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**Date: 17th February 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, 23rd February, 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 Special Education for Life Scrutiny Committee held on the 15th December 2015 (min nos. 1-6).	1 - 12
4 Education for Life Scrutiny Committee held on 12th January 2016 (min nos. 1-12).	

A greener place Man gwyrddach



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

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

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

Community Centres Task and Finish Group – 20th January 2016.

Junior and Youth Forum Priorities 2016 – 3rd February 2016.

*\*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, 22nd February 2016.*

To receive and consider the following Scrutiny reports: -

8 Communities First Pupil Deprivation Grant Match Fund Projects - Youth Workers in Schools and Family Support Project (Joint Working between Communities First and Schools) Report and Presentation. 19 - 44

9 Consultation - Proposed Admission Arrangements 2017/2018. 45 - 58

10 Education Capital 2016/17. 59 - 64

11 Key Stage 4 / Key Stage 5 Performance 2015. 65 - 76

12 Flying Start Programme Impact Report and Presentation. 77 - 106

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

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

14 Lansbury Project - Education Focus Group Report. 107 - 118

*\*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, 22nd February 2016.*

#### **Circulation:**

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

**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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## **SPECIAL EDUCATION FOR LIFE SCRUTINY COMMITTEE**

**MINUTES OF THE MEETING HELD AT PENALLTA HOUSE, YSTRAD MYNACH  
ON TUESDAY, 15TH DECEMBER 2015 AT 5.30 P.M.**

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**PRESENT:**

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

**Councillors:**

Mrs A. Blackman, J. Bevan, P.J. Bevan, H.R. Davies, C. Gordon, D. Havard, M.P.  
James, G. Johnston, J.E. Roberts, R. Saralis.

Cabinet Member for Education and Leisure: R. Passmore.

**Together with:**

C. Burns (Interim Chief Executive), K. Cole (Chief Education Officer), B. Hopkins (Assistant Director for Education), S. Richards (Principal Finance Officer, Education), J. Southcombe (Financial Services Manager) C. Forbes-Thompson (Scrutiny Manager), A. Dredge (Committee Services Officer).

**Also Present:**

Co-opted Members: Mr A. Farina-Childs (Parent Governor), Mrs A Goss (Parent Governor), Mrs G Havard (NUT), Mr M. Western.

### **1. APOLOGIES FOR ABSENCE**

Apologies for absence were received from Councillors C. Durham, Mrs G. Oliver, D.W.R. Preece, M.E. Sargent. Mrs P.J. Ireland (NUT).

### **2. DECLARATIONS OF INTEREST**

At the commencement of the meeting, and with reference to the item on Community Centres Councillors J Bevan, P.J. Bevan, Mrs A. Blackman, W. David (Chair), H.R. Davies, D. Havard, G. Johnston, declared an interest. In that the interest was personal the Members were able to stay and take part in the discussion and voting thereon) Details are minuted with the respective items.

Clarification was sought with regard to declarations of interest as it was felt that most Members would have some form of interest in these items whether personally, professionally, through a family member or friend. Members were advised that as the items presented were only being discussed in general terms as part of the consultation process they should declare the interest but would not be precluded from taking an active part in the discussions. It is a matter for the individual Member as to whether they wished to declare an interest and leave the meeting.

### **3. WELCOME**

The Chair welcomed Chris Burns, (Interim Chief Executive) to his first Education for Life Scrutiny Committee.

### **REPORTS OF OFFICERS**

Consideration was given to the following reports.

### **4. UPDATED MEDIUM-TERM FINANCIAL PLAN AND DRAFT SAVINGS PROPOSALS FOR 2016/17**

Chris Burns (Interim Chief Executive) presented the report, which provided Members with an overview of the updated Medium-Term Financial Plan (MTFP) and draft 2016/17 savings proposals that were presented to Cabinet on the 14th October 2015, and summarised the 2016/17 savings proposals for the Education and Lifelong Learning Directorate with an updated MTFP for Schools.

Members were reminded that on 25th February 2015 Council approved the Medium-Term Financial Plan (MTFP) that showed a potential savings requirement of £14.030m for the 2016/17 financial year and £12.105m for 2017/18. This position assumed a 3.4% cut for both years in the Aggregate External Finance (Revenue Support Grant (RSG) and Redistributed Non-Domestic Rates) funding received from the Welsh Government (WG). The UK Government has undertaken a Comprehensive Spending Review in recent months and it is anticipated that the financial outlook for Local Government in Wales will inevitably worsen, which will be exacerbated by the likelihood of WG continuing to offer a degree of protection to the NHS.

This Spending Review has resulted in a delay in the announcement of the WG 2016/17 Provisional Local Government Financial Settlement and this was expected on the 9th December 2015. However, as cuts are likely to be deeper than originally anticipated, the MTFP has now been revised to reflect a reduction in the Aggregate External Finance (AEF) of 4.3% for 2016/17 and 2017/18, which equates to a further cash reduction of £2.555m for 2016/17 and £2.360m for 2017/18 above the levels originally assumed (i.e. a total savings requirement of £31.050m).

The 2016/17 Draft Savings Proposals Report presented to Cabinet on 14th October 2015 included an updated MTFP based on a number of assumptions and adjustments (some of which have reduced the overall savings requirement). Full details of these were contained within the report. After all of the above adjustments have been factored into the updated MTFP the remaining projected savings requirement for the Authority are £14.321m for 2016/17, £11.441m for 2017/18 and £9.423m for 2018/19.

The budget strategy agreed by Council on 25th February 2015 included a number of principles to be followed throughout the process of identifying savings proposals. In following these principles, the work to identify savings proposals has been led by the Corporate Management Team in consultation with appropriate Cabinet Members. Heads of Service have been heavily involved throughout the process with support from colleagues in Finance. Service Managers have also been included to ensure that all options that are deliverable for 2016/17 have been considered.

Some of the approved savings for the 2015/16 financial year only had a part-year impact (totalling £1.980m) with the full-year impact now being available to support the savings required for 2016/17. These were summarised in Section 4.2.3 of the report. A high-level summary of the new proposed savings for the 2016/17 financial year by service area and totalling £12.432m was also included in the report. The total proposed savings of £12.432m along with the £1.980m full-year impacts is £91,000 higher than the anticipated total savings requirement of £14.321m for the 2016/17 financial year. This provides a small buffer which can be used to reconsider some of the savings proposals at the conclusion of the ongoing consultation process or alternatively the £91,000 can be set aside as savings in advance for the 2017/18 financial year.

The report presented to Cabinet on 14th October 2015 identified savings proposals totalling £8.661m across all service areas that do not have a direct impact on service users or the public. These proposals were categorised into a single line for each service area in the Appendices of the report. This is consistent with the approach adopted last year and the proposals consist in the main of vacancy management, structural reviews, budget realignment and minor changes to service provision.

The 2016/17 savings proposals were summarised for the Education and Lifelong Learning Directorate and amounted to £1.964m. Proposals amounting to £1.496m will have no direct impact on the public. The remaining proposals totalling £0.468m will have an impact on the public.

Members were referred to Appendix 1 of the report and provided with an update in relation to the Medium-Term Financial Plan for schools. The update assumes that the schools "pledge" will continue to be honoured but schools will be required to manage their own cost pressures and resulting savings requirements. Members noted that there is a shortfall of 2.92% for 2016/17, 0.49% for 2017/18 and 0.81% for 2018/19.

In addition to schools having to manage the projected shortfall of 2.92% for 2016/17 there will also be a financial impact on schools arising directly from 2016/17 savings proposals put forward by the Authority.

The WG provided an update on the 9th December and Mr Burns confirmed the proposed settlement offered, is better than expected. However, austerity is not over and there still remains a significant reduction in the budget.

During the course of the debate, reference was made to the proposed increase in council tax of 3.9%. It was noted that this was not a matter for the Scrutiny Committee to debate.

Members were informed that a seminar with WG will be held on 14th January 2016, where full details of the Local Government Financial Settlement will be made available.

Following consideration of the report, it was moved and seconded that the updated Medium-Term Financial plan and anticipated requirements (as outlined in the Officer's report) be noted, and that consideration and comment of the individual reports included on the meeting agenda relating to the draft savings proposals for 2016/17 take place. By a show of hands, this was unanimously agreed.

Members thanked Mr Burns for his report and agreed to consider the proposals for each of the service areas.

## **5. MEDIUM TERM FINANCIAL PLAN – SAVINGS PROPOSALS FOR 2016/17**

Bleddyn Hopkins (Assistant Director for Education) presented the report and summarised the 2016/17 savings proposals within the Directorate of Education and Lifelong Learning to support the Authority's Medium Term Financial Plan (MTFP). As agreed, each proposal was considered and the views of Members and their support or otherwise was recorded.

Members were informed of the full year effect of proposals implemented in 2015/16. These were included in the budget strategy previously agreed by Members with the proposal to reduce the library service opening hours. These were implemented on the 1st October 2015 and as such would deliver a part year saving in 2015/16. The proposals will deliver additional savings in 2016/17 as a result of the full year effect. The additional savings resulting from this full year are £67k.

The total proposed savings of £1.964m include an amount of £1.496m that would have no direct impact upon the public. These savings can be achieved through a combination of budget realignment, structural reviews and vacancy management.

The remaining savings proposals of £0.468m will impact upon the public to varying degrees in relation to the following:

### **Library Book Fund Reduction £55k (Public Impact: Low)**

It was noted that the lead officer for the Library Service is currently experiencing a period of ill health. Members wished it noted that their thoughts for a speedy recovery were passed on.

Members were informed that the County Borough Library Service proposes to reduce its book fund by a total of £105k between 2016 and 2018, amounting to £55k (2016/17) and a further £50k (2017/18) respectively. Following these proposed reductions, the remaining book fund budget will amount to £272k.

The proposed reduction protects public access to library facilities and all customer facing services and is considered a measured approach whilst offering a substantial contribution to the Authority's MTFP.

Members noted that the proposed reductions will weaken the Council's ability to meet the Welsh Government's Public Library Standards Framework 2014-2017, specifically, but at this stage the precise effect is unknown.

Caerphilly County Borough Council Libraries are adjudged currently as one of the best performing services in Wales based on its 2014-2015 annual update return.



Concerns were raised by Members regarding the proposed reductions. Mr Hopkins confirmed that the Authority has tried to protect front line services and to minimise the impact on a phased basis. He also confirmed that Caerphilly still has all of its libraries open unlike some of its neighbouring Authorities.

Members thanked the Officer and noted the report and acknowledged the overall assessment of the County Borough Council's Public Library Service for 2014-2015.

By a show of hands, and in noting there were 10 Members in favour and 2 abstentions, this proposal was supported by the majority present.

**Maintenance of school buildings – 50/50 funding with schools £329k  
(Public Impact: Low)**

Members were reminded of the introduction of the Fair Funding regulations in 2000, whereby the Directorate retained a residual revenue budget to assist with lower value capital schemes. In recent years this budget has typically been used to enhance the core capital programme by offering assistance on a 50/50 basis to support school projects. Schools presently submit bids annually in the autumn term for consideration for the following financial year. This proposal will have little or no impact upon compliance with statutory maintenance but will adversely affect school condition survey works.

The proposal involves removing the budget of £329k in its entirety in 2016/17. It is acknowledged that this will have an adverse effect upon school buildings with the potential to accelerate their depreciation and worsen their general condition.

To mitigate this effect, it is proposed that consideration be given to utilising Local Management of Schools (LMS) contingency balances to support continued investment with schools in school buildings. It is specifically suggested that a sum of £750k be earmarked over 3 years (£250k per annum) to support schemes as bid/priorities with schools.

It was noted that the letter requesting bids from schools for 2016-17 projects have been sent out on the basis of 50/50 funding. It is therefore suggested that the 50/50 commitment is retained for 2016-17 but funded from LMS contingency and that notice is then given for the following 2 years, the split will be 70% (School) / 30% (Central Education).

This arrangement would have the benefit of still supporting school capital projects but utilising LMS contingency funds for the central education proportion, thereby fulfilling the MTFP proposals.

Members queried schools maintenance budgets and Officers confirmed that clawback arrangements are in place if schools do not spend their maintenance allocations.

During the course of the ensuing debate Members expressed their concerns in relation to the 70/30 split. The Committee would endorse a 50/50 split but would not recommend a 70/30 split during 2017/18 and 2018/19 to Cabinet.

By a show of hands it was unanimously agreed that this proposal was not supported.

**Community Centres £64k  
(Public Impact: Medium)**

Councillors J Bevan, P.J. Bevan, Mrs A. Blackman, W. David (Chair), H.R. Davies, D. Havard, G. Johnston declared an interest in this item as being Members of Community Centre Management Committees. As it was personal and not prejudicial they were not required to leave the meeting.

Members were reminded of the Task and Finish group, made up of Members from the Scrutiny Committee that was established to review the Council's support of community centre provision throughout the County Borough and make any recommendations necessary under the Medium Term Financial Plan.

The group met on four occasions in the summer of 2015, and considered a range of issues, including:

- Community Centre locations
- Proximity of Community Centres
- Asset Transfer
- Operation and Performance of Community Centres including building condition and suitability for future delivery or local ownership and management by interested voluntary sector groups

The group subsequently made the following recommendations to achieve the MTFP savings target of £64k in 2016-2017:

- That the council cuts the budget for payment of water rates for community centres to achieve savings of £27k.
- That the council reduces its caretaking contribution from 12 hours per week to 11 hours per week for each community centre, and recharges each community centre for one hour per week to achieve savings of £14k.
- That up to three centres be put forward for closure, Rhymney Day, Tirphil and Channel View (Risca), to achieve savings of £18k.
- That miscellaneous items be cut from the Community Centre service budget to achieve savings of £5k.

Recommendations were presented to the Education and Lifelong Learning Scrutiny Committee on 22 September 2015. At that meeting Members moved the report with an amendment to Rhymney Day Centre being allowed more time to increase its use. The intention is to report this matter to Cabinet, early in the new year, for final determination.

By a show of hands and in noting it was unanimously agreed, this proposal was supported.

**Contribution to GAVO play programme £20k  
(Public Impact: Medium)**

Members were informed of the MTFP proposal to reduce the Gwent Association of Voluntary Organisations (GAVO) contribution by £20k from its present £50k. The £50k annual grant funding of GAVO by CCBC Youth Service (since 2008) supports the employment of a full time Holiday Scheme Coordinator, whose function is to advise and support any groups considering the provision of School holiday period-specific activity for children and young people between the ages of 8-18. While less

effective in the first years of operation, this role has in the past 12 months developed more positively. Although a steering group to inform this role has been in place since inception, this has not completely enabled the role to be as focussed on holiday-specific support as first envisaged. However, in recent times the present incumbent has nevertheless provided the types of support necessary to a number of partner groups, both statutory and voluntary in nature.

The current proposal of reducing the £50k grant by £20k to £30k is intended to strike a balance between making the necessary savings and enabling, in part, the continued support of a partner group. The present medium impact assessment is not in relation to the impact on service users but an indication that this funding arrangement has been in place for 6/7 years and is the Youth Service's most significant example of external (voluntary sector) funding support. There will be minimal impact on service users, as the Youth Service would take up any shortfall in capacity.

During the course of the ensuing debate Officers confirmed reducing the budget to Summer/Play Programme, will impact on the voluntary sector as the funding is utilised for a specific post and not the play scheme itself and the suggestion of transferring this service came from the Youth Service, who will take over this service.

By a show of hands, and in noting it was unanimously agreed, this proposal was supported.

## **6. MEDIUM TERM FINANCIAL PLAN – SAVINGS PROPOSALS RELATING TO SCHOOLS FOR 2016/17**

The Chair advised that when considering the proposals, as detailed in the report, it was his intention to debate and vote on each individually in order that Officers can be aware of the views of the Members and their support or otherwise on the proposed savings as detailed therein.

Keri Cole (Chief Education Officer) provided Members with details of 2016/17 savings proposals which impact on the Authority's Schools. Some of the proposals originate from other Directorates in the Authority. Consequently, these details are also included in other Medium Term Financial Plan Scrutiny Reports for the Authority, but for ease of access and consultation with School's, they are encompassed in the report, as follows:

### **Introduce charge to Schools for provision of sandwich places - £174k**

Members were informed that the Catering Service provides a school meals service in 75 primary schools and in doing so currently sets out and clears away places for those pupils eating their own sandwiches, even disposing of any subsequent waste at the expense of Catering. It is proposed that a charge is introduced for this service which is currently provided free of charge amounting to 1 hour of staff time per day at each school. This amounts to approximately £2,200 per school each year.

It was explained that Schools may choose to make their own arrangements for setting out and clearing away sandwich places, in which case the Catering Service will be able to reduce staffing hours and realise the saving identified.

Members queried the 1 hour of staff time referred to in the report and were informed that the figure was provided by the Catering Service and is based on average per school. It was noted that the Local Authority are currently subsidising schools and the charge for the service is the responsibility of the school and not of the parents.

By a show of hands and in noting there were 9 Members in favour, 3 Members against and 2 abstentions, this proposal was supported by the majority present.

#### **Reduce Operational Breakfast Clubs Staff Cover by 1 Hour per Day - £60k**

This is a proposal to reduce the staffing hours by 1 hour per day in each breakfast club that the Catering Services operates within 68 primary schools. The operating times of the breakfast clubs would be unchanged but the level of supervision of pupils throughout the breakfast club provision would reduce. It is proposed that the level of supervision will continue to be suitable and reasonable considering any risks or individual pupil's needs. Staff cover is difficult to arrange at short notice and in any circumstances where safe levels of supervision cannot be maintained due to sickness levels or unauthorised absences, the breakfast club provision would be withdrawn until suitable staffing levels are able to be put in place. All current SLAs would need to be amended to incorporate this provision.

By a show of hands, and in noting there were 8 Members in favour, 2 Members against and 4 abstentions, this proposal was supported by the majority present.

#### **Increase Price of School Meals at Secondary Schools - £24k (£48k over 2 years) and Primary Schools - £28k (£56k over 2 years)**

Members considered both proposals as one item. It is proposed that the price of a Secondary school meal from September 2016 be increased by 10p from £2.15 to £2.25 and the price of a Primary school meal be increased by 10p from £1.90 to £2.00.

There will be some impact upon parent / carers amounting to an increased cost of 50p per week per child. However, Caerphilly CBC has one of the lowest prices for a school meal in Wales. The Caerphilly Catering school meal service is fully Appetite for Life compliant and relies upon pupils choosing to stay for a meal, ever increasing high street competition, schools not operating a closed gate policy and reduced lunch times all impact upon take-up.

Members noted the projected additional income of £24k (Secondary) and £28k (Primary) have been adjusted to account for an estimated 10% reduction in take up as a result of the price increase. The proposed increase would be implemented at the start of the school year in September 2016. There would therefore be an additional £24k and £28K in 2017/18 (i.e. £48k and £56k in total).

Concerns were expressed in relation to the proposed increases and the impact on families and Officers confirmed that the last increase of 10p was implemented in 2013/14.

By a show of hands and in noting it was unanimously agreed, these proposals were not supported.

### **Update HR SLA charges to Schools - £100k (£200k over 2 years)**

Reference was made to the demands on the HR Service over the years in supporting Schools that has necessitated an increase in staffing levels. There are currently 13.6 FTE's supporting schools in all HR issues relating to 4,500 teaching and non-teaching staff.

Consequently, there is currently a gap of circa £300k between the cost of the service and the funding received from Schools through the SLA's. This differential is not sustainable in the current climate and whilst it is recognised that this creates a cost pressure for Schools the increasing demands on the service have driven costs up over a number of years.

Details of the proposals to reduce the funding gap were provided in relation to the SLA charges to schools and Officers confirmed the increase will still mean that the HR support to schools remains supported by the Authority.

A number of Members queried the consultation process and were informed that the Authority met with all Head Teachers as part of the consultation process and 100 per cent of all schools are prepared to pay for the service and support and will sign up to the SLA.

By a show of hands and in noting it was unanimously agreed, this proposal was supported.

