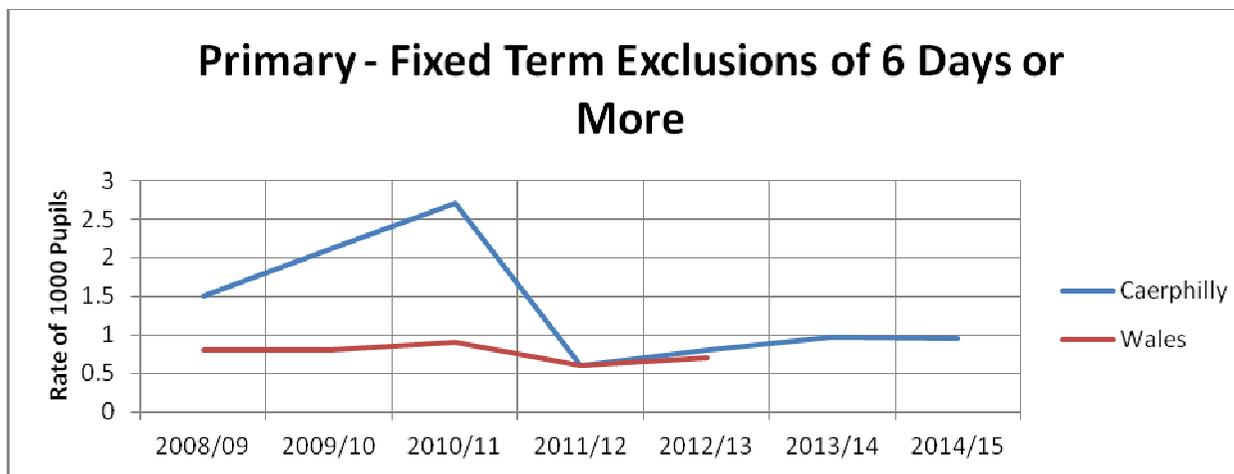
1.2 Fixed term exclusions of 5 days or fewer – Primary

	2008/09			2009/10			2010/11			2011/12			2012/13			2013/14			2014/15			
	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank	
Caerphilly	191	15.7	19	296	24.5	22	219	18.2		198	16.5		124	8		112	7.7		181	12.4		
Wales	1612	8.3		1735	9		1698	8.9		1703	8.9		1755	9.1								



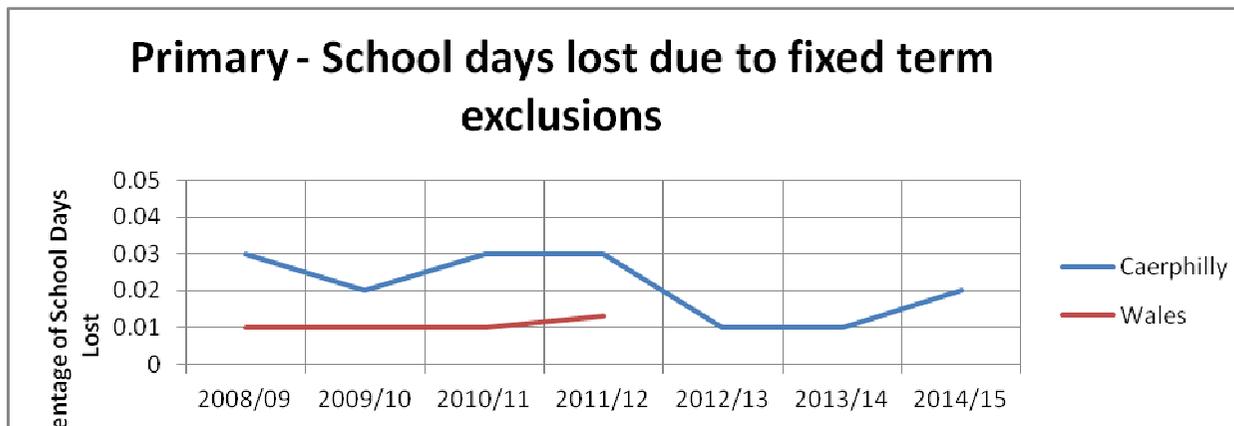
1.3 Fixed term exclusions of 6 days or more – Primary

	2008/09			2009/10			2010/11			2011/12			2012/13			2013/14			2014/15		
	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank
Caerphilly	18	1.5	20	25	2.1	22	32	2.7		7	0.6		13	0.8		14	0.97		14	0.95	
Wales	163	0.8		157	0.8		172	0.9		106	0.6		145	0.7							



1.4 Percentage of school days lost due to fixed term exclusions – Primary

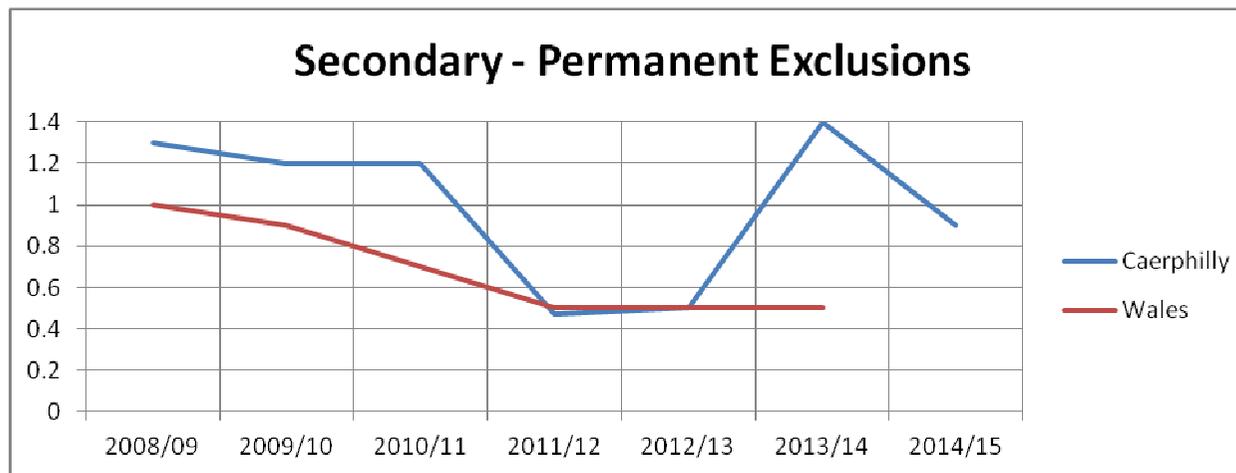
	2008/09			2009/10			2010/11			2011/12			2012/13			2013/14			2014/15		
	Number	%	LA Rank	Number	%	LA Rank	Number	%	LA Rank	Number	%	LA Rank	Number	%	LA Rank	Number	%	LA Rank	Number	%	LA Rank
Caerphilly	561.75	0.02	19	741	0.03	21	698	0.03	22	507.5	0.02		446.5	0.01		404.5	0.01		432	0.02	
Wales	5134.5	0.01		4870	0.01		5150	0.013													



1.5 Secondary

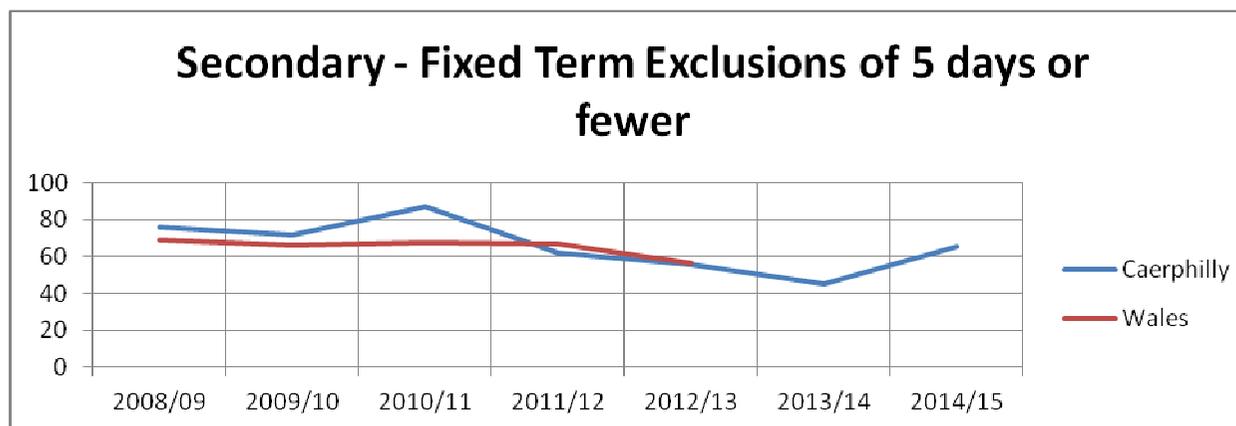
Permanent Exclusions – Secondary

	2008/09			2009/10			2010/11			2011/12			2012/13			2013/14			2014/15		
	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank
Caerphilly	16	1.3	16	13	1.1	17	13	1.1	17	5	0.4	16	6	0.5	17	14	1.4		9	0.9	
Wales	195	1		159	0.9		142	0.7		92	0.5		89	0.5							



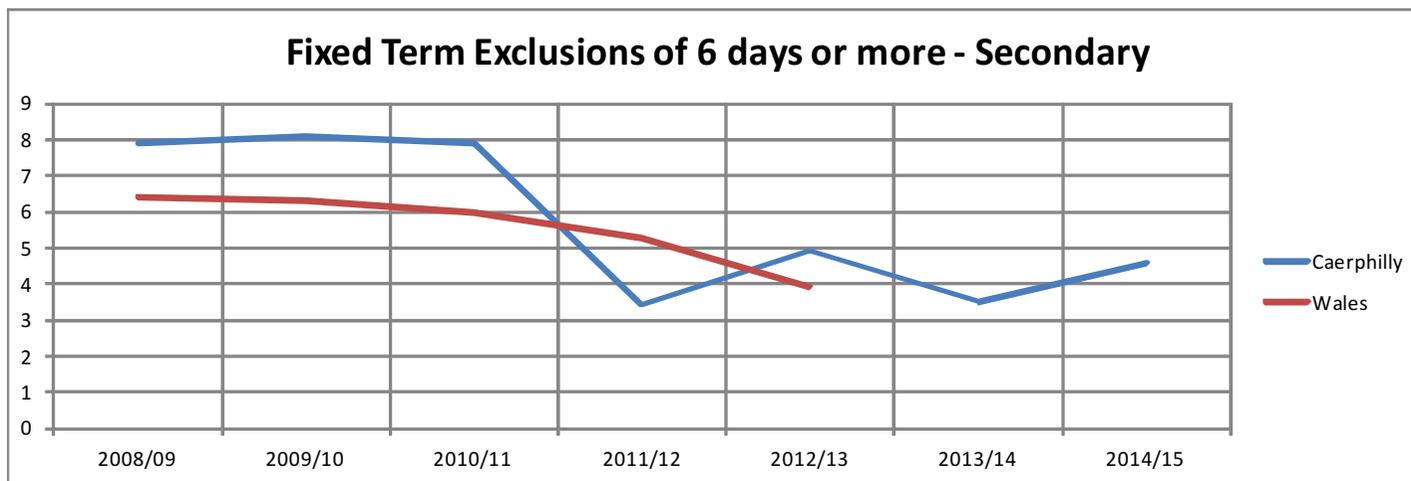
1.6 Fixed term exclusions of 5 days or fewer – Secondary

	2008/09			2009/10			2010/11			2011/12			2012/13			2013/14			2014/15		
	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank
Caerphilly	948	75.8	17	899	71.7	17	1074	87	18	694	62	14	582	55.5	11	460	45.3		658	65.6	
Wales	14091	68.6		13549	66.4		13621	67.7		13192	66.6		10967	56.5							



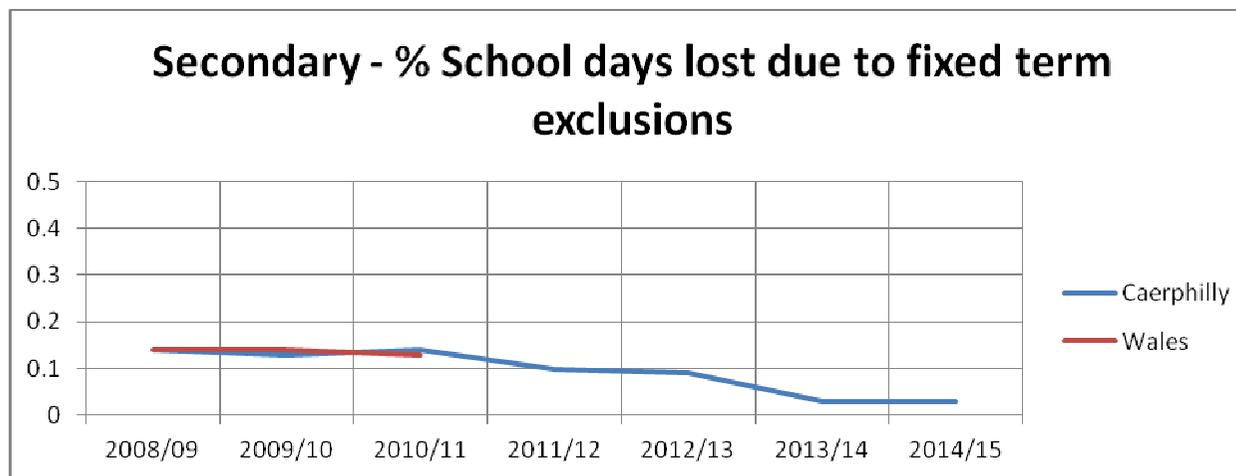
1.7 Fixed term exclusions of 6 days or more – Secondary