### **School Crossing Patrol site reduction - £10k (£20k over 2 years)**

Members were informed of the identified saving for school crossing patrol sites relating to the application of the national criteria and guidelines for the assessment of SCP sites (based on the number of children crossing and the number of vehicles recorded over a given time period am and / or pm). This is applied to requests for new sites or when sites become vacant through retirement or resignation. The £10k saving applies specifically to the latter case and has been applied over the last 2 years resulting in a reduction in the number of sites operated. There is sufficient turnover of sites which do not meet criteria to meet the £10k figure on a yearly basis.

Concerns were raised by Members in relation to this proposal with regard to the safety of children and questioned the level of standard in some areas. Officers confirmed that WG provided guidelines in relation to the criteria used that Members had received and endorsed previously and noted that they are guidelines and not requirements. The Local Authority fund positions, where the criteria is met. It was explained that Head Teachers have informed Officers that vacancies are very difficult to fill, due to weather conditions and hours of work etc.

By a show of hands, and in noting there were 12 Members in favour and 2 abstentions, this proposal was supported by the majority present.

### **Maintenance of school buildings – 50/50 funding with schools £329k**

Members were reminded of the introduction of the Fair Funding regulations in 2000, whereby the Directorate retained a residual revenue budget to assist with lower value capital schemes. In recent years this budget has typically been used to enhance the core capital programme by offering assistance on a 50/50 basis to support school projects. Schools presently submit bids annually in the autumn term for consideration for the following financial year. This proposal will have little or no

impact upon compliance with statutory maintenance but will adversely affect school condition survey works.

The proposal involves removing the budget of £329k in its entirety in 2016/17. It is acknowledged that this will have an adverse effect upon school buildings with the potential to accelerate their depreciation and worsen their general condition.

To mitigate this effect, it is proposed that consideration be given to utilising Local Management of Schools (LMS) contingency balances to support continued investment with schools in school buildings. It is specifically suggested that a sum of £750k be earmarked over 3 years (£250k per annum) to support schemes as bid/priorities with schools.

It was noted that the letter requesting bids from schools for 2016-17 projects have been sent out on the basis of 50/50 funding. It is therefore suggested that the 50/50 commitment is retained for 2016-17 but funded from LMS contingency and that notice is then given for the following 2 years, the split will be 70% (School) / 30% (Central Education).

This arrangement would have the benefit of still supporting school capital projects but utilising LMS contingency funds for the central education proportion, thereby fulfilling the MTFP proposals.

Members queried schools maintenance budgets and Officers confirmed that clawback arrangements are in place if schools do not spend their maintenance allocations.

During the course of the ensuing debate Members expressed their concerns in relation to the 70/30 split. The Committee would endorse a 50/50 split but would not recommend a 70/30 split during 2017/18 and 2018/19.

By a show of hands and in noting there were 10 Members in favour and 1 abstention this proposal was supported by the majority present.

### **Teachers Performance Management - £154k (£264k over 2 years)**

Members were advised that the budget provided funding for supply costs to allow for classroom observation and performance review. This funding was previously a Welsh Government Grant that transferred into the Authority's revenue support grant, over 10 years ago. To date it has continued to be allocated to Schools, based on the same allocation criteria but without any specific requirement for the school to evidence how this money is spent.

It was noted that the allocation per school is in respect of teacher numbers (circa £226 per teacher). It ranges from £1k (smallest school) to £5k (largest school) a year in our primary schools and £4k to £13k in our secondary schools.

Whilst it is recognised that this reduction in funding will impact on schools, it is also recognised that the ethos of this funding is embedded into the culture of schools. It is proposed that the impact of the reduction is tapered over 2 years, 7/12<sup>th</sup> in 2016/17 and 5/12<sup>th</sup> in 2017/18.

By a show of hands and in noting there were 9 Members in favour, 1 Member against and 1 abstention, this proposal was supported by the majority present.

### **Behaviour / ALN Advisory & Language Support Services - £226k**

Consideration was given to these services that are largely discretionary but have been supporting schools for some statutory elements and some early intervention. As vacancies have occurred staff have not been replaced, as the statutory function could still be delivered. The emphasis is now upon building capacity within schools and the Authority has funded comprehensive training programmes to assist this process. Members noted that a recent £200k investment has been made in behaviour training for school based staff. This savings proposal relates to the non-filling of vacancies.

This approach will continue into 2017/18, with further proposals in these areas.

Officers confirmed that standards are continuing to rise in Primary schools and that during the consultation process schools have confirmed that they are on board with the proposals.

By a show of hands, and in noting there were 8 Members in favour, 2 Members against and 1 abstention, this proposal was supported by the majority present.

### **Community Focus Schools - £94k**

Members were informed that the Connecting Communities Strategy provides a framework for working with both Primary and Secondary schools throughout the Borough. The Connecting Communities budget funds two full time members of staff to provide a platform for the development of a broad and progressive range of out of school hours learning for children, young people and adults. This is not a statutory provision and the proposal would see the complete removal of the service. Connecting Communities Officers have been very proactive in securing additional sources of funding with and for Schools.

By a show of hands, and in noting there were 10 Members in favour and 1 abstention, this proposal was supported by the majority present.

The Chair thanked the Officer for the detailed report and responding to the queries raised.

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 the 23rd February 2016, they were signed by the Chair.

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CHAIR

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## EDUCATION FOR LIFE SCRUTINY COMMITTEE

MINUTES OF THE MEETING HELD AT PENALLTA HOUSE, YSTRAD MYNACH  
ON TUESDAY, 12TH JANUARY 2016 AT 5.30 P.M.

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PRESENT:

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

Councillors:

C. Gordon, D. Havard, M.P. James, Mrs M.E. Sargent, D.W.R. Preece, J.E. Roberts and R. Saralis.

Cabinet Member for Education and Leisure: R. Passmore

Together with:

K. Cole (Chief Education Officer), B. Hopkins (Assistant Director for Education), P. O'Neill (Senior Youth Service Manager), J. Garland (Service Manager - Social Inclusion), S. Ellis (Principal Educational Psychologist), L. Perkins (Education Welfare Officer), L. Travis (Senior Community Education Manager), C. Jones (Youth Forum Co-ordinator) and A. Dredge (Committee Services Officer).

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

Also Present:

R. Berrigan, J. McCarthy (ESTYN), M. Sims (Headteacher, Heolddu Comprehensive), L. Prosser (Chair, Youth Forum) and D. Thomas (Education Representative, Youth Forum).

### 1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors J. Bevan, P.J. Bevan, Mrs A. Blackman, H.R. Davies, G. Johnston and Mrs G. Oliver.

### 2. DECLARATIONS OF INTEREST

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

**3. MINUTES – 3RD NOVEMBER 2015**

RESOLVED that in noting that the attendance of Mrs A. Goss, Mrs J. Havard and Mr M. Western had not been recorded, the minutes of the Education for Life Scrutiny Committee meeting held on 3rd November 2015 (minute no. 1 – 14) be approved as a correct record and signed by the Chair.

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

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

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

Councillor R. Passmore, Cabinet Member for Education and Lifelong Learning, informed Members that the First Minister of Wales, Carwyn Jones AM, officially opened Y Gwyndy School on Wednesday 9th December, which is a £20m state-of-the-art Welsh Medium Education Campus for Caerphilly. Details of funding were provided and the progress achieved since the works started in 2012.

Members noted that Trinity Fields School and Resource Base has recently been presented with two prestigious awards, the Inclusion Quality Mark (IQM) and Investors in Families (iF) Quality Mark. The IQM recognises and celebrates the inclusion work going on in schools, on both a local and national scale. The School also met the standards required for becoming a Centre of Excellence and has become the first Special School in Wales to achieve the Investors in Families Quality Mark for the third time. This award is made to schools that are committed to working with the whole family to improve outcomes for children.

The Scrutiny Committee were informed that the Youth Forum has been awarded a Youth on Board Award (2015) by the British Youth Council. This is the National Youth Council of the UK and is a youth-led charity that empowers young people aged 25 and under to influence and inform the decisions that affect their lives. Young people are empowered to raise their own issues and discuss them at Scrutiny/Cabinet and also meet with CCBC Officers, along with AMs, MPs & MEPs.

In concluding, the Cabinet Member confirmed that Newbridgel, St. Cenydd and Pontllanfraith Comprehensive Schools are no longer being monitored by Estyn.

Councillor J. Pritchard wished to give formal recognition to the Council's vision to develop the Y Gwyndy campus and acknowledge the high standard of provision.

The Scrutiny Committee thanked the Cabinet Member for the update.

**6. CABINET REPORTS**

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

## **REPORTS OF OFFICERS**

Consideration was given to the following reports.

### **7. JUNIOR AND YOUTH FORUM PRIORITIES 2016**

Councillor M. Prew, Youth Champion welcomed Dylan Thomas (Education Representative, Youth Forum) and Lauren Prosser (Chair, Youth Forum) to the Scrutiny Committee. They delivered a presentation regarding the issues raised by children and young people via the Youth Service's Junior and Youth Forums and set out the current Priority Issues chosen and also sought support and confirmation that they be presented to Cabinet for consideration.

The Junior and Youth Forums are structured and organised around four themes: Education for Life, Living Environment, Health, Social Care and Well-Being, and Regeneration. Junior Forum representatives are aged 7-11 years and Youth Forum representatives are aged 11-25 years.

Members were advised of the Youth Forum Conference in October 2015 and the Junior Forum Meeting in November 2015, where children and young people have identified issues important to them and have voted on a Priority Issue for 2016.

The issues and priorities raised by the Youth Forum were noted by Members and a discussion ensued regarding raising awareness to mental Health issues, increasing employment opportunities for young people, making young people feel safer in their communities and establishing the provision of Wi-Fi in all building-based locations.

The Junior Forum representatives identified a priority for each theme and these were discussed with particular reference to respecting the natural habitat of wildlife, misbehaving pupils taking up too much lesson time, stopping hunger by providing more foodbanks and reducing the price to public transport.

The Chair thanked the Youth Forum for delivering a competent presentation and requested that his congratulations be recorded in relation to the Youth Forum's success and BYC Awards achieved.

Following consideration and discussion of the report, the Education for Life Scrutiny Committee, recommended that the Junior and Youth Forum issues be presented to Cabinet.

By a show of hands, this was unanimously agreed.

### **8. IMPROVING SCHOOL ATTENDANCE REPORT AND ATTENDANCE AND EXCLUSIONS PRESENTATION**

Jackie Garland, Service Manager, Social Inclusion, delivered the report and presentation at agenda items 9 and 10, as one item.

Members were advised that 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.

The Committee noted that LA Officers monitor exclusions on a monthly basis and contact schools to clarify any issues identified. Targeted interventions are agreed between the LA and EAS. The impact of this accelerated approach has been significant so far with regard to some of the exclusion indicators. It was noted that there have been no permanent exclusions issued in primary schools for 4 consecutive years and the number of permanent exclusions issued in secondary schools decreased from 14 in 2012/13 to 8 in 2014/15. However, there have been no permanent exclusions from the EOTAS provisions.

There have been increases in the overall number of fixed term exclusions in primary and secondary schools and the overall number of days lost due to fixed term exclusions in primary and secondary schools. There have also been increases in the number of pupils receiving exclusions in both primary and secondary schools. Ms Garland explained that the increase in these indicators is a cause for concern and a priority for the LA. It was clarified that whilst the number of days lost due to fixed term exclusions of 5.5 days and fewer has increased across both phases, the number of days lost due to fixed term exclusions of 6 days or more has decreased in secondary schools.

The implementation of the Behaviour Strategy and the embedding of the Pivotal model of behaviour management training across schools should facilitate the reduction in exclusions. Ms Garland welcomed Mr Mathew Sims, Head Teacher of Heolddu Comprehensive School, to the Scrutiny Committee who provided Members with a brief presentation in relation to his School's Attendance statistics.

Members noted the challenges presented and strategies implemented for raising attendance at Heolddu Comprehensive School, where the Appointment of a Family Liaison/Attendance Officer has had a significant impact. Mr Sims confirmed that new processes are more robust and targeting support for specific groups of learners is essential. The School has also introduced an Inter-form attendance league which recognises pupil's attendance.

A query was raised regarding the most effective strategy that the school has employed and Mr Sims confirmed the introduction of the Family Liaison Officer has already had a significant impact on the school's approach to raising levels of attendance.

The Committee thanked the Head Teacher for the presentation and for responding to the questions raised.

Ms Garland then presented the report in relation to Attendance in Schools within the borough.

Members were informed of 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, that provides a national overview of school attendance and absence rates and can be viewed at [www.statswales.gov.uk](http://www.statswales.gov.uk).

The primary school attendance data for 2014/15, records a 0.1% improvement in comparison with 2013/14. Whilst 41 of the 75 primary schools showed improved attendance, 27 primary schools showed a decrease in attendance from the previous year.

Secondary schools have seen a decrease of 0.2% the same period. Whilst 6 out of 14 secondary schools show improved attendance, 7 schools showed a decrease in attendance from the previous year.

Members noted that 18 out of the 22 LA's in Wales are recorded as having improved secondary school attendance for 2014/15 compared with 21 in 2013/14. Caerphilly was ranked at 22<sup>nd</sup>. This is a cause for concern and a priority for the Local Authority.

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 and is a

target in the Learning Education and Inclusion Service Improvement Plan.

Clarification was sought in relation to the Behaviour Strategy and Members were informed that a Members' Seminar will be convened. This was unanimously agreed by the Members present.

In concluding, Ms Garland informed the Committee that the Education Department are receiving more support from EAS in relation to exclusions and that data is monitored on a monthly basis.

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

## **9. UPDATE ON EDUCATION OTHER THAN AT SCHOOL (EOTAS)**

Andrea Davies, EOTAS Manager, delivered a presentation and updated Members on the provision for pupils who are educated other than at school (EOTAS).

It was explained that EOTAS provision caters for the needs of children and young people from Nursery to Y11. Pupils enter into the 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 the panel are shared with the mainstream school.

Members noted a combination of options are available for pupils entering EOTAS provision. This may include full 5 day placements or part time placements shared with their mainstream schools. It is important that this provision is appropriate and of high quality and should also offer outcomes for pupils and value for money.

Ms Davies set out the aims of the provision including pupils returning to mainstream education, accessing relevant curriculums, addressing behavioural needs, coordinating multi agency service input and providing support for families. Details of the qualifications achieved during 2014/15 were provided.

Clarification was sought in relation to home tuition and Members were informed that when parents elect for this option, the Local Authority can only intervene where pupils are subject to Special Educational Needs or there are Child Protection issues associated.

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

## **10. EUROPEAN SOCIAL FUND (ESF) PROJECTS 2014-2020**

Lyn Travis, Senior Community Education Manager, presented the report that informed Members of four projects, Bridges into Work 2, Workings 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.

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, Prevent and Working Skills for Adults.

Reference was made to a number of operations that have now been approved by the Welsh

European Funding Office (WEFO) and others that 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 and support in the most deprived areas of Wales.

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.

Members sought clarification in relation to 'Inspire 2 Work' and 'Inspire 2 Achieve' projects and were informed that both are in the advanced business plan stage. The projects focus 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 both projects is Blaenau Gwent County Borough Council.

Members thanked the Officer for the detailed report and noted the contents.

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

There were no requests for items to be placed on the next available agenda.

#### **12. INFORMATION ITEMS**

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

1. Reducing Exclusions.
2. Minutes of the Caerphilly Standing Advisory Council for Religious Education (SACRE) held on the 10th June 2015.
3. Budget Monitoring 2015 - 16.
4. Summary of Members Attendance – Quarter 2 – 1st July 2015 to 30th September 2015.

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 9th February 2016, they were signed by the Chair.

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CHAIR



## EDUCATION FOR LIFE SCRUTINY COMMITTEE - 23RD FEBRUARY 2016

**SUBJECT: COMMUNITIES FIRST PUPIL DEPRIVATION GRANT MATCH FUND PROJECTS – YOUTH WORKERS IN SCHOOLS AND FAMILY SUPPORT PROJECT (JOINT WORKING BETWEEN COMMUNITIES FIRST AND SCHOOLS)**

**REPORT BY: INTERIM CHIEF EXECUTIVE**

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

- 1.1 To provide Members with an overview of the Communities First Pupil Deprivation Grant Match Fund projects, which have been developed jointly between schools, Communities First and Caerphilly Youth Service in each cluster; as well as to provide information on their aims and anticipated outcomes in relation to academic performance and parental engagement with schools.

### **2. SUMMARY**

- 2.1 The report provides an update on the projects developed in line with the Communities First Pupil Deprivation Grant Match Fund, including the initial development stages of the projects, progress to date, and emerging outcomes. The programme has been running for two years with project costs of £400,000 in 2014/15 and projected costs of £320,000 in 2015/16.

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

#### 3.1 Welsh Government

- Building Resilient Communities – Taking Forward the Tackling Poverty Action Plan (2012-16)

#### 3.2 Estyn

- Effective Practice in Tackling Poverty and Disadvantage in Schools (2012)

#### 3.3 Caerphilly CBC

- Caerphilly Community Strategy (CCBC 2004)
- Single Integrated Plan (CCBC 2013 – 17)

## 4 THE REPORT

- 4.1 The Communities First Pupil Deprivation Grant Match Fund projects have been running in Caerphilly County Borough Council since 1<sup>st</sup> April 2013.
- 4.2. The projects have been developed in partnership between Communities First (CF) and local secondary schools in the Caerphilly Borough. Funding for the projects consists of 50% funding from the core Pupil Deprivation Grant (PDG) of each of the schools involved in the project; matched with 50% funding from the Communities First Pupil Deprivation Grant Match Fund.
- 4.3 The Communities First Pupil Deprivation Grant Match Fund was made available by Welsh Government from 2013, to encourage schools in areas of high deprivation to develop closer links with their local communities and to promote greater collaboration of schools with their local CF cluster.
- 4.4 Within the Caerphilly County Borough, 1 secondary school from each of the 4 CF clusters was identified to host projects to be funded through the Communities First PDG Match Fund. The schools were identified following a consultation process which took into account factors such as number of Free School Meal (FSM) pupils and proportion of pupils from CF areas. The 4 schools which were selected are as follows:
- Rhymney Comprehensive (Upper Rhymney Valley cluster)
  - Pontllanfraith Comprehensive (Mid Valleys East cluster)
  - Lewis School, Pengam (Mid Valleys West cluster)
  - St Martin's Comprehensive, Caerphilly (Caerphilly Basin cluster)
- 4.5 Delivery on the CF PDG Match Fund projects commenced in April 2014. A PDG Youth Worker and PDG Family Link Officer were employed for each cluster, with each pair of Officers responsible for delivering 4 projects (*Homework Clubs, Youth Workers in Schools, Family Support, Improving Parent Skills*) within each of the identified secondary schools. The PDG Youth Worker focused on working with targeted young people to improve academic performance; whilst the PDG Family Link Officer worked with the parents and families of the young people to improve parental engagement with the school.
- 4.6 Outcomes from the first year were generally positive, with improvements in academic performance of young people including improved attendance, improved behaviour and additional qualifications gained. Improvements were also made in terms of parental engagement. However the *Improving Parent Skills* project was unsuccessful due to the failure of the Parent Forum model that this project was based upon, thus leading to the decision to discontinue this particular aspect.
- 4.7 Within the current delivery year 2015-16, the CF PDG model for Caerphilly continues to run as a collaborative approach between Communities First, the Youth Service and the School. As of April 2015, the School Headteachers have taken over management of the project and line management of the individual Family Link Officers, overseen by a project management group chaired by the Chief Education Officer. Previously the staff and the project were managed within Communities First, however it was considered that changing the project management in this way would lead to improved cohesion with the Schools and their associated structures and priorities. The projects have also been simplified for the current year and there are now just two CF PDG projects running within each of the identified schools, namely *Youth Workers in Schools* and *Family Support Project*.
- 4.8 For the current year, a targeted group of pupils (and their families) was identified to enable consistency and quality of work over a 12 month period. The group that were chosen for each school consist of Free School Meal (FSM) pupils moving from year 10 last year into year 11 in the current school year, who are on the borderline for achievement and considered to be capable of achieving well with some additional support.