	2008/09			2009/10			2010/11			2011/12			2012/13			2013/14			2014/15		
	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank
Caerphilly	99	7.9	16	102	8.1	17	97	7.9	17	41	3.4	8	52	4.9		36	3.5		46	4.6	
Wales	1324	6.4		1286	6.3		1200	6		1042	5.3		769	3.9							



1.8 Percentage of school days lost due to fixed term exclusions – Secondary

	2008/09			2009/10			2010/11			2011/12			2012/13			2013/14			2014/15		
	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank	Number	Rate (per 1000 pupils)	LA Rank
Caerphilly	3324	0.14	13	2631	0.13	12	2628.5	0.14	17	1947	0.1		1842	0.09		1450.5	0.03		1450.5	0.03	
Wales	47695	0.14		45965	0.14		43212	0.13													



The Correlation between Exclusions and Gender, FSM, Children who are Looked After and have Statements of Special Educational Needs

Table 1

Primary fixed term exclusions by gender

	2012/13				2013/14				2014/15			
	No. Fixed Term Exclusions Issued		No. Of Days Lost		No. Fixed Term Exclusions Issued		No. Of Days Lost		No. Fixed Term Exclusions Issued		No. Of Days Lost	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Male	130	94.9	430	96.3	113	89.7	384	94.9	166	85.1	88.5	20.5
Female	7	5.1	16.5	3.7	13	10.3	20.5	5.1	29	14.9	343.5	79.5

Table 2

Secondary fixed term exclusions by gender

	2012/13				2013/14				2014/15			
	No. Fixed Term Exclusions Issued		No. Of Days Lost		No. Fixed Term Exclusions Issued		No. Of Days Lost		No. Fixed Term Exclusions Issued		No. Of Days Lost	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Male	484	76.3	1489	81.2	351	70.8	958	66	512	72.7	1325.5	77.5
Female	150	23.7	344.5	18.8	145	29.2	492.5	34	192	27.3	385	22.5

Table 3

Primary fixed term exclusions by FSM

	2012/13				2013/14				2014/15			
	No. Fixed Term Exclusions Issued		No. Days Lost		No. Fixed Term Exclusions Issued		No. Days Lost		No. Fixed Term Exclusions Issued		No. Days Lost	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
FSM	80	58.4	277.5	62.15	71	56.3	220	54.39	99	50.77	222	51.39
Non FSM	57	41.6	169	37.85	55	43.7	184.5	45.61	96	49.23	210	48.61

Table 4

Secondary fixed term exclusions by FSM

	2012/13				2013/14				2014/15			
	No. Fixed Term Exclusions Issued		No. Days Lost		No. Fixed Term Exclusions Issued		No. Days Lost		No. Fixed Term Exclusions Issued		No. Days Lost	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
FSM	219	34.5	582	31.74	209	42.1	546.5	37.68	327	46.45	730.5	42.71
Non FSM	415	65.5	1251.5	68.26	287	57.9	904	62.32	377	53.55	980	57.29

Table 5

Primary fixed term exclusions by LAC

	2012/13				2013/14				2014/15			
	No. Fixed Term Exclusions Issued		No. Days Lost		No. Fixed Term Exclusions Issued		No. Days Lost		No. Fixed Term Exclusions Issued		No. Days Lost	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
LAC	4	2.92	21	4.70	15	11.90	82	20.27	12	6.15	32.5	7.52
Non LAC	133	97.08	425.5	95.30	111	88.10	322.5	79.73	183	93.85	399.5	92.48

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Table 6

Secondary fixed term exclusions by LAC

	2012/13				2013/14				2014/15			
	No. Fixed Term Exclusions Issued		No. Days Lost		No. Fixed Term Exclusions Issued		No. Days Lost		No. Fixed Term Exclusions Issued		No. Days Lost	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
LAC	48	7.57	129	7.04	33	6.65	92.5	6.38	54	7.67	125	7.31
Non LAC	586	92.43	1704.5	92.96	463	93.35	1358	93.62	650	92.33	1585.5	92.69

Table 7

Primary fixed term exclusions by Statement

	2012/13				2013/14				2014/15			
	No. Fixed Term Exclusions Issued		No. Days Lost		No. Fixed Term Exclusions Issued		No. Days Lost		No. Fixed Term Exclusions Issued		No. Days Lost	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Statemented	23	16.79	80.5	18.03	5	3.97	16	3.96	21	10.77	48.5	11.23
Non Statemented	114	83.21	366	81.97	121	96.03	388.5	96.04	174	89.23	383.5	88.77

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Table 8

Secondary fixed term exclusions by Statement

	2012/13				2013/14				2014/15			
	No. Fixed Term Exclusions Issued		No. Days Lost		No. Fixed Term Exclusions Issued		No. Days Lost		No. Fixed Term Exclusions Issued		No. Days Lost	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Statemented	47	7.41	159.5	8.70	40	8.06	107	7.38	56	7.95	126	7.37
Non Statemented	587	92.59	1674	91.30	456	91.94	1343.5	92.62	648	92.05	1584.5	92.63



CAERPHILLY STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)

MINUTES OF THE MEETING HELD AT NEWBRIDGE SCHOOL, NEWBRIDGE, ON
WEDNESDAY, 10TH JUNE 2015 AT 2.00 P.M.

PRESENT:

Councillor J. Taylor - Vice-Chair - Presiding

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

Representing Religious Organisations: Mrs J. Jones (Church in Wales), Mrs E. Hawthorn
(United Reformed Church)

Together with:

Mrs V. Thomas (RE Consultant), Mrs T. Cunnick (Manager - Community, Youth Service and
Adult), Miss R. Barrett (Committee Services Officer)

Also present:

Miss M. Jones (Newbridge School Pupil)

1. WELCOME

Mrs Vicky Thomas, RE Advisor to SACRE, opened the meeting and Members were welcomed to Newbridge School.

Mrs Tanis Cunnick was in attendance as the new local authority representative to Caerphilly SACRE, having replaced Mrs Keri Cole (who has now been designated as the Chief Education Officer for Caerphilly Council) in this capacity.

2. RETIREMENT OF CHAIR OF CAERPHILLY SACRE

Mrs Thomas advised Members that Councillor Michael Gray, Chair of Caerphilly SACRE, had recently announced his retirement from local government at the recent Annual Meeting of Council. Warm tributes were paid to the retiring Member and SACRE referenced his valuable contributions to both Caerphilly SACRE and the Wales Association of Standing Advisory Councils for Religious Education (WASACRE). Members added that Councillor Gray would be greatly missed by SACRE and wished him a long and happy retirement.

It was agreed that the Clerk to SACRE would write to Councillor Gray to convey the thanks and best wishes of Caerphilly SACRE.

3. APPOINTMENT OF A CHAIR TO CAERPHILLY SACRE

In view of Councillor Gray's retirement, nominations were sought for the position of Chair to Caerphilly SACRE. A nomination for Councillor John Taylor (the current Vice-Chair) was moved and seconded, and it was unanimously agreed that he be appointed Chair of Caerphilly SACRE up to the next County Borough elections.

Councillor Taylor moved to his position as Chair for the remainder of the meeting. It was agreed that the Clerk to SACRE would write to all Caerphilly SACRE Members to seek expressions of interest for the vacant post of Vice-Chair and that the matter be placed as an item for consideration on the Autumn 2015 meeting agenda.

4. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors Mrs E.M. Aldworth, D.G. Carter, W. David, Mrs G.D. Oliver and Mrs M.E. Sargent, together with Mrs N. Boardman (NUT), Ms R. Bradshaw and Mr E. Mushayanyama (Co-opted Members), Lieutenant C. DiPalma (The Salvation Army), Mr M. Western (Roman Catholic Archdiocese) and Rev E. Williams (Baptist Union of Wales).

5. DECLARATIONS OF INTEREST

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

6. MINUTES – 9TH MARCH 2014

Mrs Thomas referred to paragraph 6, Item 6 (Membership Update 2014-2015 and Humanist Request for Co-Option), which included a sentence that contained the wording "the situation regarding SACRE membership differed in Wales to that of English SACREs". Mrs Thomas asked for this portion of the sentence to be disregarded, in that it was an inaccurate reflection of the explanation of SACRE membership provided at that meeting. Subject to the above amendment, it was

RESOLVED that the minutes of the Caerphilly SACRE meeting held on 9th March 2015 be approved as a correct record and signed by the Chair.

7. PRESENTATION – RELIGIOUS EDUCATION AT NEWBRIDGE SCHOOL

Miss Helen Bartley, Head of Religious Education (RE) at Newbridge School, welcomed Members to the school, and introduced Mollie Jones (a Year 10 pupil), who would be assisting her with the presentation.

With the aid of a slideshow presentation, Miss Bartley delivered to SACRE Members an insight into the teaching and study of RE at the school, entitled "Why Study RE?". She outlined the RE staff at Newbridge School, together with reasons for the study of RE within the curriculum. Miss Bartley explained that it enables understanding about the world and the people who live in it, assists in listening to and respecting other people's views, provides self-assessment of beliefs and ideas, and aids the development of personal values and morals.

Miss Bartley outlined the structure of RE lessons within Newbridge School at Key Stages (KS) 3 and 4. RE is a compulsory curriculum subject and pupils receive 1 hour of RE study per week (or 1 hour per fortnight at KS4 if alternated with compulsory Welsh lessons). If RE is selected as a KS4 option then pupils have 5 hours of lessons per fortnight. Christianity and

Hinduism is studied in Year 7 and Judaism and Islam studied in Year 8. Miss Bartley outlined the ways in which KS3 assessment is carried out, together with the teaching and learning aids used in the study of RE (such as music, thinking maps, educational visits and peer activities).

The RE department also uses competitions to facilitate the study of RE and recent examples of these were outlined to Members, including "Design a poster showing the importance of Religious Education" and "Write a poem about the Holocaust". The winner of the latter competition was Samuel Baskerville in Year 8, who wrote a powerful and moving poem entitled "The End is Too Late" and subsequently had his work displayed at Blackwood Miners Institute.

Miss Bartley proceeded to outline the curriculum structure at Key Stage 4. In addition to the WJEC Compulsory Short Course at Years 9, 10 and 11, comprising of 1 hour per week, pupils who take RE as a KS4 option (Full Course) study Judaism in Years 9 and 10 and Christianity in Year 11 (5 hours per fortnight). She explained that this curriculum would be subject to change in September with the introduction of revised specifications for GCSE and GCE/A Level and discussed with the RE Advisor to SACRE how these changes could impact on the Full Course and Short Course and their respective time allocations.

Miss Bartley outlined examples of extra-curricular RE activities at KS4, including visits to local churches and synagogues, together with attending Holocaust Memorial Day in Cardiff. The school has also taken pupils on trips abroad to Berlin in Germany, and to the Auschwitz Concentration Camp and Krakow in Poland. Pupils have attended a performance of "Jesus Christ Superstar" at the New Theatre in Cardiff and recently received a visit from the Korean Dance Group.

Miss Mollie Jones from Year 10 was then invited to explain to SACRE why she had chosen to take Religious Education as a KS4 study option. Mollie explained that she found the subject matter interesting and enjoys learning about different religions and the world around her. She explained that she is actively encouraged by teachers in her RE studies and intends to take the subject as one of her A-Levels. She has enjoyed the various trips organised by the school, including a synagogue visit and meeting a rabbi, and explained that anti-Semitism studies have given her an understanding of the struggle faced by Jews and the perspectives of other people. She gave examples of the learning aids and support given to pupils in their exam preparation, which included sitting in the examination hall and completing past papers to help with confidence and familiarise pupils with the subject matter. In response to a question from the RE Advisor to SACRE, Mollie explained that she thoroughly enjoyed the discussion aspect of RE and found that it was useful to listen to other people's viewpoints within the course of debates.

SACRE Members congratulated Mollie on an enthusiastic and insightful presentation, and she left the meeting at that point.

Discussion of matters raised during the course of the presentation ensued and Miss Bartley explained that the RE department will thoroughly consider and assess the impact of the revised specifications for GCSE and GCE/A Level on delivering RE within the school. Miss Bartley also referenced the introduction of the revised Welsh Baccalaureate from September 2015, which assesses a variety of pupil skills (such as literacy and numeracy) and will be the key performance indicator for schools from September 2018. Detailed discussion arose as to how this could affect the structure of Religious Education lessons.