- 4.9 The largest barrier encountered by the project so far, across all 4 PDG Schools in the Caerphilly Borough, has been in relation to staffing issues. For various reasons including staff moving on to new opportunities, it has proved challenging to maintain a full staffing team of both Youth Worker and Family Link Officer in schools. The aim of this joint staffing team is that they can work together to form a holistic support function for the identified pupils, with one member of staff supporting the individual pupil and the other working with the family. However where staff members have not been in post this has obviously limited the capacity of the other staff member to deliver the project as planned, which has had a subsequent impact on outcomes.
- 4.10 Where the project has run as planned, with the full staffing team in place, outcomes have been positive and have demonstrated that the model is generally a successful one. As with the previous year, improvements have been made with regards to the academic performance of participating young people; and improved parental engagement is evident with regards to the increased attendance of targeted parents at activities such as parents' evenings and meetings. Evaluations conducted at the end of Quarter 4 will assess whether parents now feel more confident supporting their child with their education and whether they feel their child is coping better at school, as a result of participating in the projects.
- 4.11 Whilst the CF PDG project staff have engaged, to varying degrees, with their local Communities First teams, it has been identified that there is room for further improvement in this area, to encourage greater links between the schools and their wider communities and to ensure that the families identified are truly offered a holistic service whereby they are supported both within the school and their local community. For example, further improvement in the links with CF cluster teams will ensure that PDG project staff are more informed about the services offered by CF within the community and thus are more able to make appropriate referrals into projects designed to support families, in relation to a range of needs including unemployment, health etc.
- 4.12 It has also been considered that, whilst the young people selected for the projects were identified according to their potential to make improvements within a critical year in terms of their educational achievement, there may also be some benefit in the project working with young people from lower school years in the future. This would enable support to be put in place for a longer period within their time at school and could also provide support at other critical times such as the transition from year 6 to year 7.

## **5. EQUALITIES IMPLICATIONS**

- 5.1 No impact assessment has been undertaken on this report, however many young people and families, who fall under the protected characteristics and wider issues covered by the Council's Strategic Equality Plan, are often affected by the problems arising from poor educational achievement and difficulties coping in schools, as a result of poor parental engagement with school and a lack of parental confidence in supporting their child; therefore the PDG projects will have positive impact on those individuals and groups.

## **6. FINANCIAL IMPLICATIONS**

- 6.1 PDG staff salaries and associated delivery budgets are provided by the Welsh Government, via the PDG fund with match funding by Communities First. The total amount claimed in 2014/15 was £400,000 with an expectation that a further £320,000 will be claimed by the end of this financial year. The programme is currently funded until 31<sup>st</sup> March 2016.

## **7. PERSONNEL IMPLICATIONS**

- 7.1 All staff working on the project are employed on a fixed term basis. The contracts will come to an end when the project funding ceases.

## **8. CONSULTATIONS**

- 8.1 All comments have been reflected in the report.

## **9. RECOMMENDATIONS**

- 9.1 That members note the progress made in delivering the PDG match funded projects to date in line with Welsh Government outcomes, as well as some of the main considerations outlined above.

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

- 10.1 To ensure members are kept up to date on the PDG match funded projects, their aims and outcomes, in relation to educational achievement and family engagement with schools.

## **11. STATUTORY POWER**

- 11.1 Local Government Measure 2009.

Author: Tina McMahon, Community Regeneration Manager  
Keri Cole, Chief Education Officer

Consultees: Chris Burns, Interim Chief Executive  
Keri Cole, Chief Education Officer  
Bleddyn Hopkins, Assistant Director, 21<sup>st</sup> Century Schools  
Councillor R Passmore, Cabinet Member, Education and Leisure  
Councillor W. David, Chair, Education for Life Scrutiny Committee  
Councillor J. Pritchard, Vice Chair, Education for Life Scrutiny Committee  
David Thomas, Senior Policy Officer (Equalities and Welsh Language)  
Sue Richards, Finance Division  
Lynne Donovan, HR

### Background Papers:

Tackling Poverty Action Plan 2012 – 2016  
Building Resilient Communities – Taking Forward the Tackling Poverty Action Plan  
Effective Practice in Tackling Poverty and Disadvantage in Schools, Estyn 2012  
Communities First Delivery Plans 2014/15 and 2015 /16  
Caerphilly Delivers – The Single Integrated Plan



**St. Martin's School**  
**Family Project**

**“I FINALLY FEEL LIKE SOMEONE GENUINELY CARES ABOUT ME. NOBODY USED TO UNDERSTAND WHAT I HAD TO DEAL WITH AT HOME, BUT NOW I AM SUPPORTED EVERY SINGLE DAY. THE FAMILY PROJECT HAS TAUGHT ME THAT I CAN MAKE FRIENDS AND THAT I DO HAVE SUPPORT IF I NEED IT. I NOW FEEL CONFIDENT THAT I WILL HAVE AN EDUCATION WHEN I LEAVE ST. MARTIN’S, WHICH IS THE COMPLETE OPPOSITE TO HOW I FELT BEFORE. IT’S JUST AWESOME!”**

# THE TEAM

**PROJECT MANAGER – JO UNDERWOOD (ESLT-CLOSING THE GAP)**

**FAMILY SUPPORT OFFICER – REBECCA OWEN (50/50 F.P AND SCHOOL)**

**LEARNING COACH AND YOUTH MENTOR – EMMA TALBOT (50/50 F.P AND SCHOOL)**

**FAMILY ROOM LSA SPECIALIST – LEANNE MITCHELL (50/50 F.P AND SCHOOL)**

**PASTORAL SUPPORT OFFICER – JULIE OWEN (SCC)**

**EWO – SHARON RYAN (SCHOOL FUNDED)**

**AENCO – KATE BILTON (SCC LEADERSHIP DEVELOPMENT)**

**SEN LSA SPECIALIST – TRACEY MEREDITH (SCHOOL FUNDED)**

**NURTURE TEAM – VANIA PARFITT AND LINDA FISHER (SCHOOL FUNDED)**

**HEADS OF LEARNING – SAM BARNETT (YR 11), JILL EVANS (YEAR 10), LEANNE AVERY (YEAR 9), LUCY WARR (YEAR 8) AND CHRIS THOMAS (YEAR 7)**

**HAMID SHIRAZI – MATHS INTERVENTION TEACHER (50/50 F.P AND SCHOOL)**

**HELEN CAREW – ENGLISH INTERVENTION TEACHER (50/50 F.P AND SCHOOL)**

**MARTIN – QUALIFICATIONS INTERVENTION TEACHER (50/50 F.P AND SCHOOL)**

# OUR CHILDREN

Jane

- Is 16 years old
- Is highly intelligent
- Has no self esteem or confidence
- Her mother is severely disabled and dad is ill
- She is a full time carer when at home and has no friends as a result
- Her attendance has suffered because she has been afraid to leave the house in case mum is rushed back in to hospital
- She has never been on holiday and doesn't partake in any social activities
- She has no aspirations because she feels she will never be able to leave home
- She can't afford new clothes so requested a hoodie as a reward for completing extra work
- She has a younger brother who also faces the same issues



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Attendance last

year: **70.3%**

Current

attendance:

**90.4%**

## OUR CHILDREN

Jon

Is 16 years old

Is very intelligent, but has no confidence whatsoever

He has very few friends in school and this is a result of major trust issues

His behaviour in the past has been aggressive, unpredictable and erratic and has resulted in him grossly underachieving

Jon is also a full time carer for his mum who has severe mental health issues

His father left when he was in primary school and he has no positive male role models in his life

He has terrible anxiety caused by MH problems and medical issues and his attendance has suffered as a consequence – he rarely came to school He is desperate to do well, but has no aspirations because he believes ‘stupid, dull idiots’ like him just end up on benefits anyway

He has never been on holiday and rarely leaves the house for social purposes



Attendance

last year:

29.1%

Current

attendance:

63%

# HOW IS THIS CHANGING?

## Breakfast Club

Breakfast club runs every morning of the week from 7.50am. All FSM students are encouraged to come and it is very popular.

- Breakfast is provided
- Students help to make drinks, serve food and clear up after one another
- The BBC news is always on and pupils are often discussing world events when I walk in to the room
- Becca Owen, Emma Talbot, Leanne Mitchell; Myself and Sam Barnett all attend and use it as a way of ensuring students are present and have any potential issues resolved for the day.
- It has become a peer support network, where students find comfort in discussing their issues with one another.



**Jon and Jane attend every morning they are in and love it. They feel so supported and are feeling happy about school for the first time ever.**



**Attendance has improved, as a consequence, from 85.3% to our current figure of 90.8% for all FSM pupils and we have now pin pointed the key students and are working closely with these.**



# RAISING ASPIRATIONS

## My Education Project

- YEAR 11 STUDENTS HAVE TAKEN PART IN A PROJECT CALLED MY EDUCATION BASED IN THE UNIVERSITY OF GLAMORGAN.
- THEY HAVE SINCE TAKEN PART IN A FOLLOW UP SESSION WHERE THEIR NEWLY GAINED SKILLS WERE PUT IN TO PRACTICE TO DESIGN QUESTIONNAIRES – THIS WAS THEN USED DURING A PARENTAL ENGAGEMENT SESSION AND WE ARE AWAITING FEEDBACK FORM THIS IN THE FINAL SESSION OF THE PROJECT.
- IT HAS RAISED THE ASPIRATIONS OF STUDENTS WHO HAD NEVER EVEN CONSIDERED UNIVERSITY AS AN OPTION BEFORE.



# RAISING ASPIRATIONS

## Extra Curricular Provision

- STUDENTS HAVE RECEIVED A WEEK OF PROVISION DURING OCTOBER HALF TERM AND THIS WILL CONTINUE TO BE PROVIDED DURING FEB AND MAY HALF TERMS AND THE EASTER HOLIDAYS IN ORDER TO SECURE REVISION AND QUALIFICATION SUPPORT FOR THEIR GCSEs.
- AN AFTER SCHOOL CLUB RUNS IN THE FAMILY ROOM FROM MON – THURS FROM 3-5PM FOR STUDENTS WHO WANT TO COMPLETE WORK OR DISCUSS ANY BARRIERS ETC



# RAISING ASPIRATIONS

## Residential Weekend - ESDGC driven

DURING AUTUMN HALF TERM 2, EFSM GIRLS WERE TAKEN ON A RESIDENTIAL COURSE IN ORDER TO WORK ON THEIR QUALIFICATIONS. THEY WERE ACCOMPANIED BY MYSELF, REBECCA OWEN (FAMILY ENGAGEMENT OFFICER), AND EMMA TALBOT (EFSM YOUTH MENTOR AND LEARNING COACH).

THE GROUP WERE TAKEN TO THE HOLIDAY INN, CARDIFF WHERE THEY WORKED ALL DAY. THEY WERE THEN TAKEN TO A RESTAURANT AND THE CINEMA AS REWARD IN THE EVENING. THEY STAYED IN THE HOTEL, WHO HAVE WRITTEN TO US TO CONGRATULATE US ON OUR WONDERFUL PUPILS.

ON THE SATURDAY, THEY THEN HAD TO WORK ALL DAY TO COMPLETE AS MUCH OF THE QUALIFICATION AS POSSIBLE. THIS WAS A MASSIVE SUCCESS AND PROVIDED, NOT ONLY THE OPPORTUNITY FOR THESE PUPILS TO ACHIEVE A QUALIFICATION, BUT ALSO THE OPPORTUNITY TO EXPERIENCE ASPIRATIONAL LIVING – IT HAS HAD A HUGE IMPACT.



# ENGAGING PARENTS

- RO CONTACTS PARENTS ON A DAILY/WEEKLY BASIS DEPENDING ON THE SUPPORT NEEDED. RO MAKES REGULAR VISITS TO KEY FAMILIES AND WORKS WITH THEM AND NECESSARY AGENCIES TO PROVIDE THE BEST POSSIBLE SUPPORT:
- ❖ FAMILY ENGAGEMENT
- ❖ WELLBEING.COM 1<sup>ST</sup>
- ❖ BANARDO'S FAMILY SUPPORT
- ❖ CCBC VOLUNTEERING PROJECT
- ❖ DAYS
- ❖ WOMAN'S AID
- ❖ SOCIAL SERVICES
- RO HAS DROP IN APPOINTMENTS FOR PARENTS WHO CAN COME TO THE SCHOOL TO DISCUSS ANY ISSUES THEY MAY HAVE OR ANY SUPPORT THEY MAY NEED DURING THE SCHOOL DAY AND AFTER HOURS
- RO ORGANISES A CRÈCHE FOR PARENTS' EVENING AND ALSO PROVIDES ONE TO ONE SESSIONS WITH PARENTS WHO NEED SUPPORT WITH ATTENDING THE SCHOOL SITE FOR THESE EVENTS. THESE SESSIONS HAVE REALLY HELPED ENGAGE KEY PARENTS. THIS HAS ALSO INCLUDED HOME VISIT PARENTS' EVENINGS AND MOP UP PARENTS' EVENINGS FOR THOSE WHO HAVEN'T ENGAGED
- MOBILE PHONE USAGE BY RO IS KEY, HAS REALLY OPENED UP COMMUNICATION CHANNELS
- BEC ALSO PRODUCES A QUESTIONNAIRE IN ORDER TO EVALUATE THE SUPPORT BEING PROVIDED
- COFFEE MORNINGS FOR PARENTS TAKE PLACE AND WE HAVE MANAGED TO ENGAGE PARENTS WHO HAVE NEVER BEEN ENGAGED BEFORE

# ENGAGING PARENTS

ALL PARENTS OF YEAR 11 EFSM WERE INVITED TO THE SCHOOL ON WEDNESDAY 9<sup>TH</sup> DECEMBER TO JOIN US FOR CHRISTMAS DINNER. THE EVENT WAS A HUGE SUCCESS.

WE MANAGED TO ENGAGE 19 SETS OF PARENTS AND SIBLINGS, MANY OF WHOM WE HAVE BEEN UNABLE TO ENGAGE IN SCHOOL LIFE UNTIL NOW.

AFTER THE MEAL, PARENTS WERE THEN ESCORTED TO ANOTHER PART OF THE SCHOOL WHERE OUR EFSM PUPILS HAD PLANNED AND PREPARED A CONSULTATION SESSION, AS PART OF THEIR WORK WITH THE 'MY EDUCATION' PROGRAMME. ALL PARENTS PARTICIPATED AND WERE QUESTIONED IN VERY FUN AND CREATIVE WAYS BY OUR PUPILS AND AGENCY REPRESENTATIVES, ABOUT WHAT THEY SERVICES THEY WOULD LIKE TO SEE IN ORDER TO ENGAGE THEM AND ANY BARRIERS THEY FACE AND HOW WE CAN HELP THEM OVERCOME THESE.



# RAISING ATTENDANCE

- RO, ET, JO AND SR WORK AS A TEAM TO EFFECTIVELY COMBAT ATTENDANCE ISSUES. THEY WORK CLOSELY WITH THE HOL TO TRACK AN MONITOR THESE PUPILS AND PUT INTERVENTION PLANS IN PLACE TO ENSURE THAT PUPIL ATTENDANCE IS IMPROVED.

- THEY ARE IN CONSTANT CONTACT WITH AND HAVE ISSUED FIXED TERM PENALTY NOTICES

- THE PUPIL PLANS ARE ALWAYS SHORT TERM AND HIGHLY SPECIFIC.

- THE SCHOOL MINI BUS IS SENT OUT TO PICK KEY PUPILS UP AND HOME VISITS ARE CARRIED OUT BY ALL OF THE TEAM

- SOME KEY PUPILS CONTACT RO IF REASON IS GENUINE SO THAT SHE CAN MONITOR THE SITUATION AND INTERVENE WHERE NECESSARY

- THE WELLBEING WORK COMPLETED IN SCHOOL BY THE TEAM IS HAVING A HUGE IMPACT ON ATTENDANCE – IT IS BUILDING CONFIDENCE AND BREAKING DOWN EMOTIONAL, SOCIAL AND ACADEMIC BARRIERS FOR PUPILS

Current Whole  
School

Attendance is  
at 95.2%

## **INDIVIDUAL LEARNING PLANS**

THESE ARE USED FOR ALL FSM PUPILS IN ORDER TO IDENTIFY AND BREAKDOWN ANY ACADEMIC, SOCIAL OR EMOTIONAL BARRIERS THAT MAY FACE.

EMMA TALBOT HOLDS LEARNING COACH SESSIONS WITH PUPILS ON A PRIORITY BASIS, THROUGH BOTH INDIVIDUAL AND GROUP SESSIONS. ALTHOUGH VERY SUPPORTIVE, EMMA ALSO EMPLOYS ASSERTIVE MENTORING TECHNIQUES TO ENSURE THAT PUPILS ARE RESPONSIBLE FOR THEIR OWN LEARNING, WHICH IN TURN RAISES SELF ESTEEM AND CONFIDENCE AND ALLOWS PUPILS TO MAKE INFORMED INDEPENDENT DECISIONS.

EMMA THEN PASSES THE PLANS ON TO REBECCA OWEN, WHO IDENTIFIES KEY AREAS FOR INTERVENTION AND WORKS CLOSELY WITH THE PUPIL, SCHOOL, FAMILY AND ANY NECESSARY SERVICES IN ORDER TO SUPPORT AND CHALLENGE WHEREVER POSSIBLE.