Members were referred to the minutes of the last WASACRE meeting on 6th March 2015, at which this matter was discussed in detail. Mrs Thomas outlined to Members the discussions arising from that meeting, which included concerns from RE Heads about KS4 RE time being used for Welsh Baccalaureate-dedicated lessons in their schools. At that meeting, Mrs Thomas' comments in regards to RE being a statutory requirement were reiterated by other WASACRE Members who called for the need for schools, especially RE departments, to be supported by their SACREs at this time. Further discussion took place as to how the new

curriculum would be taught alongside the Welsh Baccaulaureate and Mrs Thomas suggested that it would be useful for RE teachers to liaise with their Welsh Baccaulaureate co-ordinator for the county borough in respect of this matter.

SACRE agreed that they would monitor the situation and assess the impact of the revised Welsh Baccaulaureate qualification on Religious Education at a future point in time.

The Chair thanked Miss Bartley and Mollie Jones for their presentations to SACRE.

8. SACRE MEMBERSHIP UPDATE

Members were referred to the minutes of the previous meeting (9th March 2015) and the RE Advisor summarised the situation to date arising from the recent application for Humanist representation within SACRE. Members were advised that they would be further updated on this matter at the next meeting in Autumn 2015.

9. SCHEDULE OF MEETINGS 2015-16

The tentative meeting dates proposed within the agenda were agreed by Members and offers were sought from SACRE Members for suitable host venues. Locations for two meetings were confirmed and details of these meetings will be sent to the relevant persons.

The Autumn Term meeting will be held on Monday 2nd November 2015 (2pm) at Penallta House Council Offices, Tredomen, Ystrad Mynach.

The Spring Term meeting will be held on Thursday 3rd March 2016 (2pm) at Lewis School, Pengam.

The Summer Term will be held on Tuesday 14th June 2016 (2pm). Details of the venue will be circulated to Members once confirmed.

10. FEEDBACK ON DONALDSON REVIEW OF THE NATIONAL CURRICULUM

The report detailed the background of a review of assessment arrangements and the National Curriculum in Wales, which is led by Professor Graham Donaldson and includes two phases. Professor Donaldson has now reported back to the Education Minister regarding Phase 2 of the review.

Mrs Thomas gave SACRE an overview of the main messages within the Donaldson Review applicable to Religious Education. The full Review is available on the Welsh Government website. The Review proposes that RE should form part of the Humanities Area of Learning and Experience and remain a statutory curriculum from reception class (Pages 46-47). Mrs Thomas outlined the ongoing consultation and response to the Donaldson Review and suggested that it would be useful to receive clarification on how these proposals relate to the requirement for spiritual, moral, social and cultural (SMSC) development in schools.

Between the ages of 14-16, the Review (Page 61) recommends that young people should continue to study aspects of the curriculum which are important to achieving some of the characteristic of the four purposes of education that would not be achieved otherwise, including RE. The Review also proposes that a general duty be placed on schools to organise and deliver a curriculum for all children and young people that is designed to meet the four purposes of education (Page 100). In line with national policy, specific duties may also be placed on schools in relation to the Welsh language and RE.

Mrs Thomas tabled a copy of a Powerpoint presentation which had previously been discussed at the NAPfRE meeting on 5th March 2015 and WASACRE on 6th March 2016. The Powerpoint highlighted some of the main points of the Donaldson Review, including the four purposes of the curriculum, the six areas of learning and experience, cross-curriculum responsibilities (literacy, numeracy and digital competence), subsidiarity, and the next stage in the Review process.

The presentation slides contained questions for interested RE parties to consider as part of the 'Great Debate' consultation process and were centred around a number of areas, such as spirituality, pedagogical principles and teacher involvement in shaping the curriculum. Members' attention was directed to the support for educational progression and the cross-curriculum responsibilities detailed in the Review, in particular that of digital competence.

On 15th April 2015, the National Advisory Panel for Wales (NAPfRE) and Members of WASACRE met to discuss the implications for RE of the Donaldson Review and to formulate a response on behalf of the Panel and WASACRE. SACREs were also afforded the opportunity to respond, with a copy of the NAPfRE response being sent to all SACRE members for comment and a formal response to Welsh Government made from Caerphilly SACRE.

Following consideration of views arising from the first phase of the Great Debate, a formal statement by the Minister for Education, Huw Lewis, on the next stage of the review of the curriculum and assessment arrangements will be presented in Summer 2015.

Having discussed the key points raised in the report and presentation and the impact that this could have on RE (particularly at KS3), Members noted the contents of the report.

11. FEEDBACK ON WASACRE PRESENTATION "ENGAGING BOYS IN RE AND RAISING THEIR STANDARDS"

Members were reminded of the results of an Estyn inspection which identified an issue around the motivation of boys in the study of RE. Mrs Thomas explained that at the last WASACRE meeting, a presentation was delivered by Mary Parry (a local authority RE Advisor) which explored this matter further. During this presentation, Mrs Parry shared a scheme of work for KS3 pupils that she had developed, entitled "Muslim Footballers in the Premier League". The scheme contains a number of tasks which aims to engage and motivate boys, raise standards, implement the Literacy and Numeracy Framework, and develop religious education skills and thinking skills.

Copies of the scheme were tabled at the meeting and Mrs Thomas outlined the activities with the scheme and how they related to RE. The scheme outlined a number of Muslim footballers throughout the Premier League and contained activities which asked pupils to consider the ways in which Islam affect players' lives on and off the football pitch. This included the considerations of performing Salah on match days, rules about Islam and money and the dilemma for Muslim footballers in relation to Saum (fasting) and performance. The scheme also contained an exercise where two Muslim football supporters were away on a coach trip and pupils had to take into account a number of considerations in regards to their evening meal. By making Islamic study adaptable and relevant to a topic that they could identify with, it was hoped that this scheme of work would engage boys in RE and raise their standards.

SACRE were pleased to note the interesting and original ideas contained within the scheme of work, and teaching association Members were encouraged to take these ideas back to their classrooms.

12. CORRESPONDENCE

The Clerk to SACRE advised Members that a copy of a leaflet from Religious Education Movement Wales (REMW), which outlined a number of useful teaching resources, had recently been circulated to all schools in the county borough. This information had also been emailed to Members.

13. FEEDBACK FROM THE WASACRE MEETING AT PORT TALBOT – 6TH MARCH 2015

Members were updated on the discussions and deliberation of WASACRE at its meeting in Port Talbot on 6th March 2015.