## OTHER INTERVENTIONS

- **THE FAMILY TEAM HAVE PROVIDED SUPPORT SERVICES FOR PARENTS – HELD COUNSELLING SESSIONS, HELPED TO FILL OUT APPLICATION FORMS AND SIGNPOSTING PARENTS TO ESSENTIAL AGENCIES ARE JUST SOME OF THE SUPPORT MEASURES IN PLACE**
- **JU AND TEAM HAVE MADE FUNDAMENTAL LINKS AND ARE BUILDING SECURE RELATIONSHIPS WITH COMMUNITY PROVIDERS, IN ORDER TO EXPAND THE PROVISION OF WELLBEING IN THE SCHOOL**
- **A NEW AENCO, WHO WORKS AS PART OF THE TEAM, HAS BEEN APPOINTED AND IS ALREADY HAVING A HUGE IMPACT ON WELLBEING**



# **MORE TO COME!**

- **THE INTRODUCTION OF INTERGEN – INVOLVEMENT WITH FSM PUPILS**
- **THE IMPROVEMENT OF COMMUNITY BASED PROJECTS RUNNING OUT OF OUR SCHOOL**
- **THE IMPROVEMENT OF SPORTS FACILITIES IN ORDER TO ENGAGE VULNERABLE LEARNERS IN PHYSICAL LITERACY AND HEALTHY LIVING**
- **THE EARLY IDENTIFICATION AND INTERVENTION OF NEET PUPILS**
- **THE INTRODUCTION OF FAMILY BASED ENGAGEMENT INITIATIVES, SUCH AS 'DADS AND LADS' CLUB RUNNING OUT OF THE SCHOOL**
- **MORE INCLUSIVE TRANSITION PROCESSES FOR VULNERABLE LEARNERS**
- **THE INTRODUCTION OF A NEW PTA – SUB GROUP FOR FSM PARENTS TO BUILD CONFIDENCE**

# ACHIEVEMENT

## (MAIN FOCUS CURRENTLY ON YEAR 11)

AFTER CAREFULLY ASSESSING PUPILS THROUGH IN DEPTH ANALYSIS OF DATA, PUPILS WERE GROUPED ACCORDING TO THEIR ABILITY AND CHANCE OF ACHIEVING LEVEL 1, 2 AND 2+:

**GROUP 1: THESE ARE OUR PRIORITY PUPILS AND ARE THE PUPILS WHO, AT THE END OF LAST YEAR, WERE ON THE LEVEL 2 BORDER (IN DANGER OF NOT ACHIEVING 5 GCSES A\*-C)**

**GROUP 2: ARE OUR PUPILS WHO WERE IN DANGER OF NOT ACHIEVING LEVEL 1 (5 GCSES A\* - G)**

**GROUP 3: ARE OUR PUPILS WHO WERE LIKELY TO ACHIEVE LEVEL 2, BUT NOT LEVEL 2+ IN SOME INSTANCES OR ARE LIKELY TO ACHIEVE L2+, BUT MAY NOT ACHIEVE 9+ GCSES A\* - C (THIS WOULD IMPROVE OUR CAPPED POINTS SCORE)**

## **ACHIEVEMENT (FOCUS CURRENTLY ON YEAR 11)**

**THE DATA AT THE BEGINNING OF THE YEAR SUGGESTED THAT WE WOULD NOT MEET OUR TARGETS, IF RAPID IMPROVEMENT WAS NOT MADE IN THIS KEY AREA. IT READ AS FOLLOWS:**

<b>Year 11 FSM EST ACHIEVEMENT – according to July 2015 data</b>		<b>School Targets</b>	<b>WAG Stipulated Figures</b>
Level 1	84%	96%	100%
Level 2	46%	76%	50%
Level 2+	23%	34%	32%

## WHAT COULD THIS MEAN?

Year 11 FSM EST ACHIEVEMENT – according to July 2015 data		Potential with extra qualifications	School Targets	WAG Stipulated Figures
Level 1	84%	88.46%	96%	100%
Level 2	46%	73.07%	76%	50%
Level 2+	23%	26.92%	34%	32%

# WHAT ARE WE DOING TO IMPROVE LEVEL 2+?

## MATHS

- OPTED FOR EARLY ENTRY IN NOVEMBER (ALL PUPILS ATTENDED)
- EXTRA PARENTS' EVENING IN OCTOBER
- DAY OFF TIMETABLE WITH YEAR 11 PUPILS TO REVISE THE DAY BEFORE EACH EXAM
- HAD EXTRA SUPPORT PROVIDED FOR FSM AND OTHER VULNERABLE PUPILS BY JU – THIS HAS BEEN USED EFFECTIVELY IN SCHOOL TIME AND EVEN HOUSED SMALL GROUP INTERVENTION FOR PUPILS DURING HALF TERM
- HAVE PROVIDED PUPILS WITH A COMPULSORY SIXTH LESSON ON A MONDAY – SLT ESCORTED PUPILS TO THIS AND MONITORED ATTENDANCE VERY CAREFULLY
- WILL HAVE CONTINUED EXTRA SUPPORT FROM **MATHS TUTOR** AND HAVE BEEN PROVIDED WITH TWO EXTRA INTERVENTION ROOMS – THIS HAS BEEN REASSESSED AND GROUPS RE ASSIGNED SINCE RESULTS ON 6<sup>TH</sup> JAN
- **RESULTS SHOW THAT 31% OF EFSM PUPILS GAINED THEIR L2 MATHS WITH ANOTHER IN FOR REMARK, IT COULD POTENTIALLY BE 34%**

# WHAT ARE WE DOING TO IMPROVE LEVEL 2+?

## ENGLISH

- OPTED FOR EARLY ENTRY IN JANUARY
- DAY OFF TIMETABLE WITH YEAR 11 PUPILS TO REVISE THE DAY BEFORE EACH EXAM
- HAVE JUST EMPLOYED EXTRA SUPPORT FOR FSM AND OTHER VULNERABLE PUPILS. THIS WILL BE USED EFFECTIVELY IN SCHOOL TIME TO SUPPORT TARGETED PUPILS
- HAVE PROVIDED PUPILS WITH A COMPULSORY SIXTH LESSON ON A MONDAY – SLT ESCORT PUPILS TO THIS AND MONITOR ATTENDANCE VERY CAREFULLY
- WILL HAVE CONTINUED EXTRA SUPPORT FROM HELEN CAREW AND WILL BE PROVIDED WITH AN EXTRA INTERVENTION ROOM IN JANUARY
- WILL REASSESS SUPPORT STRUCTURE WHEN RESULTS ARE ISSUED ON 3<sup>RD</sup> MARCH 2016
- CONTROLLED ASSESSMENT IS MONITORED BY JU TO ENSURE THAT PUPILS HAVE THE BEST POSSIBLE MARK FROM THE 40% IT ACCOUNTS FOR

# WHAT COULD THIS MEAN?

	Year 11 FSM EST ACHIEVEMENT – according to July 2015 data	Data Collectio n (Sept 2015)	Current data (Jan 2016)	Potential with Extra Interventi ons	School Targets	WAG Stipulate d Figures
Level 1	84%	88%	88%	88.46%	96%	100%
Level 2	46%	48%	62%	73.07%	76%	50%
Level 2+	23%	24%	27%	34.6% - 53.84%	34%	32%

# MOVING FORWARD

## KEY POINTS

- INTERVENTIONS AND SUPPORT ARE NOW BEING ROLLED OUT TO ALL YEAR GROUPS
- CONTINUE TO TRACK AND MONITOR DATA IN ORDER TO IDENTIFY KEY AREAS FOR IMPROVEMENT
- CONTINUE TO WORK ON PROVIDING A SUITABLE AND INCLUSIVE CURRICULUM FOR ALL LEARNERS
- ENSURE TEACHING AND LEARNING IS IMPROVED AND THAT ALL STAFF HAVE HIGH EXPECTATIONS OF VULNERABLE LEARNERS
- MOVE TOWARDS BUILDING A WELLBEING TEAM, TO IMPROVE CAPACITY, SO THAT SYSTEMS ARE CONSISTENT AND EFFECTIVE AND IMPACT GREATLY ON THE ACHIEVEMENT OF VULNERABLE LEARNERS
- CONTINUE TO PROVIDE PUPILS WITH EXPERIENCES THAT WILL RAISE THEIR ASPIRATIONS AND IMPROVE THEIR FUTURES





## **EDUCATION FOR LIFE SCRUTINY COMMITTEE – 23RD FEBRUARY 2016**

**SUBJECT:       CONSULTATION – PROPOSED ADMISSION ARRANGEMENTS  
                  2017/2018**

**REPORT BY:   CORPORATE DIRECTOR – EDUCATION AND LIFELONG LEARNING**

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### **1.       PURPOSE OF REPORT**

- 1.1    To consult Members on the proposed changes to the Schools Admission Arrangements for the academic year 2017/2018.
- 1.2    To give Scrutiny Members the opportunity to comment on proposals as part of the consultation process before recommendations are considered by Cabinet at its meeting 1 April 2016.

### **2.       LINKS TO STRATEGY**

- 2.1    Ensuring that the Authority's Admission Arrangements are reviewed to meet the needs of schools and the Authority and comply with relevant legislation.

### **3.       THE REPORT**

- 3.1    Members will recall that they are consulted annually regarding the proposed Admission Arrangements. There are no proposed changes to the attached Admission Arrangements for 2017/18.
- 3.2    The consultation process has been taking place over the last couple of months and ends on 1 March in accordance with the Code. Consultees have included all Headteachers, all Chairs of Governors and all neighbouring LAs, as well as CCBC's Admission Forum and Scrutiny Committee.
- 3.3    In accordance with paragraph 2.10 of the Code, the admission arrangements must be determined by 15 April and will be considered by Cabinet at its meeting on 30 March 2016.

### **4.       EQUALITIES IMPLICATIONS**

- 4.1    The Admission Arrangements for 2017/18 have been assessed and no negative impact has been identified. The arrangements note compliance with current Equalities, Human Rights and Welsh Language legislation.

## **5. FINANCIAL IMPLICATIONS**

5.1 None.

## **6. PERSONNEL IMPLICATIONS**

6.1 None.

## **7. CONSULTATIONS**

7.1 The Admission Forum meets termly to review all Admission arrangements and procedures.

7.2 Other consultees are as outlined below and in the report.

## **8. RECOMMENDATIONS**

8.1 Members are asked to consider the report and provide any comments as part of the consultation process.

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

9.1 To ensure agreed changes are implemented for September 2017.

## **10. STATUTORY POWER**

10.1 The School Admissions Code (2013) and Schools Admissions Appeal Code (2013).

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E-mail: westam@caerphilly.gov.uk  
Consultees: Chris Burns, Interim Chief Executive  
Keri Cole, Chief Education Officer  
Bleddyn Hopkins, Assistant Director, 21<sup>st</sup> Century Schools  
Councillor R Passmore, Cabinet Member, Education and Leisure  
School Admission Forum  
Sue Richards, Principal Officer Finance  
Lynne Donovan, Head of People Management and Development  
David Thomas, Senior Policy Officer (Equalities and Welsh Language)  
Susan Ead, Solicitor, Legal Services  
Headteachers and Chairs of Governors, CCBC schools  
Neighbouring LAs.

Appendix: Proposed Admission Arrangements for 2017/18



Directorate of Education and Lifelong Learning

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# Admission Arrangements For 2017/18

Directorate of Education and Lifelong Learning

*Changing Lives, Building Futures • Newid Bywydau, Creu Dyfodol*

## **Primary & Secondary Education Admission & Transfer Arrangements**

In line with the School Standards and Framework Act 1998, subsequent legislative updates and Welsh Governments (WGs) Schools Admissions Code, these admission arrangements will aim to ensure that:

- Parent's preference for the schools of their choice is considered in the context of a legislative framework, which has regard to the provision of efficient education and the efficient use of resources;
- Admissions criteria are clear, fair and objective, for the benefit of all children including children with special educational needs or with disabilities;
- Local admission arrangements contribute to improving standards;
- The Local Authority (LA) consults with neighbouring Admission authorities and co-ordinates arrangements, including the rapid reintegration wherever reasonable of children who have been excluded from other schools;
- Parents have easy access to helpful admissions information;
- The LA's admission arrangements seek to achieve full compliance with all relevant legislation and guidance, including legislation on infant class sizes and equal opportunities (Equalities Act 2010, the Human Rights Act 1998 and the Welsh Language Act 1993) and take full account of the guidance in the Code issued by the Welsh Government;
- The Equality Act 2010 and Caerphilly County Borough Council's (CCBC) Strategic Equality Plan emphasises the legal general duty the Council and its partners have to:-
  - Eliminate unlawful discrimination.
  - Promote equal opportunities.
  - Promote good relations and mutual respect.
- This Council will work actively against discrimination and seek to create equal access to its services for all, irrespective of ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, language, nationality, responsibility for any dependents or any other reason which cannot be shown to be justified.

## Choosing a School

The entry of children to schools is controlled and administered by an 'Admissions Authority'. In the case of Community Schools, this is the Caerphilly County Borough Council (the LA). In the case of the one Voluntary Aided School (St. Helen's Roman Catholic Primary School) and one Foundation School (Cwmcarn High School) the Admissions Authority is the Governing Body of the school. Within the County Borough, each school has an area that it traditionally serves called the "catchment area". In line with legislation, LA's must allow all parents the opportunity to express a preference for the school they wish their child to attend.

**Pupils who reside within a defined catchment area of a school do not have an automatic right to attend that school. A written application must be made and the placements will be allocated in accordance with the LA's admissions procedure.**

Parents may exercise their right to express a preference at the following times:

- on admission to an infant school or the infant department of a primary school. Nursery admissions are dealt with in Section 1.2.
- on transfer from infant to junior school or infant school to junior department of a primary school.
- on transfer from junior or primary to secondary school.
- when parents wish to transfer their child from one school to another.

Parents may also express a preference for their child to attend a Voluntary Aided School or a Foundation School.

The LA (in the case of Community Schools) and School Governing Body (in the case of Voluntary Aided and Foundation Schools) must comply with any preference, which is expressed, provided there is room within the school. However the decision to admit pupils, must take account of:-

- the overall provision of efficient education and efficient use of resources.
- whether it is a co-educational or single sex school.
- Section 87 of the School Standards and Framework Act 1998 (and subsequent legislative updates and WGs schools Admissions Code), which also allows an admission authority to refuse to comply with parental preference for a period of two years following a second or subsequent exclusion.
- where to admit would be incompatible with the duty to meet Infant class size limit of 30 because the admission would require measures to be taken to

comply with those limits which would cause prejudice to efficient education or efficient use of resources.

The local catchment areas for schools providing primary education are normally grouped together to form a linked catchment area for each maintained secondary school.

**Admission or attendance of pupils at the feeder junior / primary school does not provide automatic entry to the chosen secondary school. All parents are required to complete admission forms at the appropriate time.**

All schools within the LA aim to provide their pupils with an educational opportunity, which is best suited to each individual child. Some pupils will, however, have learning needs requiring special educational provision. In some instances parents will already be receiving specialist support and guidance regarding the choice of school for their child.

All parents, however, are encouraged to discuss possible areas of concern with their local Headteacher who may then seek specialist advice.

### **Welsh Medium Schools**

All of the above arrangements apply equally to Welsh Medium schools within the Authority. Admission to Welsh medium primary schools is not dependant upon the parents or pupils being fluent Welsh speakers.

There are currently 11 Welsh medium primary schools within the LA whose catchment areas cover the entire LA's boundary and are not restricted to the catchment areas of the local English medium school. Ysgol Gyfun Cwm Rhymni will provide Welsh medium secondary education to all CCBC resident pupils, subject to parental preference.

### **Admission Limit**

All maintained schools will admit pupils up to their admissions number.

A child will normally be offered admission to the school of the parents' preference unless applications exceed the admission number, when this occurs all applications for that school will be assessed against the oversubscription criteria.

The normal ages for admission to CCBC schools are:-

- Age 3/4 in Nursery
- Age 4/5 in Infant and Primary Schools
- Age 7/8 in Junior Schools;

- Age 11/12 in Secondary Schools.

The LA's policy is to provide all 3/4 year old children in the Caerphilly County Borough an entitlement to a funded part-time nursery place at their local infant or primary school.

**Oversubscription Criteria - these apply to all admissions to oversubscribed schools**

1. Looked After Children (children in public care) and those who were previously Looked After Children.
2. Those children who live in the school's catchment area on or before the published closing date.
3. Children with siblings (brothers and sisters) living in the same household attending the school in September 2017. The sibling must be of statutory school age. A sibling is a child who is the brother/sister, half brother/sister (children who share on common parent/carer), step brother/sister where two children are related by marriage. This definition also includes adopted or fostered children living at the same address.
5. After taking account of the above categories, priority will be based on the closeness to the school measured by the LA's G.I.S (Geographical Information System) database. Distance is measured from the nearest entrance or gate of the home to the nearest gate or entrance of the school. If the LA has the situation where any home addresses calculate the same distance then a trundle wheel will be used to establish the nearest address. When considering whether a child lives in a school's catchment area, the address considered is that of the parent or legal guardian, irrespective of a family's domestic arrangements. i.e. the address of another relative or childminder etc. must not be given. In certain cases it may be necessary to provide evidence relating to the child(ren) in question, to show the home address of the child(ren).

Children of UK service personnel will be treated as in catchment if their application form is accompanied by an official Ministry of Defence (MOD) letter declaring a definite return date and confirmation of the new address.

Pupils from outside the school's catchment area will be admitted in accordance with parental preference if the Admission Number of the school, class or unit has not been reached and, if selection is necessary, the criteria shown above will be used.

Where parents have shared responsibility for a child, and the child lives with both parents for part of the week then the home address will be determined as the address where a child lives for the majority of the week (e.g. 3 out of the 5 school days). Parents will be required to provide documentary evidence to support the address they wish to be considered for allocation purposes.

## **Multiple Birth Children (e.g. twins or triplets)**

If when applying the oversubscription criteria the last child to be admitted is one of a multiple birth e.g twin or triplet then the LA will also admit the other sibling(s).

## **Waiting Lists**

Following the allocation of places during the normal admission round any pupil that is refused admission to an oversubscribed school will remain on a waiting list for placement until the 30<sup>th</sup> September of that school year. Placements will then be allocated according to the Authority's oversubscription criteria.

After the 30<sup>th</sup> September parents will need to make a new application for admission to their preferred school.

## **Organisation of Schools**

### **1. Primary Education**

Every child is required by law to receive full time education from the beginning of the school term after his/her fifth birthday. In CCBC, however, all children are able to start school full time at the beginning of the school year (September) in which they become five i.e. between the 1st September and the 31<sup>st</sup> August. Parents are able to defer the start of a child until the term following their fifth birthday.

All children are able to attend school on a part time basis in the September following their third birthday. Children between the ages of 3/4-11 are recognised as pupils receiving primary education. In Caerphilly County Borough, primary education is provided either in separate infant or junior schools, or in primary schools with one complete 3/4 -11 age range.

## **Reduction of Infant Class Sizes**

Choosing a school for the first time for a young child is especially important, both for parents and for children themselves. In accordance, with Infant Class Size Legislation, infant classes at a maintained school should contain no more than 30 pupils where a teaching session is managed by a single qualified teacher (or where the session is managed by more than one qualified teacher, no more than 30 pupils for every teacher).

### **1.1 Admission to an Early Years Placement at a Nursery School**

Children born between the 1<sup>st</sup> September and the 31<sup>st</sup> March or Good Friday depending on which date falls the latest maybe entitled to an Early Years placement (term after their 3<sup>rd</sup> birthday) at their local Primary/Infant school dependant on availability.



Where a school has reached their Admission Number in their current nursery and where the in catchment pupils exceed 70%, only pupils who reside within the schools catchment area will be admitted into an Early Years placement.

**Please note that admission into an Early Years place in either the Spring or Summer term does not entitle your child to continue education in the nursery year at the school. An application for admission into the nursery year at the school will need to be made at the relevant time.**

## **1.2 Admission to Nursery Year**

The number of places available in a nursery year is set by the LA and the decision whether to admit your child will be taken in accordance with the LA's guidelines, which follow.

**Pupils who are admitted to a nursery year, will not have an “automatic” right to continued education within that school. A formal application must be made for entry into the reception year at the appropriate time. Applications for admissions should be made before 28<sup>th</sup> February 2017. For any assistance, please contact Mrs. Andrea West, School Admissions and Exclusions Manager or other members of the team on the following telephone 01443 864870, 864897 and 864896.**

## **1.3 Admission to an Infant School or Infant Department within a Primary School**

Pupils who attain the age of five during the school year may be admitted to an infant school/department, at the commencement of the school year in September.

Pupils admitted to a separate infant school will not have an 'automatic' right to continued education at the feeder Junior School which serves the same catchment area. Whilst every effort will be made to accommodate such pupils, a formal application must be made for transfer to the Junior school at the appropriate time.

Applications for admissions should be made before 16<sup>th</sup> December 2016. For any assistance, please contact Mrs Andrea West – School Admissions and Exclusions Manager Telephone: 01443 864870 or other members of the team on the following numbers 01443 864896, 864897 and 864806.

## **1.4 Transfer to Junior Schools**

Children enter or transfer to a Junior School on the first day of the Autumn term following their seventh birthday. In Primary Schools the infant and junior sections are simply departments of the same school and children progress through the school from the infants to juniors without having to transfer elsewhere.

Whilst every effort will be made to accommodate such pupils, a formal application must be made for transfer to the Junior school at the appropriate time.

Applications for admissions should be made before **16th December 2016**. For any assistance, please contact Mrs Andrea West – School Admissions and Exclusions Manager Telephone: 01443 864870 or other members of the team on the following numbers 01443 864896, 864897 and 864806.

### **1.5 Changing Schools: Primary Education**

Changing schools during primary education is a significant step for your child to take. In the case of moving the family home, such a decision may well be a necessity and you will need to contact your local school or the Directorate of Education and Lifelong Learning for assistance. If, however, you would like your child to transfer from one school to another, please contact your present Headteacher first. Should you still wish to proceed with these transfer arrangements; you must apply in writing to Mrs. Andrea West, School Admissions and Exclusions Manager, Tŷ Penallta, Tredomen Park, Ystrad Mynach, CF82 7PG Tel: 01443 864870.