Reference was made to discussion of the revised Welsh Baccalaureate at the WASACRE meeting, together with changes to GCSE and A Level specifications in Wales. A number of NAPfRE presentations were received at that meeting including *The Literacy and Numeracy Framework of RE*, which outlined the work of University of Wales Trinity Saint David students in incorporating this framework in the teaching of religious education. The other two presentations, *Curriculum Review*, which addressed the Donaldson Review of the National Curriculum and *Engaging boys in RE and raising their standards* were discussed earlier in the SACRE meeting.

Mrs Thomas explained that she had also updated WASACRE Members on the work of Caerphilly SACRE in regards to spiritual, moral, social and cultural development comments in Estyn reports, including the letter that had been sent to the Chief Inspector at Estyn and the subsequent response received.

SACRE noted the discussions and deliberations of WASACRE at the Port Talbot Meeting

14. REPRESENTATION AT FORTHCOMING WASACRE MEETINGS

Members were advised of the dates and times of forthcoming WASACRE meetings and sought nominations for representation from Caerphilly SACRE.

With regards to the WASACRE meeting of **25th June 2015** (Mold, Flintshire), it was noted that Mrs Thomas would be in attendance. Councillor J. Taylor advised that he might be able to attend, subject to other commitments.

With regards to attendance at the WASACRE meeting of **25th November 2015** (Blaenau Gwent), it was agreed that this matter would be discussed at the next SACRE meeting on 2nd November 2015.

15. EXECUTIVE VOTING FOR THE PERIOD 2015-2016

The report to Members detailed nominations in respect of the WASACRE Executive Committee and Vice Chair to WASACRE ahead of the WASACRE meeting on 25th June 2015.

It was noted that there had originally been three nominations for two positions on the Executive Committee, but in that Councillor Michael Gray had withdrawn his nomination due to his retirement, the two remaining nominations would be automatically elected to the Executive Committee. The single nomination for the position of Vice Chair would also be automatically elected.

Members noted the nominations to the WASACRE Executive Committee and to the position of Vice Chair.

The Chair thanked the Members of Caerphilly SACRE for their attendance at the meeting and also Miss Helen Bartley for her kind hospitality and informative presentation.

The meeting closed at 3.33 pm

Approved as a correct record and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on 2nd November 2015, they were signed by the Chair.

CHAIR

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EDUCATION FOR LIFE SCRUTINY COMMITTEE – 12TH JANUARY 2016

SUBJECT: BUDGET MONITORING 2015-16

REPORT BY: CHIEF EDUCATION OFFICER

1. PURPOSE OF REPORT

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

2. SUMMARY

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

3. LINKS TO STRATEGY

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

4. THE REPORT

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

5. EQUALITIES IMPLICATIONS

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

- 5.2 In setting the 2015-16 budgets the protections afforded to Education (Schools) through the pledge will serve to protect the most vulnerable groups for the purposes of Equalities Legislation. Consultation with residents through the Council Public Engagement Strategy and Equalities Consultation and Monitoring Guidance, also ensures that every resident, regardless of circumstances, has the opportunity to have their views heard and considered in the Council's decision making process.

6. FINANCIAL IMPLICATIONS

6.1 Revenue 2015-16

- 6.1.1 The report outlines the revenue budget position for Education & Lifelong Learning. The attached Appendix 1, provides projected revenue outturn figures for the financial year compared with the original budget to show anticipated under / (over) spends.

- 6.1.2 In summary a net underspend of £419k is currently forecast for the Directorate. This is in line with the projection reported to Scrutiny in September, although there are some differences on the individual budget lines. A significant factor is a £250k projected contract efficiency saving on Home to School / College Transport. This saving has been built into Medium Term Financial Plan savings moving forwards.

- 6.1.3 Details with regards to each of the service areas are outlined below.

6.2 Planning & Strategy (Including Home to School Transport) – (Underspend £300k)

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

	£'000
Home to School / College Transport	250
Relief Supply Cover (SRB's & Maternity)	30
Net Other	20
<hr/>	
Total	300

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

- 6.2.3 In summary the net projected variance for Planning & Strategy is an underspend of £300k.

6.3 Learning, Education & Inclusion – (Underspend £185k)

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

	£'000
Behaviour Support Training	(150)
Additional Support (Primary & Secondary)	(271)
Recoupment (SEN Out of County / LAC / Inter Authority)	370
In Year Vacancies (across LEI)	246
EOTAS	(210)
Early Years Provision & Support	56
Education Achievement Contract	57

Net Other 87

Total 185

- 6.3.2 Investment in behaviour support training across all Primary & Secondary School's is essential to address behavioural issues that are giving rise to increasing cost pressures across Additional Support, EOTAS (Education Other Than At School's) and an increase in potential Tribunal cases. This investment commenced at the end of the previous financial year and is being funded from in year savings, it is targeted to assist in Medium Term Financial Plan savings targets moving forward.
- 6.3.3 The projected variance against the Additional Support budget continues to be closely monitored, this projection is subject to change as needs are assessed. In 2014-15 the outturn position was an overspend of £162k. The increase over the last 2 years is closely linked to an increase in Statements around ASD (Autistic Spectrum Disorder), which is a national trend.
- 6.3.4 The underspend on the Recoupment budget (Special Educational Needs and Looked After Children), is significant. This projected saving is based on current placements and an estimate for additional need, but remains uncertain due to the often emergency nature of the placement. Whilst the level of spend on the additional support budget has increased, this cost is significantly less than the cost of a child placed in an Out of County School on either a daily or residential placement. Moving forwards the Additional Support and Recoupment budgets will need to be realigned to reflect the current spend profile. Overall, on these 2 budget lines, there is currently a projected net underspend of £100k.
- 6.3.5 Across the service area there are a number of in year vacancies, whilst the financial savings are small individually, collectively this adds up to a more significant sum. The savings relate to a number of areas notably Behaviour Support, School Based Counselling, EOTAS (Education Other Than At School), Central Support Services and Community Focus Schools. Some of these savings form part of the Medium Term Financial Plan proposals moving forward.
- 6.3.6 To advise Members the EOTAS service is currently under review, both internally and with regards to procured activity. This provision, which accommodates learners who are unable to attend and learn through mainstream school has seen a recent increase in referrals for children with challenging behaviour. Consequently this provision is currently projecting an overspend of up to £210k.
- 6.3.7 The Authority provides funding for Rising 3's nursery provision in our schools and in Independent nursery settings, this is demand led and current projections suggest that there will be an underspend for this year. In addition the 2015-16 charge on the main contract with the Education Achievement Service is less than current budget provision.
- 6.3.8 In summary, the net projected variance for Learning, Education & Inclusion is an underspend of £185k.