If there is a suitable vacancy, your child will be admitted to the school. Parents should note, however, that classes may include more than one age group and the Headteacher will have the task of locating your child in the most appropriate class.

## **2. Admission to Secondary Schools**

Children normally transfer from primary school to secondary school at the beginning of the school year following their eleventh birthday. If your child was born between 1st September 2005 and 31st August 2006 she/he will transfer to secondary school in September 2017. Headteachers of primary schools will be able to inform parents of the secondary school which their children should normally attend. Whilst every effort will be made to accommodate pupils, an application must be made for transfer to secondary schools at the appropriate time. Applications for admissions should be made before **21st October, 2016**.

### **2.1 Changing Secondary School**

Changing secondary schools is a significant step for your child to take. In the case of moving the family home, such a decision may well be a necessity and you will need to contact your local school or the Directorate of Education and Lifelong Learning for assistance. If however, you would like your child to transfer from one secondary school to another, please contact your present Headteacher first. Should you still wish to proceed with these transfer arrangements; you must contact the Directorate of Education and Lifelong Learning for advice in making your application, which will then be required in writing. In considering your request for transfer, the LA will review the number of pupils in the year group relevant to your child. If the child is in years 10 or 11, the range of subject options chosen may also be a factor. If that particular year has not reached the school's admissions number, then your child will be admitted to the school. Parents should note, however, that curriculum option choices may vary from school to school.

## Applying for a Place

When you apply for a place at a particular school, you must complete the relevant application form, which is available at the school. You must apply by the closing dates shown below for admission in September 2017. The LA will inform you whether or not it is possible for your child to attend your preferred school. Each school produces a prospectus, which contains relevant information including school aims and educational beliefs, the organisation of the school and curriculum opportunities, including out of school activities. This school prospectus is available from the Headteacher.

<b>Timetable for admissions to schools September 2017</b>
The proposed timetable to process applications for <b>Secondary</b> schools for September 2017 is:
Admission Forms distributed to parents <b>9th September 2016</b>
Forms returned to LA <b>21st October 2016</b>
Parents notified of outcome <b>1<sup>st</sup> March 2017</b>
The proposed timetable to process applications for <b>Primary</b> schools for September 2017 is:
Admission Forms distributed to parents <b>6th November 2016</b>
Forms to be returned to LA <b>16th December 2016</b>
Parents notified of outcome <b>28th February 2017</b>
The proposed timetable to process applications for <b>Nursery</b> schools for September 2017 is:
Admission Forms sent to parents <b>13th January 2017</b>
Forms to be returned to LA <b>28th February 2017</b>
Parents notified of outcome after the <b>1<sup>st</sup> May 2017</b>

## Late Applications

Any applications that are received after the closing date for admission will be refused if the school is oversubscribed unless the family has just moved into the catchment area and the application is received before the offer of places are made. If the application is received after the places have been offered and documented evidence

is provided to demonstrate that the family have moved into the catchment area of the school the pupil will be given higher priority on the waiting list. Places will then be allocated using the Authority's oversubscription criteria.

### **Withdrawing Offers of Places**

The offer of a school place will be withdrawn on the basis of a fraudulent or intentionally misleading application being received (e.g. falsely claiming to reside within a catchment area of a school).

### **What Happens if your Child is Refused a Place?**

In the vast majority of cases children are offered places at their parents' first choice of school. If, however, your child is unable to gain admission, you will need to decide whether you are willing to accept a place offered at a different school, or whether you wish to continue with your first application. If you choose the latter course, you may appeal to an Independent Appeal Panel. This Independent Appeal Panel will judge whether the school is full and, should that be the case, whether the parent's application is so strong that the child should still be offered a place. Before you appeal, please consider the LA's admissions criteria (outlined previously on page 5). It should be noted that Nursery age pupils have no right of appeal.

### **Registering your Appeal**

You may make a formal appeal against the LA's decision, but this must be received within 28 calendar days of you being notified of the decision not to admit your child to your chosen school. You should forward this appeal in writing, to the Directorate of Education and Lifelong Learning. The LA will refer the appeal to the Council's Legal Department who will arrange for the appeal to be heard by an Independent Appeal Panel and will set a time and place for the hearing. The Panel will afford parents an opportunity of appearing and making their representations (oral and/or written). Parents are advised that agencies such as SNAP & ACE are available to provide assistance in making appeals.

Parents are able to seek admission to an alternative school while they are pursuing an appeal.

**Parents, however, are advised that: -**

1. they may elect not to attend the appeal meeting and, instead, allow the appeal to be considered on a written statement;
2. the appeal will be decided on the information available if, having failed to give a reasonable explanation, they do not appear;
3. they will be given at least fourteen days (from the date of posting) written notice of the meeting of the Appeal Panel;
3. they are welcome to be accompanied by a friend, or represented by a solicitor, but that, in the latter case, the Directorate of Education and Lifelong Learning should be informed at least seven days before the hearing. Please note that a separate Appeal Panel hears appeals against decisions of the Governing Body of a Voluntary Aided or Foundation School. Guidance on such an appeal should, therefore, be sought from the school concerned. Please note that limitations will be placed on the powers of the appeal panel to allow appeals against the refusal to admit a child to a school where infant class size legislation applies. The LA will not consider a second admission application unless there is a significant change in circumstances (which will need to be evidenced).

**Sixth Form Admissions**

The admission of Sixth Form pupils to Community Schools is determined by individual schools. Therefore applications should be made directly to the school.

**Disability Discrimination**

The Council has in place an Accessibility Strategy, which details how the Council will meet its duties under the Equality Act 2010 and preceding Disability Discrimination legislation.

The Strategy covers all aspects of accessibility including access to premises, curriculum and written information. The strategy contains the Council's plans to improve physical access to school premises across the borough to minimise the barriers to disabled pupils accessing education. In a number of cases due to the topography of a school site, it may not be deemed accessible for a child with a physical disability. In such cases parents/guardians will be provided with the details of the nearest accessible school which is able to meet the child's needs.

Admissions forms are screened by Education in order to highlight any children with medical condition/physical disability. Parents will be contacted at the earliest opportunity to discuss the child's needs and a suitable school placement will be considered.

The School and Officers of the Council work closely with parents to ensure that detailed assessments are in place to support the inclusion of pupils, where possible within their chosen school.

**Usage of Accommodation**

The LA continually reviews the usage of accommodation at all Infant, Junior and Primary schools and subsequently updates the Capacity and Admission Number to reflect this review.



## EDUCATION FOR LIFE SCRUTINY COMMITTEE – 23RD FEBRUARY 2016

**SUBJECT: EDUCATION CAPITAL 2016/17**

**REPORT BY: CHIEF EDUCATION OFFICER**

### 1. PURPOSE OF REPORT

- 1.1 To update Members on proposals for the 2016/17 Education Capital Programme which are planned to be considered by Cabinet on 30 March 2016.

### 2. SUMMARY

- 2.1 The report identifies proposals for the allocation of Education capital budgets for the 2016/17 financial year in the context of the 3 year capital programme 2016/17 – 2018/19.

### 3. LINKS TO STRATEGY

- 3.1 The report considers the use of capital resources within Education to ensure the Council's key strategies are best achieved.
- 3.2 The report links directly to the Education for Life, sustainability, regeneration and equality strategies. The report also links to the Learning theme of Caerphilly Delivers, the Local Service Board single integrated plan.

### 4. THE REPORT

- 4.1 Special Council, at its meeting on 24 February 2016, will consider a medium term financial strategy 2016/17-2018/19. The current draft proposals include a 3 year indicative forward capital programme for Education, as follows (based upon Cabinet report 16 February 2016):

Scheme	Indicative		
	2016/17 £'000	2017/18 £'000	2018/19 £'000
Accommodation Requirements	225	225	225
Asset Management Strategy	600	600	600
Health and Safety	300	300	300
School Security	100	100	100
School Boiler Replacement Programme	220	220	220
<b>Total</b>	<b>1,445</b>	<b>1,445</b>	<b>1,445</b>

- 4.2 Scrutiny, at its meeting on 24 February 2015, were apprised of the budgetary pressures being faced in the context of electrical rewiring works (rolling programme).
- 4.3 A sum of £2m towards electrical rewiring works in schools was allocated from the agreed programme amount over the 3 year period 2014/15-2016/17, funded as follows:

Asset Management 300k p.a. = 900k  
 Health & Safety 300k p.a. in 2015/16 + 2016/17 = 600k  
 School Security and Boiler Replacement 250k p.a. in 2015/16 + 2016/17 = 500k.

- 4.4 On this basis, the residual capital budget available for 2016/17 is as follows:

	<b>2016/17 £'000</b>
Additional Accommodation	225
Asset Management	300
School Boiler Replacement	70

The revenue/capital (50/50) budget is presently 329k.

The detailed proposals for 2016/17 are outlined below.

#### **Additional Accommodation**

- 4.5 As in recent years, the annual capital allocation equates to circa 1 additional classroom per annum. Trinity Fields School has been identified for priority in 2016/17.
- 4.6 There are currently 133 pupils on roll, 3 over the school's agreed capacity of 130. This number includes 6 in the satellite class at Cwm Ifor Primary. There will be 11 school leavers in the summer 2016. The LA's specialist placement panel has already agreed that 18 pupils meet criteria for placement in line with the statutory assessment process.
- 4.7 Requests are also received from other LA's for placements. Whilst the LA can refuse, placements can be directed by Tribunals and LA's can according to law name a placement in any maintained school.

#### **Asset Management**

- 4.8 The sum of £300,000 for 2015/16 is proposed to be allocated to the identified highest priority schemes, based upon the school condition surveys, as follows:

<b>Priority 1</b>	<b>£'000</b>
Crumlin Primary - upgrade stone walls	20
Cwm Glas Infants - roofing (phase 1)	50
Deri Primary - upgrade stone walls	20
Fleur de Lis Primary - upgrade stone walls	20
Llanfabon Infants - flat roof renewal	18
Tiryberth Primary – slate roof renewal (commence programme)	20
St. Cenydd - flat roof renewals + upgrade (2 demountables)	45
	<b>193</b>
<b>Priority 2D</b>	
St. Cenydd - ceilings – main block	<b>50</b>



<b>H&amp;S Priority</b>	
Maesycwmmmer Primary – flooring	<b>20</b>
Newbridge Comprehensive - flooring	<b>40</b>

### School Boiler Replacements (70k)

4.9 There are 5 priority schemes identified. The proposal is to undertake upgrades at each school with estimated costs of 15k each.

- Derwendeg Primary
- Glyngaer Primary
- Hendredenny Park Primary
- Libanus Primary
- Ynysddu Primary.

### Revenue/Capital

4.10 It is proposed to utilise these monies to support schemes funded 50/50 with schools, as below:

<b>School</b>	<b>£</b>
Bedwas Infants – emergency lighting	12,000
Bedwas Junior – stone walls	12,000
Cefn Fforest Primary – render/damp penetration	20,000
Cwmaber Junior - adaptations	20,000
Cwmfelinfach Primary – windows	20,000
Deri Primary – fascias, soffits and rainwater goods	25,000
Glyngaer Primary – ceiling replacement (junior)	25,000
Fochriw Primary – stone walls	12,000
Graig y Rhacca Primary – flooring	23,000
*Hendre Junior – improved access arrangements	20,000
*Hendredenny Primary – perimeter fencing	30,000
*Nantyparc Primary – security gates	16,000
Nantyparc Primary – roofing	12,000
Nantyparc Primary – year 1 toilets	10,000
Penllwyn Primary – windows and doors replacement	10,000
Phillipstown Primary – flat roof renewal	12,000
Phillipstown Primary – ceiling replacement	12,000
Plasyfelin Primary – internal modifications	20,000
Pontllanfraith Primary – drain repairs	20,000
*Pontllanfraith Primary – replacement of railings	30,000
St. Gwladys Primary – soffits, guttering and fascias	20,000
Tiryberth Primary – upgrading slate roofs	12,000
*Trinant Primary – playground resurfacing	30,000
*Trinity Fields – door access system	24,000
Twyn Primary – window replacement (phased programme)	40,000
Whiterose Primary – site improvements	20,000
YGG Y Castell – toilet upgrades	20,000
Waunfawr Primary – windows and lighting	20,000
Rhymney Comp – phase 2 roofing	90,000
*St. Cenydd Community – security fencing and gates	50,000
St. Cenydd Community – refurbish demountables	20,000
St. Cenydd Community – refurbish science lab	40,000
St. Martins Comprehensive – toilet upgrades	<u>60,000</u>
	<b><u>807,000</u></b>

- 4.11 The schemes marked with an asterisk are proposed to include funding from risk management ( $\frac{1}{3}$ ) as well as schools and LA of  $\frac{1}{3}$  each also.
- 4.12 The proposals in their entirety would commit 50k over the available budget. It is usual for a small number of schemes to not proceed due to affordability. In the event that the budget is overspent, it is recommended to fund £50,000 from LMS contingency to supplement the budget.

### **Flying Start Capital**

- 4.13 The Welsh Government (WG) has in most recent years approved a number of bids from the Authority.
- 4.14 It is anticipated the LA will be bidding for a small amount for maintenance of current buildings in 2016/17.

## **5. EQUALITIES IMPLICATIONS**

- 5.1 Many of the initiatives contained within the Education capital budget seek to address equality issues.
- 5.2 The LA has an obligation under section 88 and Schedule 10 of the Equality Act 2010 to prepare an accessibility strategy. This is a strategy for increasing the extent to which disabled pupils can participate in the schools' curriculums; improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools and improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
- 5.3 The specific proposals for 2016/17, where relevant, comply with the strategy.

## **6. FINANCIAL IMPLICATIONS**

- 6.1 These have been outlined in the report.
- 6.2 The report sets out the present proposals for the 2016/17 financial year.

## **7. PERSONNEL IMPLICATIONS**

- 7.1 No direct personnel implications.

## **8. CONSULTATIONS**

- 8.1 The draft report was distributed as detailed below. All comments received have been reflected in the report.

## **9. RECOMMENDATIONS**

- 9.1 Members are requested to note proposals to utilise the Education capital budget for 2016/17 as outlined in the report which will be reported to Cabinet, at its meeting on 30 March 2016.

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

10.1 To apprise Members of proposals for the Education capital budget for 2016/17.

## **11. STATUTORY POWER**

11.1 The School Standards and Framework Act 1998.  
The Learning and Skills Act 2000.  
Equality Act 2010.

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Nicole Scammell, Acting Director of Corporate Services & S151 Officer  
Keri Cole, Chief Education Officer  
Councillor Rhianon Passmore, Cabinet Member, Education & Lifelong Learning  
Councillor Wynne David, Chair of Education Scrutiny Committee  
Councillor James Pritchard, Vice Chair of Education Scrutiny Committee  
Gail Williams, Interim Head of Legal Services & Monitoring Officer  
Angharad Price, Solicitor/Deputy Monitoring Officer  
Lynne Donovan, Head of People Management and Development  
Jane Southcombe, Financial Services Manager  
Mark Williams, Manager, Building Consultancy Services  
Andrew Young, Client Manager, Building Consultancy Services  
David A Thomas, Senior Policy Officer (Equalities and Welsh Language)  
Mike Lewis, Principal Accountant – Education Central  
Sarah Mutch, Early Years Manager.

Background Papers: 17th Edition Electrical Works (Cabinet report 4 February 2015)  
Capital bid pro-formas 2016/17  
School Condition Surveys

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## EDUCATION FOR LIFE SCRUTINY COMMITTEE – 23RD FEBRUARY 2016

**SUBJECT: KEY STAGE 4 / KEY STAGE 5 PERFORMANCE 2015**

**REPORT BY: ED PRYCE, EDUCATION ACHIEVEMENT SERVICE (EAS)**

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

1.1 To inform members of Caerphilly schools' 2015 key stage 4 and key stage 5 performance.

### **2. SUMMARY**

2.1 This report presents members with the final published 2015 performance data for key stage 4 and 5.

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

Education Achievement Services (EAS) Business Plan  
Education Service Improvement Plan  
Single Integrated Plan

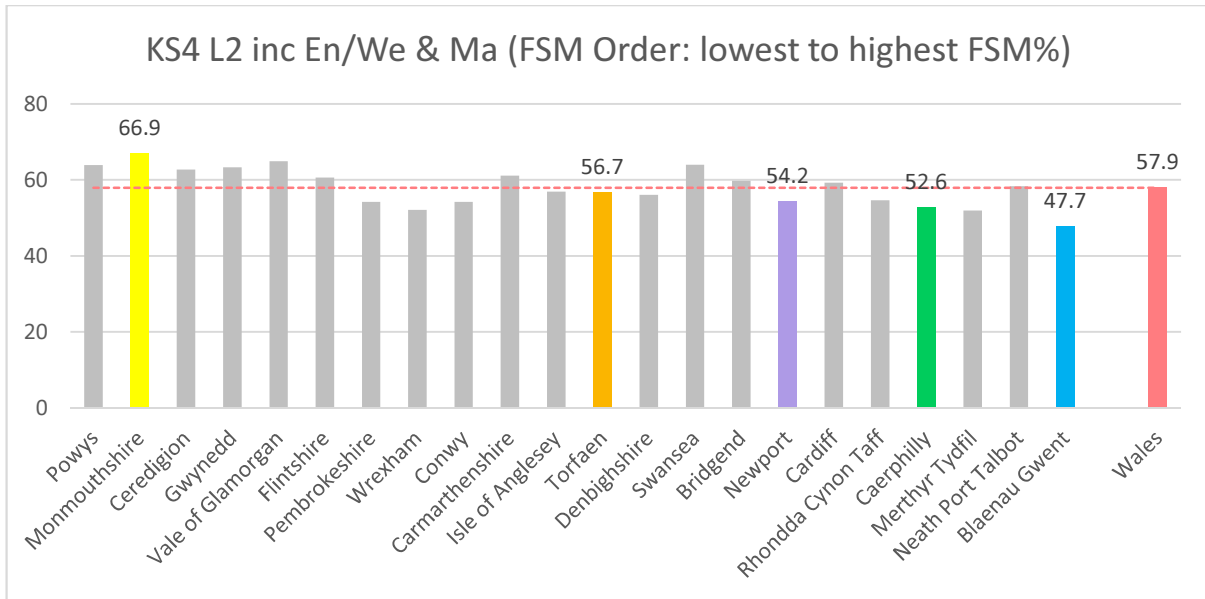
### **4. Key Stage 4**

4.1 At Key Stage 4, the following key performance measures are used to evaluate and compare the full range of achievement within and across local authorities:

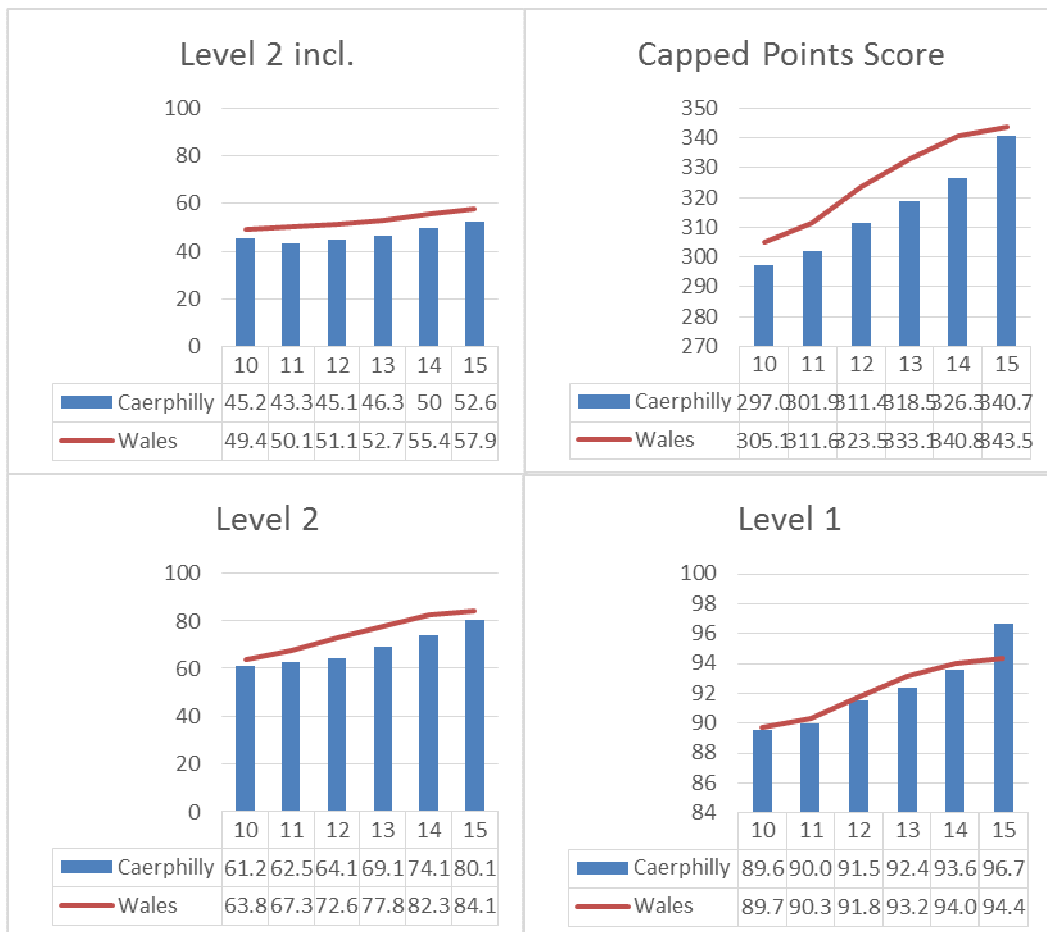
- Level 2 threshold including English or Welsh first language and mathematics (L2+)
- Level 2 threshold (L2)
- Level 1 threshold (L1)
- Core Subject Indicator (CSI)
- Capped Points Score (CPS)
- Level 2 qualification (equivalent to GCSE A\*-C) in English or Welsh first language
- Level 2 qualification (equivalent to GCSE A\*-C) in mathematics
- Level 2 qualification (equivalent to GCSE A\*-C) in science

4.2 Of these, the Level 2 threshold including English/Welsh first language and mathematics and the capped point score are particularly important and WG publishes local authority benchmarks based on these each year.

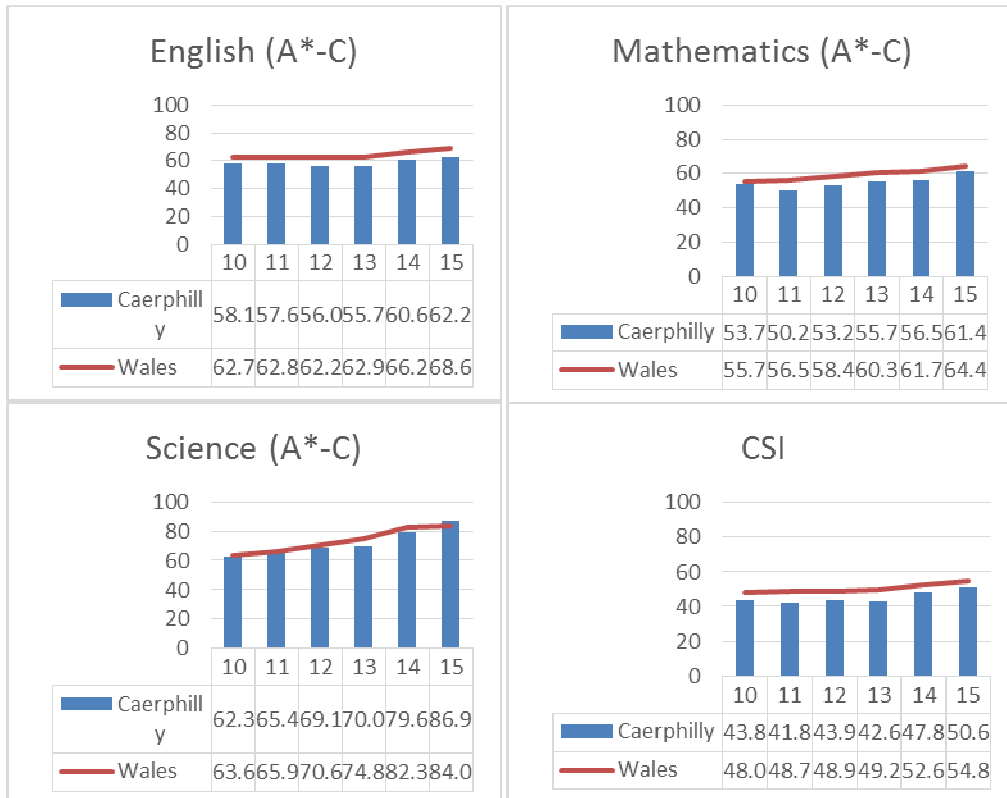
4.3 Final 2015 results indicate continued progress with increases in all high level indicators and subjects. The proportion of pupils achieving the Level 2 threshold inclusive of English/Welsh first language and mathematics has improved from 50% in 2014 to 52.6% in 2015.



4.4 There was also a small increases to the L1 threshold and a more significant increase to the L2 threshold, although L2 remains slightly below the national average. L1 is now above the Wales average. The capped point score increased , but is still below the Wales average.

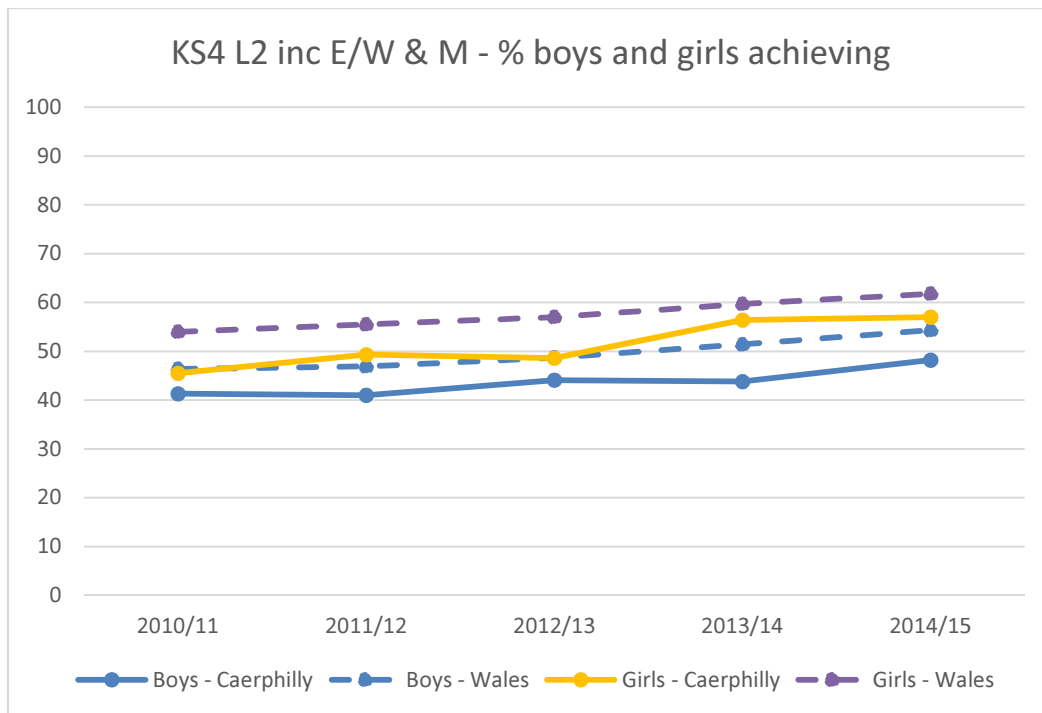


4.5 There were increases in all subjects, and CSI, and all except Science remain below the national average.



#### 4.6 Gender Differences

The gender gap in Caerphilly has fluctuated over the past 5 years, and for the Level 2 threshold inclusive of English/Welsh first language and mathematics is now 8.8 percentage points, a decrease from 12.6 percentage points in 2014, above the Wales average of 7.5 percentage points. Both boys and girls have improved performance in all areas since 2014, with the exception of English L2 girls.

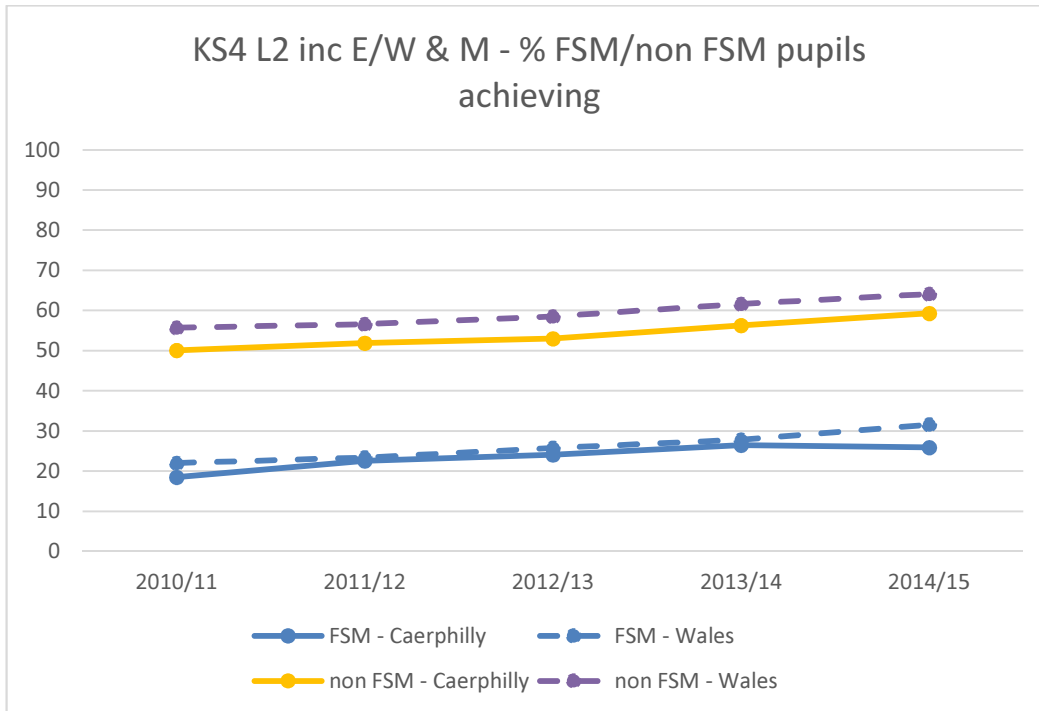


KS4 L2 inc E/W & M (% achieving)	2010/11	2011/12	2012/13	2013/14	2014/15
Boys - Caerphilly	41.3	41.0	44.1	43.8	48.2
Boys - Wales	46.4	46.9	48.7	51.4	54.3
Girls - Caerphilly	45.5	49.3	48.6	56.4	57.0
Girls - Wales	54.0	55.5	57.0	59.7	61.8
Difference (boys% - girls%) -Caerphilly	-4.2	-8.3	-4.5	-12.6	-8.8
Difference (boys% - girls%) - Wales	-7.6	-8.6	-8.3	-8.3	-7.5



#### 4.7 Performance of eFSM / non-eFSM Pupils

The FSM/non FSM gap increased in 2015 for the Level 2 threshold inclusive of English/Welsh first language and mathematics from a 28.9 points gap in 2013 to a 33.4 points gap in 2015, above the Wales average of 32.5 points. This gap has increased due to the acceleration of non FSM pupil performance relative to FSM pupil performance.



KS4 L2 inc E/W & M (% achieving)	2010/11	2011/12	2012/13	2013/14	2014/15
FSM - Caerphilly	18.5	22.6	24.1	26.5	25.9
FSM - Wales	22.0	23.4	25.8	27.8	31.6
non FSM - Caerphilly	50.1	51.9	53.0	56.3	59.3
non FSM - Wales	55.7	56.6	58.5	61.6	64.1
Difference (FSM% -non FSM%) - Caerphilly	-31.6	-29.3	-28.9	-29.8	-33.4
Difference (FSM% -non FSM%) - Wales	-33.7	-33.2	-32.7	-33.8	-32.5

## 4.8 LA Rankings

Improvement is at a faster rate than the national average in the majority of indicators.

Caerphilly's performance remained the same or improved in all levels.

	L2 inclusive	L2	L1	CSI	Capped Point Score	English	Maths	Science
2015	19	20	7	18	16	20	17	7
2014	20	20	16	19	21	20	19	16

2015 FSM% - Pupils age 5-15	L2 Inc Eng/Wel & Mat	Level 2 Threshold	CSI	Level 1 Threshold	Capped Points Score	
Powys	10.9	Monmouthshire 66.9	Neath Port Talbot 92.0	Vale of Glamorgan 63.9	Gwynedd 97.9	Gwynedd 362.0
Monmouthshire	11.4	Vale of Glamorgan 64.9	Monmouthshire 91.2	Monmouthshire 63.3	Powys 97.1	Ceredigion 358.9
Ceredigion	11.9	Swansea 64.0	Ceredigion 89.9	Gwynedd 62.4	Monmouthshire 97.0	Neath Port Talbot 358.7
Gwynedd	13.3	Powys 63.9	Vale of Glamorgan 89.4	Ceredigion 61.4	Ceredigion 96.8	Swansea 358.4
Vale of Glamorgan	13.5	Gwynedd 63.3	Swansea 88.9	Swansea 60.6	Merthyr Tydfil 96.8	Vale of Glamorgan 357.9
Flintshire	14.9	Ceredigion 62.7	Gwynedd 88.9	Powys 60.2	Swansea 96.7	Powys 356.2
Pembrokeshire	16.3	Carmarthenshire 61.1	Powys 88.7	Flintshire 58.7	Caerphilly 96.7	Monmouthshire 355.9
Wrexham	16.6	Flintshire 60.6	Rhondda Cynon Taff 87.1	Bridgend 58.6	Isle of Anglesey 96.3	Carmarthenshire 353.9
Conwy	17.1	Bridgend 59.7	Carmarthenshire 87.0	Carmarthenshire 58.2	Torfaen 96.0	Isle of Anglesey 351.1
Carmarthenshire	17.2	Cardiff 59.3	Denbighshire 86.0	Cardiff 56.5	Neath Port Talbot 96.0	Rhondda Cynon Taff 345.6
Isle of Anglesey	17.4	Neath Port Talbot 58.4	Merthyr Tydfil 85.4	Wales 54.8	Carmarthenshire 95.8	Denbighshire 345.4
Torfaen	18.8	Wales 57.9	Wales 84.1	Torfaen 54.5	Vale of Glamorgan 95.8	Merthyr Tydfil 343.8
Wales	18.8	Isle of Anglesey 56.9	Newport 83.7	Isle of Anglesey 54.4	Rhondda Cynon Taff 95.7	Bridgend 343.5
Denbighshire	19.0	Torfaen 56.7	Bridgend 83.7	Neath Port Talbot 54.3	Conwy 95.6	Wales 343.5
Swansea	19.8	Denbighshire 56.1	Conwy 83.6	Rhondda Cynon Taff 53.3	South East Wales 95.5	Pembrokeshire 343.2
Bridgend	20.0	South East Wales 55.1	Flintshire 83.2	Denbighshire 51.9	Pembrokeshire 95.4	Flintshire 342.1
Newport	20.4	Rhondda Cynon Taff 54.6	Isle of Anglesey 83.1	Pembrokeshire 51.9	Bridgend 95.2	Caerphilly 340.7
South East Wales	20.8	Newport 54.2	Torfaen 83.1	South East Wales 51.6	Denbighshire 94.9	Conwy 339.4
Cardiff	22.2	Pembrokeshire 54.2	Pembrokeshire 83.0	Conwy 50.8	Flintshire 94.5	South East Wales 339.3
Rhondda Cynon Taff	22.5	Conwy 54.2	South East Wales 82.4	Caerphilly 50.6	Wales 94.4	Newport 338.9
Caerphilly	23.3	Caerphilly 52.6	Cardiff 81.6	Newport 49.6	Newport 94.3	Torfaen 338.6
Merthyr Tydfil	23.4	Wrexham 52.1	Caerphilly 80.1	Merthyr Tydfil 48.9	Wrexham 92.8	Cardiff 336.9
Neath Port Talbot	23.7	Merthyr Tydfil 51.9	Blaenau Gwent 74.3	Wrexham 48.7	Cardiff 92.1	Wrexham 326.0
Blaenau Gwent	29.2	Blaenau Gwent 47.7	Wrexham 71.9	Blaenau Gwent 40.6	Blaenau Gwent 91.8	Blaenau Gwent 317.7
		English A* - C	Mathematics A* - C	Science A* - C		
		Vale of Glamorgan 76.7	Monmouthshire 72.9	Gwynedd 94.2		
		Monmouthshire 76.1	Powys 70.5	Isle of Anglesey 91.8		
		Powys 74.3	Swansea 70.3	Vale of Glamorgan 91.0		
		Ceredigion 73.9	Vale of Glamorgan 70.0	Torfaen 90.4		
		Swansea 72.6	Flintshire 69.4	Bridgend 89.5		
		Gwynedd 72.3	Ceredigion 67.7	Ceredigion 87.2		
		Flintshire 72.2	Carmarthenshire 67.1	Caerphilly 86.9		
		Carmarthenshire 72.1	Gwynedd 66.9	Rhondda Cynon,Taf 86.7		
		Cardiff 71.6	Bridgend 65.7	Swansea 86.5		
		Bridgend 71.6	Neath Port Talbot 64.9	Monmouthshire 86.2		
		Wales 68.6	Isle of Anglesey 64.5	Carmarthenshire 86.1		
		Neath Port Talbot 68.5	Wales 64.4	Flintshire 85.8		
		Newport 67.7	Torfaen 63.9	Neath Port Talbot 85.1		
		Denbighshire 66.9	Denbighshire 63.6	Pembrokeshire 84.8		
		Pembrokeshire 66.1	Cardiff 63.2	South East Wales 84.7		
		Rhondda,Cynon,Taf 66.1	Conwy 62.5	Conwy 84.3		
		Conwy 65.8	South East Wales 62.2	Wales 84.0		
		South East Wales 65.8	Pembrokeshire 61.5	Powys 83.4		
		Torfaen 65.7	Caerphilly 61.4	Newport 83.0		
		Wrexham 64.8	Rhondda,Cynon,Taf 60.4	Merthyr Tydfil 81.8		
		Isle of Anglesey 63.8	Newport 59.6	Denbighshire 81.5		
		Caerphilly 62.2	Merthyr Tydfil 58.3	Cardiff 80.7		
		Merthyr Tydfil 60.9	Wrexham 57.1	Wrexham 76.1		
		Blaenau Gwent 59.3	Blaenau Gwent 54.8	Blaenau Gwent 70.0		



#### 4.10 Free School Meal Benchmark Summary

When FSM benchmark data is used to compare the performance of similar schools, the number of Caerphilly schools above the median has increased for the Level 1, capped points score, mathematics and science measures. It has reduced for the Level 2 incl threshold, Level 2, CSI and English. There is only one Welsh medium secondary school, and performance has been below the median for the past 3 years. The number of schools in the bottom quarter has increased for L2 inc, English and Welsh.



Individual school benchmark performance is presented in Appendix A.

#### 4.11 Welsh Government Modelled Expectation

The gap between the LA benchmarks for performance modelled on FSM entitlement and actual performance increased in 2015, with the Level 2 threshold including English/Welsh and mathematics 0.4 percentage points below the expected achievement, despite attainment exceeding expected benchmarks for the previous 4 years. For capped point score Caerphilly narrowed the gap to 3.8 percentage points below the expected achievement.