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

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

	£'000
Libraries	(66)
<hr/>	
Total	(66)

- 6.4.2 The Libraries variance relates to one off costs associated with the loss of 8 posts within the Service. This restructure is part of the agreed Medium Term Financial Plan to reduce opening hours to the public. There are currently no other significant variances.

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

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

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

6.6 Summary

6.6.1 In summary, based on information currently available there is a projected revenue underspend for the Directorate of £419k. It should be noted that this includes projected transport contract efficiency savings of £250k.

6.6.2 The projected outturn does not at this point include any potential redundancy and associated costs that could arise if some of the grant funded projects, within the Directorate, end as at 31st March 2016. This position will become clearer in the coming months.

7. PERSONNEL IMPLICATIONS

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

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

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

8. CONSULTATIONS

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

9. RECOMMENDATIONS

9.1 Members are requested to note the contents of this report and the budget monitoring information in Appendix 1.

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

10. REASONS FOR THE RECOMMENDATIONS

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

11. STATUTORY POWER

11.1 Local Government Act 1972.

Author: Jane Southcombe, Senior Group Accountant Life Long Learning
E-mail: southj@caerphilly.gov.uk

Consultees: Chris Burns, Interim Chief Executive
Keri Cole, Chief Education Officer
Bleddyn Hopkins, Assistant Director 21st Century Schools
Councillor Rhianon Passmore, Cabinet Member for Education & Lifelong Learning
Stephen R Harris, Acting Head of Corporate Finance
Councillor Barbara Jones, Deputy Leader and Cabinet Member for Corporate Services
Mike Eedy, Finance Manager (Environment Directorate)
David A Thomas, Senior Policy Officer (Equalities & Welsh Language)
Sue Richards, Principal Finance Officer (Schools)
Mike Lewis, Principal Accountant Education
Lynne Donovan, Acting Head of HR and Organisational Development

Appendix 1: Projected Revenue Outturn Figures 2015-16.

Appendix 2: Progress Made Against the 2015-16 Revenue Budget Savings Targets.

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EDUCATION & LIFELONG LEARNING	Original Estimate 2015/16 £	Estimated Outturn 2015/2016 £	Variance Under (Over) 2015/2016 £
<u>SUMMARY</u>			
PLANNING and STRATEGY	102,995,903	102,695,740	300,163
LEARNING, EDUCATION and INCLUSION	15,852,517	15,667,624	184,893
LIFELONG LEARNING	5,327,463	5,393,463	(66,000)
TOTAL SERVICE EXPENDITURE (Revenue)	124,175,883	123,756,827	419,056

EDUCATION & LIFELONG LEARNING	Original Estimate 2015/16 £	Estimated Outturn 2015/2016 £	Variance Under (Over) 2015/2016 £
<u>PLANNING and STRATEGY</u>			
<i>Individual Schools Budget</i>	100,346,618	100,346,618	0
<i>Post 16 Initiative (Grant Income)</i>	(4,793,308)	(4,793,308)	0
<i>Earmarked Formula Funding</i>	269,869	244,869	25,000
<i>Schools LMS Contingencies</i>	234,184	234,184	0
<i>Other Direct School Related</i>			
Teachers Performance Management	267,325	263,426	3,899
PFI Funding Gap	307,511	307,511	0
PFI Building Maintenance	46,540	46,540	0
School Rationalisations	27,654	27,654	0
Former Key Stage 2 Grant	1,294,856	1,294,856	0
Secondary Additional Funding	1,006,985	1,006,985	0
School Meal Admin. Utility & Telephone	402,333	408,069	(5,736)
Relief Supply Cover (SRB's & Maternity)	594,003	564,003	30,000
Copyright and Licensing (Schools)	50,083	50,083	0
	3,997,290	3,969,127	28,163
<i>Home to School/College Transport (Environment)</i>		(250,000)	250,000
<i>Early Retirement Pension Costs of School Based Staff</i>	1,741,772	1,741,772	0
<i>Maintenance of Buildings</i>	402,989	402,989	0
<i>Administration including Insurance</i>	796,489	799,489	(3,000)
<u>EXPENDITURE TO DIRECTORATE SUMMARY</u>	102,995,903	102,695,740	300,163

EDUCATION & LIFELONG LEARNING	Original Estimate 2015/16 £	Estimated Outturn 2015/2016 £	Variance Under (Over) 2015/2016 £
<u>LEARNING, EDUCATION and INCLUSION</u>			
<i>Social Inclusion</i>			
Psychological Service	542,567	505,419	37,148
Behaviour Support	207,530	282,025	(74,495)
Education Welfare Service	459,251	448,006	11,245
Youth Offending Team	52,292	52,292	0
Safeguarding	88,999	88,999	0
School Based Counselling	296,545	265,024	31,521
	1,647,184	1,641,765	5,419
<i>Additional Learning Needs</i>			
ALN Advisory Support service	291,099	283,274	7,825
Learning Support	92,177	86,428	5,749
Professional/Statementing	129,001	105,068	23,933
Additional Support Primary & Secondary	3,598,375	3,869,228	(270,853)
Language Support Primary	806,559	781,911	24,648
Specialist Resources	65,532	65,736	(204)
ALN Improvement Initiative	100,268	100,268	0
Childrens Centre	45,138	31,080	14,058
SNAP Cymru	31,807	35,585	(3,778)
Outreach Trinity Fields	47,392	47,392	0
Speech Therapy	48,640	48,640	0
Hearing & Language Service	222,120	222,120	0
ComIT	138,386	138,386	0
VI Service	406,741	390,256	16,485
Autism	163,882	163,882	0
Hospital Classes	13,548	13,548	0
	6,200,665	6,382,802	(182,137)
<i>Recoupment (SEN Out of County / LAC / Inter Auth.)</i>			
	1,640,506	1,270,037	370,469

EDUCATION & LIFELONG LEARNING	Original Estimate 2015/16 £	Estimated Outturn 2015/2016 £	Variance Under (Over) 2015/2016 £
<i>Learning Pathways Partnership & EOTAS</i>			
14 - 19 Initiative (Transport Costs)	203,113	203,113	0
EOTAS (Tuition / Include / Learning Centre)	1,635,389	1,845,753	(210,364)
	1,838,502	2,048,866	(210,364)
<i>Early Years Provision & Support</i>			
Early Years (Rising 3's)	854,830	823,881	30,949
Early Years Central Team	340,179	314,954	25,225
	1,195,009	1,138,835	56,174
<i>LEI Service Provision</i>			
Service Support & Resources	255,482	200,821	54,661
SACRE	2,384	2,384	0
Contribution to Outdoor Education Advisor	23,549	21,353	2,196
School Improvement Initiatives / Outcome Agreement	251,493	251,493	0
Music Service	609,313	643,565	(34,252)
WJEC	44,453	44,453	0
	1,186,674	1,164,069	22,605