		2011	2012	2013	2014	2015
Level 2 threshold including English/Welsh and maths	Actual	44	45	46	50.2	52.8
	Target	43	44	46	49.5	53.2
	Difference	1	1	0	0.7	-0.4
Capped Average Wider Point Score	Actual	304	313	320	327.7	341.9
	Target	304	316	329	340.7	345.7
	Difference	0	-3	-9	-13	-3.8

## 5. LA – Key Stage 5

### 5.1 Performance Data – A Level Only

Please note that all data for 2015 is '1<sup>st</sup> Provisional' at this stage and yet to be verified by schools, through the Welsh Government's checking process. Any successful remarking of papers which affects grades, is not included in 2015 data, but is included in 2014 data.

The analysis below uses calculated figures, which are not all shown in the tables.

	A Level (A2)							
	Total number of A Level (A2) Entries		Percentage of A Levels (A2) qualifications achieved (A*-E)			Percentage of A Levels (A2) at Grade A/A*		
	2014	2015	2014	2015	Difference	2014	2015	Difference
Caerphilly	1025	962	99.5	96.5	-3.0 ▼	16.5	20.7	4.2 ▲
South East Wales	4102	4424	99.5	96.4	-3.1 ▼	20.1	20.9	0.8 ▲
Wales	35492	36034	98.0	97.3	-0.7 ▼	24.0	23.1	-0.9 ▼

Cohort size 2014 = 548, Cohort size 2015 = 579 (From Level 3 Threshold Table Below)

### A\*-E

- The percentage of A levels at A\*-E has fallen from 99.5% to 96.5%.
- The pupils of Caerphilly achieved 928 A-Levels at A\*-E in 2015, 92 less than in 2014.
- The cohort has increased slightly, and the number of A levels at A\*-E awarded per student decreased from 1.8 in 2014 to 1.6 in 2015.

### A\*-A

- The percentage of A levels at A\*-A increased from 16.5% in 2014 to 20.7% in 2015.
- The pupils of Torfaen achieved 120 A-Levels at A\*-A in 2015, 30 more than in 2014.
- The number of A levels at A\*-A awarded per student increased from 0.09 in 2014 to 0.12 in 2015.

5.2 In 2014 there was only 5 A-Level entries which were graded as fail, but in 2015 this increased to 34. This may suggest that some schools entered a small number of pupils for one or more A Levels, where an alternative vocational qualification, may have been more appropriate.

### 5.3 Performance Data – Level 3 Threshold (includes A Level / Vocational Qualifications)

	Level 3 Threshold							
	Total number		Percentage of students entering			Percentage of students achieving		
	2014	2015	2014	2015	Difference	2014	2015	Difference
Caerphilly	548	579	91.6	94.6	3.0 ▲	97.0	96.7	-0.3 ▼
South East Wales	2233	2198	90.0	93.6	3.6 ▲	96.1	96.6	0.5 ▲
Wales	13102		87.4			97.0		

- When vocational qualifications are taken into account and the Welsh Government's main indicator of post-16 performance, the Level 3 threshold, is considered performance decreased slightly from 97.0% to 96.7%.
- This 0.3 percentage point decrease is at odds with the 0.5 percentage point increase across the EAS region. Currently national improvement figures are not available to 1 decimal place, so no comparison can be made.

## 6. FINANCIAL IMPLICATIONS

6.1 There are no specific financial implications.

## **7. PERSONNEL IMPLICATIONS**

7.1 There are no specific personnel implications

## **8. EQUALITIES**

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

## **9. CONSULTATIONS**

9.1 All comments have been reflected in the report.

## **10. RECOMMENDATIONS**

10.1 Members are asked to note the contents of the report.

## **11. REASONS FOR THE RECOMMENDATIONS**

11.1 These plans link to the local authority's duty to monitor and improve standards of education.

## **12. STATUTORY POWER**

12.1 Schools Standards and Organisation (Wales) 2013

12.2 Schools Causing Concern Guidance 2013

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Appendix A – Key Stage 4, School Benchmark Quarter Performance

# Appendix A – Key Stage 4, School Benchmark Quarter Performance

	School Name	2012/13		2013/14		2014/15	
		% Pupils Achieving	Quarter	% Pupils Achieving	Quarter	% Pupils Achieving	Quarter
Level 2 threshold including English/Welsh and Maths	Bedwas	29.9	4	44.1	3	35.0	4
	Blackwood	45.7	2	48.8	2	59.8	1
	Cwmcarn	54.6	2	55.4	2	55.9	4
	Heolddu	31.5	3	35.9	3	48.9	3
	Lewis Girls'	53.2	1	49.0	2	54.3	2
	Lewis School	49.5	1	49.0	2	57.8	1
	Newbridge School	50.3	3	61.1	1	64.6	2
	Oakdale	51.9	1	58.7	2	57.4	3
	Pontllanfraith	39.2	3	47.1	3	49.6	3
	Rhymney	43.7	1	41.5	2	42.9	2
	Risca	43.9	2	45.1	3	44.0	4
	St Cenydd School	39.0	3	37.9	4	50.0	2
	St Martin'S School	46.1	2	50.3	2	52.3	2
Ysgol Gyfun Cwm Rhymni	61.5	2	68.4	2	53.5	4	
Level 2 threshold	Bedwas	52.4	4	69.5	4	65.8	4
	Blackwood	57.9	4	68.2	4	77.2	3
	Cwmcarn	72.4	4	71.2	4	82.9	4
	Heolddu	60.5	4	66.9	4	64.9	4
	Lewis Girls'	71.7	3	81.0	3	81.4	3
	Lewis School	81.9	2	88.7	2	97.4	1
	Newbridge School	78.4	3	90.0	2	93.3	2
	Oakdale	86.8	1	86.2	2	90.2	2
	Pontllanfraith	50.4	4	53.8	4	70.8	4
	Rhymney	66.5	3	59.1	4	80.0	3
	Risca	72.8	2	80.5	3	72.0	4
	St Cenydd School	60.5	4	71.1	4	72.7	4
	St Martin'S School	58.9	4	58.0	4	73.6	4
Ysgol Gyfun Cwm Rhymni	93.0	1	90.2	2	88.6	3	
Level 1 threshold	Bedwas	85.7	4	81.4	4	91.5	4
	Blackwood	91.9	3	96.5	2	98.9	2
	Cwmcarn	95.7	3	98.6	2	99.1	2
	Heolddu	90.3	3	95.1	2	96.8	3
	Lewis Girls'	93.1	3	96.1	2	97.7	2
	Lewis School	90.7	4	93.4	4	100.0	1
	Newbridge School	95.3	3	96.7	3	100.0	1
	Oakdale	93.8	2	91.7	4	99.2	2
	Pontllanfraith	85.6	4	80.8	4	86.7	4
	Rhymney	93.7	1	95.0	2	99.3	1
	Risca	97.4	1	97.6	2	96.0	3
	St Cenydd School	91.8	4	93.2	4	97.1	2
	St Martin'S School	93.3	3	93.9	3	92.5	4
Ysgol Gyfun Cwm Rhymni	98.1	2	97.4	3	99.1	2	
Core Subject Indicator	Bedwas	27.9	4	38.1	4	33.3	4
	Blackwood	45.2	2	48.3	2	58.2	1
	Cwmcarn	47.2	3	54.7	2	55.0	3
	Heolddu	31.5	3	35.9	3	48.9	2
	Lewis Girls'	51.4	1	49.0	2	51.9	1
	Lewis School	48.4	1	47.7	2	55.2	1
	Newbridge School	50.3	2	60.6	1	64.6	1
	Oakdale	51.9	1	58.7	2	55.7	3
	Pontllanfraith	26.4	4	47.1	2	46.9	3
	Rhymney	27.8	3	37.7	2	36.4	3
	Risca	42.1	2	35.4	4	38.7	4
	St Cenydd School	33.8	3	34.7	4	48.3	2
	St Martin'S School	41.7	2	42.5	3	50.0	2
Ysgol Gyfun Cwm Rhymni	61.0	2	67.5	1	52.6	4	
Capped Points Score	Bedwas	279.0	4	296.5	4	303.6	4
	Blackwood	310.2	3	332.5	3	344.9	2
	Cwmcarn	324.1	4	322.8	4	334.8	4
	Heolddu	297.4	3	313.8	3	318.9	4
	Lewis Girls'	340.4	2	350.2	2	346.3	2
	Lewis School	329.2	2	332.8	3	363.3	1
	Newbridge School	337.7	3	363.3	2	379.0	1
	Oakdale	338.2	2	319.0	4	351.2	3
	Pontllanfraith	272.5	4	270.9	4	304.8	4
	Rhymney	295.2	4	301.1	4	325.7	3
	Risca	329.9	2	339.0	2	336.8	3
	St Cenydd School	309.1	3	319.4	4	334.3	3
	St Martin'S School	309.8	3	309.0	4	330.1	3
Ysgol Gyfun Cwm Rhymni	374.8	1	370.1	1	366.6	2	

English	Bedwas	37.4	4	55.9	3	37.6	4
	Blackwood	56.3	2	65.2	1	74.5	1
	Cwmcarn	72.4	1	66.9	2	73.0	2
	Heolddu	36.3	4	52.1	2	55.3	4
	Lewis Girls'	63.6	1	71.9	1	66.7	2
	Lewis School	54.9	2	57.6	3	62.9	2
	Newbridge School	63.2	2	65.0	3	68.2	3
	Oakdale	58.9	2	62.4	4	62.3	4
	Pontllanfraith	46.4	4	51.9	4	53.1	4
	Rhymney	56.3	1	50.3	3	58.6	2
	Risca	59.6	2	54.9	4	70.7	1
	St Cenydd School	43.6	4	50.5	4	58.1	4
	St Martin'S School	51.1	3	59.1	3	63.8	2
Ysgol Gyfun Cwm Rhymni	72.8	2	75.2	2	61.8	4	
Welsh as 1st Language	Ysgol Gyfun Cwm Rhymni	67.5	3	73.3	3	56.0	4
Mathematics	Bedwas	41.5	4	51.7	3	51.3	4
	Blackwood	52.8	2	53.2	3	63.0	1
	Cwmcarn	58.3	3	61.9	3	61.3	4
	Heolddu	45.2	3	39.4	3	54.3	3
	Lewis Girls'	57.2	2	49.7	4	61.2	2
	Lewis School	54.4	2	55.6	2	68.1	1
	Newbridge School	60.2	3	67.2	2	76.4	1
	Oakdale	62.8	1	72.5	1	69.7	2
	Pontllanfraith	54.4	2	53.8	3	59.3	2
	Rhymney	54.4	1	50.3	1	57.9	1
	Risca	48.2	3	57.3	2	48.0	4
	St Cenydd School	53.8	2	45.3	4	58.7	2
	St Martin'S School	62.8	1	57.5	2	61.5	2
Ysgol Gyfun Cwm Rhymni	68.1	2	73.5	2	58.8	4	
Science	Bedwas	53.1	4	56.8	4	76.1	4
	Blackwood	55.3	4	79.1	3	87.5	2
	Cwmcarn	82.8	2	95.7	2	97.3	1
	Heolddu	91.9	1	96.5	1	98.9	1
	Lewis Girls'	71.1	3	90.2	2	85.3	3
	Lewis School	86.3	2	86.1	2	96.6	1
	Newbridge School	87.1	2	88.9	3	92.3	2
	Oakdale	86.8	2	91.7	2	93.4	2
	Pontllanfraith	27.2	4	73.1	4	82.3	3
	Rhymney	62.0	3	65.4	4	84.3	2
	Risca	86.8	2	75.6	4	72.0	4
	St Cenydd School	51.3	4	48.4	4	68.6	4
	St Martin'S School	50.0	4	74.0	4	85.1	3
Ysgol Gyfun Cwm Rhymni	92.5	1	94.4	2	96.5	2	





## EDUCATION FOR LIFE SCRUTINY COMMITTEE – 23RD FEBRUARY 2016

**SUBJECT: FLYING START PROGRAMME IMPACT REPORT**

**REPORT BY: KERI COLE, CHIEF EDUCATION OFFICER**

### 1. PURPOSE OF REPORT

- 1.1 To inform members of the initial impact of the Flying Start programme linked to one of the Local Authority's Outcome Agreements 2013-16.

### 2. SUMMARY

- 2.1 The Flying Start programme has been developed and expanded since 2008 in Caerphilly county borough and now reaches annually 2533 children aged 0-3 years old and their families in the most disadvantaged areas.
- 2.2 The statistical data for Caerphilly Flying Start is beginning to demonstrate the outcomes from the investment in the programme. There are improving numbers of families accessing parenting programmes, and bespoke individual support packages, childcare take up is increasing and improving consistent attendance continues to be a focus. There continues to be a low baseline on entry to childcare at 2years but the developmental interventions show significant impact to put us consistently in the top 5 for children achieving or within one band of their developmental milestones on leaving childcare at 3years.

Financial year	2013-14	2014-15	2015-16	2016-17
Indicative funding	£4,073,334	£4,782,367	£5,214,300	£5,214,300
Cap number of children aged 0-3yrs	1908	2246	2483	2483

- 2.3 The Outcome Agreement 2013-16 has been successful in achieving the outcome targets and drawing down additional funding for the Local Authority.
- 2.4 Within Caerphilly there is a strong connection between the three anti poverty programmes preventing duplication of resources and maximising impact/outcomes for families.
- 2.5 Initial Foundation Phase profile trend data for the first cohort who accessed the full Flying Start programme in the original ten areas will not be available until summer 2016.

- 2.6 There has been significant investment in up skilling staff, regarding ensuring settings become more inclusive and able to support children with additional needs, improve safeguarding processes and audit, as well as improving performance management across all providers to ensure data is robust and evidences the impact of their service for children and families.

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

- 3.1 Flying Start strategic programme guidance April 2012 and subsequent appendices 2012-15.
- 3.2 Caerphilly Anti-Poverty Strategy
- 3.3 Caerphilly Single Integrated Plan
- 3.4 Caerphilly Welsh in Education Strategic Plan
- 3.5 Caerphilly Childcare Sufficiency Assessment and Action Plan

### **4. THE REPORT**

- 4.1 The Flying Start programme has expanded from the initial 10 catchment areas to 26 Lower Super Output Areas (LSOA) based on the most disadvantaged areas in Caerphilly and targeted using the highest concentration of children aged 0-3 years living in income benefit households [Appendix 1]. The Flying Start programme delivers:
- 4.1.1 Enhanced Health programme supporting families from antenatal stage until their child turns 4 years old, although they are not transitioned off the caseload until the September they attend reception.
- 4.1.2 Parenting Programmes and individual Family Support – antenatal, postnatal and perinatal mental health support.
- 4.1.3 Speech, Language and Communication interventions including Super Shellby, Pop in and Play groups, and Speech therapist support.
- 4.1.4 Funded Childcare place for 2-3 year olds before they take up their Nursery place, including early identification and support for children with additional needs. A list of non-maintained and maintained childcare settings is attached in Appendix 3.
- 4.2 Caerphilly delivered the full Flying Start programme with all 4 components in the initial ten Flying Start areas in 2008-09. Therefore those children completing the Foundation Phase in the summer of 2016 will be the first cohort of Flying Start children who had access to the full programme prior to Nursery. The Programme has expanded the areas from 10 areas – 26 LSOAs during 2012-16.
- 4.3 The programme aims to establish positive behaviours in children and families, through healthy lifestyles, positive parenting, attendance and aspirations. Analysis of the school attendance data in the first ten Flying Start areas shows that the average attendance for each school follows an improving trend. The upwards trend could be a combination of activities focusing on attendance in school as well as some contribution of the Flying Start programme to develop the positive consistent behaviours at an earlier stage. Anecdotal reporting from schools showed that parents were more willing to communicate with the school if children were ill or away for any reason and were more aware of the importance of their child attending school regularly.
- 4.4 Recent research 'Improving Attendance and School', Charlie Taylor 2012 explained the link between children from disadvantaged backgrounds, attendance and school attainment of the Level 2+ indicator at GCSE.

- 4.4.1 Of pupils who miss more than 50% of school only 3% achieve 5A\*-C as opposed to 73% achieving 5A\*-C who have 95% attendance.
- 4.4.2 Children with low attendance in Early Years are more likely to come from poorer backgrounds and are likely to start school already behind their peers especially in language acquisition and social development.
- 4.4.3 Poor attendance is often a sign there are more serious issues going on in the child's life.
- 4.4.4 Without the opportunity to receive good quality learning every day from the start of their Education the most disadvantaged pupils are unlikely to narrow the gap.
- 4.4.5 The Free School Meal gap widens at every key stage. The Wales trend data 2015 shows approx, 30% FSM pupils achieved L2+ at GCSE, compared with 65% non-FSM pupils achieved L2+ at GCSE.
- 4.4.6 Many entry level jobs, apprenticeships, A level courses and other training require 5 A\*-C GCSE including Maths and English (L2+ indicator).
- 4.4.7 Therefore the Flying Start programme is critical in establishing positive parent and child behaviours, in readiness for the child's education, in order to give them the best opportunity for later life chances.
- 4.5 The 2013-16 Outcome Agreement for Education, Improving Early Years Experiences is summarised in Appendix 2. The Flying Start programme has managed to successfully meet the required targets in each year. The summary figures include only partial figures for 2015-16 missing the final term of interventions. However, the summary demonstrates the improving trends in data. The numbers of children accessing childcare provision, and the numbers of parents accessing and completing parenting programmes has increased over the three year period. The identification of children with speech language and communication difficulties has improved which enables more effective targeting of Super Shellby interventions.
- 4.6 Over a period of 2 years there has been significant implementation for early identification and support for children with Additional Learning Needs in childcare settings. The training has supported a change in culture across the childcare sector and has up skilled 347 staff in 2014-15. During the academic year 2014-15 there were 85 children observed as needing Play plans and put on the SEN register which equated to 17% of the children accessing Flying Start placements. Of those 85 children identified 73% went on to their Foundation Phase Nursery place without needing support. The Supported Places scheme (funded through Families First) has been developed for those children identified as needing additional support in childcare settings prior to starting Nursery who live in non-Flying Start areas. This scheme has also been very successful in supporting 63% of the children to access mainstream provision without needing any support and 37% were referred for toileting support only. The case study and parental comments in Appendix 5 capture some of the individual successes.
- 4.7 In the Welsh Government Flying Start statistical release 2014-15 Caerphilly Flying Start is benchmarked against other Local Authorities. 88% children took up a childcare offer, although 100% children were offered childcare placements. 85% of children were fully immunised by 47months which was a significant increase on 2013-14 (78% fully immunised). Only 58% of children entering childcare are reaching or within one band of their developmental milestones which is the lowest across Wales. Whereas 89% of children leaving childcare to move on to Nursery are reaching or within one band of their developmental milestones making Caerphilly 4<sup>th</sup> in Wales. The improvement in number of parents offered and accessing parenting programmes from 181 in 2013-14 to 228 in 2014-15 put Caerphilly 4<sup>th</sup> in Wales.
- 4.8 Flying Start outreach works with Children Services Leaving Care and Looked After Children teams to identify those at risk of teenage pregnancies, to deliver sexual health (preventing pregnancy) and packages of antenatal support through to the rest of the Flying Start programme for the most vulnerable young people and their children. This has been successful

in preventing babies being taken into care and in most cases reduced the need for babies to be placed on the Child Protection Register also. The support builds resilience in the young people and develops their understanding of the care needs of their child as well as the support available.