EDUCATION & LIFELONG LEARNING	Original Estimate 2015/16 £	Estimated Outturn 2015/2016 £	Variance Under (Over) 2015/2016 £
Education Achievement Service (EAS) & Regional Grant Match Funding			
Contribution to EAS Joint Working	1,187,211	1,129,897	57,314
Welsh in Education Grant (EIG) Match Funding	131,684	131,684	0
School Effectiveness Grant (EIG) Match Funding	558,895	559,478	(583)
	1,877,790	1,821,059	56,731
Other			
Families First Central Admin & Monitoring	171,631	171,631	0
Community Focus Schools	94,556	28,560	65,996
	266,187	200,191	65,996
EXPENDITURE TO DIRECTORATE SUMMARY	15,852,517	15,667,624	184,893

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

Description	Description	Savings Targets 2015-16 £'000	Achieved in 2015-16 £'000	Details
Budget Realignment	Earmarked Formula Funding (Grounds Maintenance)	10	10	Relates to ad hoc grounds maintenance works for playing fields, consistent with recent underspends.
Budget Realignment	Teacher Performance Management	40	40	Allocation per School is driven by teaching numbers, to allow for classroom observation and performance review. This saving is consistent with recent underspends. No issues.
Budget Realignment	School Meals Admin., Utility & Telephones	20	14	Reimbursement to school's for administrative, utility and telephone costs based on the number of meals provided at each site. The savings target was consistent with recent underspends. Calculation is retrospective and calculation of the reimbursements in 2015-16 is £5.7k over the reduced budget allocation. This is against the recent trend, consequently the shortfall will be funded from other in year savings within the Directorate.
Budget Realignment	Lifelong Learning Administration	15	15	Linked to a vacant post.
Budget Realignment	Visually Impaired Services	30	30	Saving based on recent underspends. Current projections indicate no issues with regards to achieving this target.
Budget Realignment	WJEC Contributions	10	10	Saving based on SLA Agreements.
Vacancy Mgt / Service Review	Administration	83	54	1 post identified for a saving was occupied for April to June 2015, this shortfall is accounted for within 2015-16 Directorate projections.
Vacancy Mgt / Service Review	Behaviour Support	35	35	Linked to a vacant post.
Vacancy Mgt / Service Review	Language Support Primary	35	35	Linked to a vacant post.
Vacancy Mgt / Service Review	Psychology Service	22	22	Linked to a vacant post.

Description	Description	Savings Targets 2015-16 £'000	Achieved in 2015-16 £'000	Details
Redirect of Roles to Grant Funded Areas	Early Years Central Team	31	31	Funding for 1.5 FTE posts through the Flying Start Grant, as agreed in 2014-15.
Service Reduction	School Improvement Initiatives	50	50	Funding for specific initiatives to support problems in School's reduced by £50k.
Specific	Community Centres	70	70	Repairs & maintenance budget reduced by £70k. No issues projected currently.
Specific	Library Service	181	115	£91k management restructure completed August 2014, £13k supplies & services saving and £10k premises saving through relocation of staff. A £66k one off cost pressure for the release of pension and severance costs for 8 staff, necessary to achieve MTFP targets moving forwards (£134k saving through reduced hours).
Specific	Community Education	27	27	£20k reduction is premises costs and £7k vacant post.
Specific	Music Service	100	66	This target is consistent with £97k underspend in 2014-15. This shortfall relates to a reduction in anticipated income and is being reviewed.
Specific	SEN (Special Educational Needs) Recoupment	50	50	Relates to Out of County Placements for pupils with Special Educational Needs, saving based on recent spend details.
TOTAL		809	674	

VARIANCE (Shortfall on Savings Targets - accounted for in 2015-16 Projections)
135 As at end of November 2015 Projections
Details of Variance :

School Meals Reimbursement Related	6
Administration	29
Library Service - One off costs associated with deletion of 8 posts	66
Music Service - Reduction in anticipated income (to review)	34
Total	135



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 12TH JANUARY 2016

**SUBJECT: SUMMARY OF MEMBERS' ATTENDANCE – QUARTER 2 – 1ST JULY
2015 TO 30TH SEPTEMBER 2015**

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

1. PURPOSE OF REPORT

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

2. SUMMARY

2.1 The report details the attendance of Members at scheduled meetings throughout the Quarter 1st July to 30th September.

3. THE REPORT

3.1 Appendix 1 details Members' attendance for quarter 2 (1st July 2015 to 30th September 2015), at the following meetings:

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

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

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

3.4 Details for the next quarter (1st October 2015 to 31st December 2015) will be reported to the next appropriate meeting of the Scrutiny Committee.

4. EQUALITIES IMPLICATIONS

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

5. FINANCIAL IMPLICATIONS

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

6. PERSONNEL IMPLICATIONS

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

7. CONSULTATIONS

7.1 None.

8. RECOMMENDATIONS

8.1 That Members note the content of the report.

9. REASONS FOR THE RECOMMENDATIONS

9.1 To inform Members of attendance levels at scheduled meetings of Caerphilly County Borough Council from the Annual Meeting of Council, 2015.

Author: A. Dredge (Committee Services Officer)

Background Papers:
Member attendance sheets

Appendices:
Appendix 1 Schedule of Members' Attendance 2013 to 2016

Quarterly Summary of Attendance Levels (Percentages)

AGM to AGM

	2013-2014					2014-2015					2015-2016				
	Q1	Q2	Q3	Q4	Total	Q1	Q2	Q3	Q4	Total	Q1	Q2	Q3	Q4	Total
Council	87	82	82	88	85	84	84	75	84	82	84	80			
Crime & Disorder		69		94	82		81		56	69		75			
Education For Life	72	75	69	75	73	66	65	81	72	71	69	78			
Health, Social Care & Wellbeing	75	66	78	69	72	75	73	74	85	77	63	64			
Regeneration and Environment	69	63	81	84	74	81	80	77	78	79	78	81			
Policy & Resources	69	78	84	85	79	78	77	88	77	80	94	84			
Planning Committee	75	82	85	89	83	85	75	73	75	77	65	83			
Audit Committee	83	75	67	83	77	58	83	58	92	73	75	83			
Democratic Services Committee	69		69	75	71	88	75	69	88	80	69	88			
Sustainable Development Advisory Panel	64	64		64	64		82	55	73	70	55				
Average Attendance per quarter	74	72	77	81	76	77	86	81	76	80	72	80			
Cabinet	95	82	92	93	91	93	93	95	91	93	83	86			

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