- 4.9 During 2015 Flying Start worked with Communities First and Families First to develop Pathways for Provision under specific themes [Appendix 6]. The pathways show how the three programmes interact to ensure that families have access to services and also show that most duplication between the programmes has been eliminated through close partnership working.
- 4.10 During the implementation of the programme there has been a requirement for significant capital works. During 2014-16 projects in Wave 3 Flying Start areas were implemented, including a Welsh medium Integrated Children Centre on the old YGG Caerffili school site, and a contribution to begin the new Primary School and ICC in Rhymney. In 2016-17 we have been asked to submit small bids for minor capital works to ensure longevity of previous schemes.
- 4.11 One of the indirect benefits of the Flying Start programme is the number of parents able to access volunteering opportunities in one of the childcare settings or contracted delivery team partners' organisations. Many volunteering placements have led to work placement opportunities while completing funded qualifications and some have led to subsequent employment. This is now being tracked as an incidental benefit to the programme delivery.
- 4.12 Welsh Government has recently started working with Local Authority Flying Start programme managers and Education performance data analysts to identify the potential for longitudinal tracking using the PLASC database returns from schools. They are working to develop an Early Years PLASC as well as the relevant information sharing protocols to share individual data for long term tracking of outcomes for cohorts. Although in its infancy this is taking significant importance in Welsh Government and Flying Start teams to ensure the programme benefits can be proven over time. Flying Start team and Education business support team continue to work together to develop shared databases for longitudinal tracking of children and families.
- 4.13 There is a recent publication for the Flying Start programme published by Welsh Government on Monday 18<sup>th</sup> January 2016. This is the first report from a three-year qualitative research project with Flying Start parents. The aim of the research is explore experiences and perceived impacts for families throughout their engagement with the programme. Drawing on the first year of fieldwork, this report describes parents' views on their engagement, experiences and perceived impacts of the programme so far.

Qualitative research with Flying Start families: Wave 1 report

Qualitative research with Flying Start families Wave 1 report: Executive Summary

## **5. EQUALITIES IMPLICATIONS**

- 5.1 All contracts have included requirements for Equalities and Welsh Language in order to meet the relevant legislation and this is checked within the selection process as standard practice. As such we are impact assessing the settings during award and selection stages of tender processes, to ensure compliance.
- 5.2 A range of childcare placements have been sourced meeting the requirement for within 15 minute walking distance for families. Welsh medium childcare placements, Childminder and Day Nursery placements are available according to parental needs and to support any working families. Contracted settings have sufficient places to meet the current demands but this is continuously kept under review.

- 5.3 Children with additional needs are supported to access their full entitlement in the provision of the parents' choice that will best meet their child's needs, including a bursary system for non-maintained settings to provide additional support as needed.
- 5.4 Demand for Welsh medium provision continues to be assessed from birth / antenatally / at registration into the programme. Families are asked their preference for Welsh / English communications in line with the Welsh Language Standards Act as well as their preference for language of provision they wish to access in line with the Welsh in Education Strategic Plan.

## **6. FINANCIAL IMPLICATIONS**

- 6.1 The new framework for commissioning of childcare placements in the non-maintained childcare settings has been implemented from September 2015.
- 6.2 Funding for the Flying Start programme has been maintained for 2016-17 at a standstill budget of £5.2million.
- 6.3 During 2015-16 the Basic Skills Language and Play grant of £74,000 was moved into the Flying Start grant offer letter but was monitored separately. This grant has been removed in 2016-17 from the Flying Start grant offer.

## **7. PERSONNEL IMPLICATIONS**

- 7.1 Due to the discontinuation of the Basic Skills Language and Play grant, the LAP staff have been put on redundancy notice, due to finish end of March 2016.
- 7.2 Current steady state Flying Start programme delivery is expected to continue with all existing Flying Start contracts renewed until March 31<sup>st</sup> 2017.
- 7.3 There are no HR implications for the core Flying Start programme delivery 2016-17.

## **8. CONSULTATIONS**

- 8.1 All comments are included within the body of this report.

## **9. RECOMMENDATIONS**

- 9.1 Members note the contents of this report, the completion of the Outcome Agreement 2013-16 and the plan to bid for capital maintenance funding for 2016-17.

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

- 10.1 To ensure members give due consideration to the impact of the programme to date.

## **11. STATUTORY POWER**

- 11.1 Children and Families Measure (Wales) 2010  
Childcare Act 2006  
Education Act 1996  
School Standards Act 1998

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Councillor Jamie Pritchard, Vice Chair Education Scrutiny Committee  
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Keri Cole, Chief Education Officer  
Education Senior Management Team  
Lisa Haile, Personnel Manager  
David Thomas, Senior Policy Officer (Equalities and Welsh Language)  
Mike Lewis, Principal Accountant – Education Central

Appendices:

Appendix 1 Flying Start list of areas and caseload count  
Appendix 2 Summary of Outcome Agreement targets 2013-16  
Appendix 3 Flying Start Childcare settings – maintained and non-maintained  
Appendix 4 Impact profile Flying Start programme  
Appendix 5 Support for Children with Additional Learning Needs  
Appendix 6 Pathways for provision (Flying Start, Communities First and Families First)

## Appendix 1 – Flying Start areas and caseload count Nov 2015

Flying Start Area	Updated number 0-3s on caseload	Childcare places required / achieved by number of children
<b>Wave 1 – 2008/09</b>		
Upper Rhymney	164	40
Lower Rhymney	inc in above	48
Abertyswg	80	24
Fochriw	53	24
Phillipstown	64	32
Park	149	48
Hengoed	197	48
Graig-y-Rhacca	128	48
St James	230	80
Pantside	80	32
<b>Sub-total</b>	<b>1145</b>	
<b>Wave 2 – 2013/14</b>		
BTM 2 - Tyn y wern Trethomas	85	40
Aber Valley 4 - Abertridwr Sengennydd	61	12
Argoed 1 - Markham	86	20
Crumlin 3 - Trinant	87	20
Cefn Forest 2 - Cefn Forest	33	16
Pengam 1 - Fairview	94	24
Risca East 2 - Ty Sign	182	40
Penyrheol 8 - Penyrheol	109	30
Penyrheol 4 - Trecennydd	88	24
<b>Sub-total</b>	<b>825</b>	
<i>Increased cap number 2015-16 of 2483</i>		
<b>Wave 3 – 2015/16</b>		
St Cattwg 1 - Gelligaer	149	
St Cattwg 5 - Gelligaer	inc in above	40
Pontllanfraith 5 - Bryn Primary	100	32
Aber Valley 3 - Sengennydd	128	32
Blackwood 2 - Blackwood Primary	88	24
Morgan Jones 2 - Churchill Park	98	24
Pontllanfraith 2 - Penllwyn	Inc in Pont 5	Inc in Pont 5
<b>Sub-total</b>	<b>563</b>	
<b>Total</b>	<b>2533</b>	<b>842</b>

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## Appendix 2 – Summary of Outcome Agreement targets 2013-16

	2013-14	2014-15	2015-16 [Apr-Dec 2015]
Number of children accessing the programme	2121	2212	2461
Number of children accessing childcare	434	489	647
Number of children accessing Welsh medium childcare	63	63	78
Number of children supported for SLC through Super Shellby	145	88	Annual
Number of children who are fully immunised by 47 months	304	363	Annual
Number of health visitor face-to-face contacts	8426	16640	14,275
Number of families accessing parenting programmes	75	120	145
Number of families receiving packages of enhanced support	52	21	141
Percentage children accessing childcare places	89	88	98%
Percentage of children attending 75% or more childcare sessions	70	70	Annual
Percentage families completing 75% of a parenting programme	59	76	76%
Percentage of families completing the parenting programme with improved TOPSE results	91	85	85%
Percentage families completing enhanced packages of support reporting their needs had been addressed	100	100	84%
Percentage of Flying Start children reaching or exceeding their developmental milestones on entry into the Foundation Phase measured through the 3year SOGS assessment	60	58	56%

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### Appendix 3 – Flying Start Childcare settings – maintained and non-maintained

Flying Start Area		Setting / settings serving the area
Risca/Pantside/Trinant		Cylch Meithrin Dewi Sant
Abertridwr/Sengenydd/GYR/Churchill Park/Penyrrheol/St.James/Trecenydd/Trethomas		Cylch Meithrin Ifor Bach
Gelligaer/Penybryn/Hengoed		Cylch Meithrin Nelson
Cefn Fforest/Fairview/Trinant/Penllwyn/The Bryn/Blackwood		Cylch Meithrin Pontllanfraith
Abertysswg/U.Rhymney/L.Rhymney/Fochriw/Phillipstown/Markham		Cylch Meithrin Rhymni
Bargoed/Hengoed/Markham		Cylch Meithrin Tedi Twt
Hengoed		Cylch Meithrin Yr Enfys
All Areas		Julie Rees Childminding
Abertysswg	Moriah 1	Rosy Days (Abertysswg) CCBC setting
Bargoed (Park)	Bargoed 4	New Beginnings (Heolddu) CCBC setting
Fochriw	Darren Valley 2	Gemstones (Fochriw) CCBC setting
GYR	BTM 6	Llwybrau Llon (Graig-y-Rhacca) CCBC setting
Hengoed	Hengoed 2	Little Acorns / Incy Wincys (Hengoed) CCBC setting
Lower Rhymney	Moriah 2 & 3	Twinkle Tots (Bryn Awel) CCBC setting
Pantside	Newbridge 2	Ffrindiau Fach (Pantside) CCBC setting
Phillipstown	New Tredegar 3	Seren Fach (Phillipstown) CCBC setting
St.James	St James 3 & 4	Young Explorers (St.James) CCBC setting
Upper Rhymney	Twyn Carno 1	Amazing Angels (Ty Coch) CCBC setting
Abertridwr/Senghenydd	Aber Valley 4	Nant Y Parc CCBC setting / Ysgol Feithrin Abertridwr
Cefn Fforest	Cefn Fforest 2	Cefn FForest CCBC setting
Fairview	Pengam 2(Fairview)	Fairview CCBC setting
Markham	Argoed 1	Markham Village Playgroup
Penyrrheol	Penyrrheol 8	Penyrrheol CCBC setting
Risca / Ty Sign	Risca East 2	Moriah Preschool Playgroup / Risca CCBC setting
Trecenydd	Penyrrheol 4	Trecenydd CCBC setting
Trethomas	BTM 2	Tiddlers Wrap Around / Bedwas Day nursery
Trinant	Crumlin 3	Trinant CCBC setting
Blackwood	Blackwood 2	Blackwood CCBC setting
Churchill Park	Morgan Jones 2	Plasyfelin Puddleducks
Gelligaer	St Cattwg 1	Greenhill Primary CCBC setting
Penllwyn	Pontllanfraith 2	Penllwyn CCBC setting
Penybryn	St Cattwg 5	Greenhill Primary CCBC setting
Senghenydd	Aber Valley 3	Nant Y Parc CCBC setting

The Bryn

Pontllanfraith 5

Penllwyn CCBC setting

## Appendix 4 – Impact profile Flying Start programme

### The story so far:

- Significant investment in building the infrastructure for delivery of the programme in 26 of the most disadvantaged areas – both capital building works and staff team development
- Expansion from 10 areas in 2008 to 25 areas in 2015 based on income benefit data for LSOAs
- Expanded reach of programme to 1150 per year to 2483 per year (increasing continuously with movements in and new births as 4 year olds exit programme and are no longer counted in the caseload number). In the statistical release 2014-15 Caerphilly has 25% of the children aged under 4 on the Flying Start Health Visitor caseloads as a percentage of all resident children aged under 4 in the borough.
- Raised skill and qualification level in childcare and parenting teams recognising professionals
- Developed evidence based provision for the 4 core elements with the appropriate evaluation tools, for delivery across all Flying Start areas
- Community focus has enabled excellent take up of provision and value in each community
- Economic mix of provision has enabled sustainable provision in all local Flying Start communities e.g. non-maintained childcare settings (there are Welsh and English medium settings, childminder and Day Nurseries), community centres, and local volunteers
- Partnership working outside of the Flying Start programme has maximised the impact of the funding and prevented duplication e.g. collaboration with Communities First and Families First as well as with statutory services to provide a seamless approach for families

<p><b>Health –</b> Baby Club, Chatterbox, HENRY, Home Safety, Antenatal, Breastfeeding support, Bespoke package in the home, SOGS (Schedule of Growing Skills assessment)</p>	<p><b>Parenting and Family Support –</b> Parent Nurturing Programme, Family Lives, PAFT, OCNs, Solihull (various parenting packages from antenatal to older child, group or individual), Home Inventory assessments</p>
<p><b>Early Language Development –</b> Baby LAP, Pop in and Play, Welcomm screening, PAFT (Parents As First Teachers), Chatterbox, Super Shelby, Speech and Language Therapist</p>	<p><b>Childcare –</b> funded part time, high quality environments, staff, and resources, focus on child development, inclusive, smooth transition for family to school</p>

### Headline impact figures

- Informed of all breastfeeding mothers in Flying Start areas on discharge, which is improving breastfeeding rates for Flying Start families.
- The average attendance for Flying Start Childcare in the existing areas is 77%, a 6% increase on last year's results. The attendance in the expansion areas is 80%.
- According to the Analysis and Interpretation of Data for the Flying Start Programme 2011-13 conducted by GL Assessments summarizes that in terms of national indicators, the Caerphilly Flying Start programme is showing a good performance (particularly in Self-care Social skills) with 59% of children meeting or exceeding their developmental

milestones in all 7 skill areas at 3 years. This compares positively with the Flying Start average of 52% and falls just below the Tackling Poverty target of 60%.

- 100% children eligible for childcare are offered a full Flying Start Childcare offer. 88% of offers are taken up by families.
- Caerphilly has the lowest baseline for children on entry to childcare, however, children make significant progress during their time in childcare (52% reaching or within one band of their developmental milestones). In the same year the 89% of 3 year olds leaving childcare achieved or were within one band of their developmental milestones.
- 228 places were offered on formal structured parenting programmes in 2014-15 which was increased from 181 places offered in 2013-14. 164 families enrolled on parenting programmes in 2014-15 which was an increase from the 125 families (140 parents) enrolled on the 20 PNP courses in 2013-14. The overall percentage of parent taking up and completing parenting programmes has increased this year again, which we see as great achievement, although this is an ongoing target area.
- 91% of Flying Start families completing the parenting programmes showed improved TOPSE results (positive distance travelled).
- During 2013-14, 90% of Flying Start families accessing Pop in and Play programme for Early Language Development demonstrated an improved score across all areas of the Outcome Star.
- Reduction in the need for Education Psychology involvement on transition to school since the ALN Advisor came into post.

## **Appendix 5 – Support for children with Additional Learning Needs (ALN)**

Over the course of 2014-15 there has continued to be significant training across the Early Years Childcare sector with 21 sessions delivered to 347 staff. This has increased and improved earlier identification of children needing support, as well as improved referrals and observations for earlier interventions to reduce the need for statutory assessment when the children transition to school nursery. This has meant that currently only preschool children with complex ALN are referred to the Education Psychology team.

There has been a visible change in culture with settings being more inclusive and regarding a step-down in support required as a success for the child and their setting. Settings are using Play Plans and SEN registers to support the children in their setting. The case study shows how a setting successfully implemented the targets supporting the child's development and their close links with the school for transition meant this child did not require any additional support.

Flying Start childcare settings have successfully included all children with complex needs with ongoing monitoring and reviews as well as observation assessments and did not need the specialist provision in Caerphilly Children's Centre.

Early Support Development Journals have been used to baseline and then track termly every child's progress over their year in Flying Start. They are being mapped to P-scales used for children with ALN and more recently mapped with the new Foundation Phase Profile which will benefit Nursery teams on transition. In addition the ISCAN early alert system for schools two terms prior to starting nursery, has supported planning of provision, smoother transition for children and allayed fears of families. There have been 131 early alerts during 2014-15.

Supported Places scheme has placements funded through Families First where children have a 10 week block of additional support in a childcare setting and Play Plan targets are put into place. This scheme is a way of supporting children in non-Flying Start areas to also access early interventions and supports transition on to Nursery. During the last year 80% of children on Supported Places have not needed to be referred to Education Psychology, 63% continued to access the setting and move on to Nursery without the need for additional support and 37% of the children were only needing toileting support to begin Nursery.

During the academic year 2014-15 90 referrals were received for ALN observations, of which 85 were put on the setting SEN register and had a play plan put in place. 85 children of the 489 childcare places equates to 17% of the cohort. All of the children made progress during their placement. During the placement 28 children needed additional support (10 for 1 hour and 18 full time) but on transition this number dropped to 8 needed significant support or specialist provision, 15 needed reduced support (often toileting support) and 5 no longer required any support. Therefore of the 85 children 73% no longer needed any additional support for starting Nursery.

Flying Start have changed their approach to use Person Centred Planning in the form of the About Me document which parents have whole heartedly embraced. Recent developments include the workshops for parents of children with ALN, regarding processes and how best to support their child.

Recently the service has introduced a 6 week Join in and Play programme delivered in the home where children are being assessed as red-red in the Welcomm assessment tool at 18 months. This has supported families with strategies to use in the home and enabled even earlier interventions which should further reduce the need for additional support in the childcare settings when the child is aged 2 years old.

### **Parental views:**

The child's "About Me" document: *"I have always had difficulties reading and understanding professionals report about my child. It was a lovely change to be able to read and understand my child's "About me" document without the need for someone to read and it explain it to me. Can I have all reports written like that?"*  
*Parent of a two year child attending a Flying Start Childcare Setting*

The Supported Places Scheme: *"Having someone to visit us at home and assess my child's needs prior to my daughter attending a playgroup was really helpful and reassuring to know that she would have support and that her progress would be monitored. We were also able to ask questions and receive immediate answers. This also led to us finding out about benefits that we could apply for".*  
*Parent of a two and half year old child who will be attending a non-maintained setting*

Family that have received ISCAN and Flying Start Support: *We have found the support we have received so beneficial. It is fantastic that we are able to receive advice, support and guidance when our child was in a flying start childcare setting and when he transitioned to school. This made the transition process easy for my son. The diagnosis process takes so long, but it is good to know that we can still receive support and that there is someone there we can contact. This gives us piece of mind and reduces our anxieties.*  
*Parents of a 4 year child who attends nursery school.*

### **Case study:**

- A non-maintained Flying Start contracted setting identified a child with possible social communication needs in their setting as a direct result of attending an ALN twilight training session
- The setting discussed their concerns with parents who consented to a referral for the Flying Start ALN Advisor to observe their son in the setting
- The child was observed to have delayed speech and language skills and social interaction/social skills difficulties. The ALN Advisor met with parents and setting staff to discuss observation feedback
- An ISCAN referral was made and referrals were accepted for Speech Therapy and Community Paediatrician Service
- The family engaged in a block of 6 week intervention of social skills sessions in the home setting
- A transition meeting was arranged by the ALN Advisor with the Flying Start setting and school staff with parents to discuss the child's needs and share information – at that time the child was attending English medium school
- However the parents wished for their child to transfer to a Welsh medium school as mother was Welsh speaking and a place had become available



- The child was also being investigated for Autistic Spectrum Disorder by the Consultant Community Paediatrician
- A transition meeting was arranged by ALN Advisor with Flying Start setting and Welsh medium school staff with parents to discuss child's needs and share information
- The family engaged well and took on board all the strategies and advice given to them by the ALN Advisor. The School also used the same strategies for consistency
- The ALN Advisor undertook another observation in the Welsh medium school to provide an updated report for the Consultant Community Paediatrician to use as part of the information gathering process to aid the diagnosis process
- The ALN Advisor report provided targets for the school to support the child's transition to the reception class in September 2015 when he attended full time school.

**Impact of this intervention:**

- There has not been the requirement for the child to have any additional support in the early years settings and the two schools he has attended
- The child has not needed to access statutory provision e.g. an Educational Psychologist or School Advisory Teacher
- The school are meeting the child's needs without support or requiring a statement of special educational needs
- The child is making very good progress as a result of the strategies that have been put in place
- The family are fully engaged and working in partnership with all professionals involved with their child

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## Employment Pathway

Flying Start
Families First
Communities First
Statutory/Other Partner

**Pre-employment (may be multiple engagement intervention prior)**



Supporting Family Change

Basic skills –IFL Essential Skills classes

Parent Network  
Volunteering

Childcare / PIAP / PN etc  
FF Projects  
CF Projects

STEPS

Literacy / numeracy projects e.g Lego Education

**Training/Qualifications**



Childcare Tasters

Parent Nurturing Programme OCN

Basic training for vols – First Aid, Food Hygiene, CP

Solihull Breastfeeding Peer Counselling

Barnados Peer Group Mentoring

Inspire 2 Achieve/Work (NEETs)

**Employment Support**



Bridges into Work II (25+)

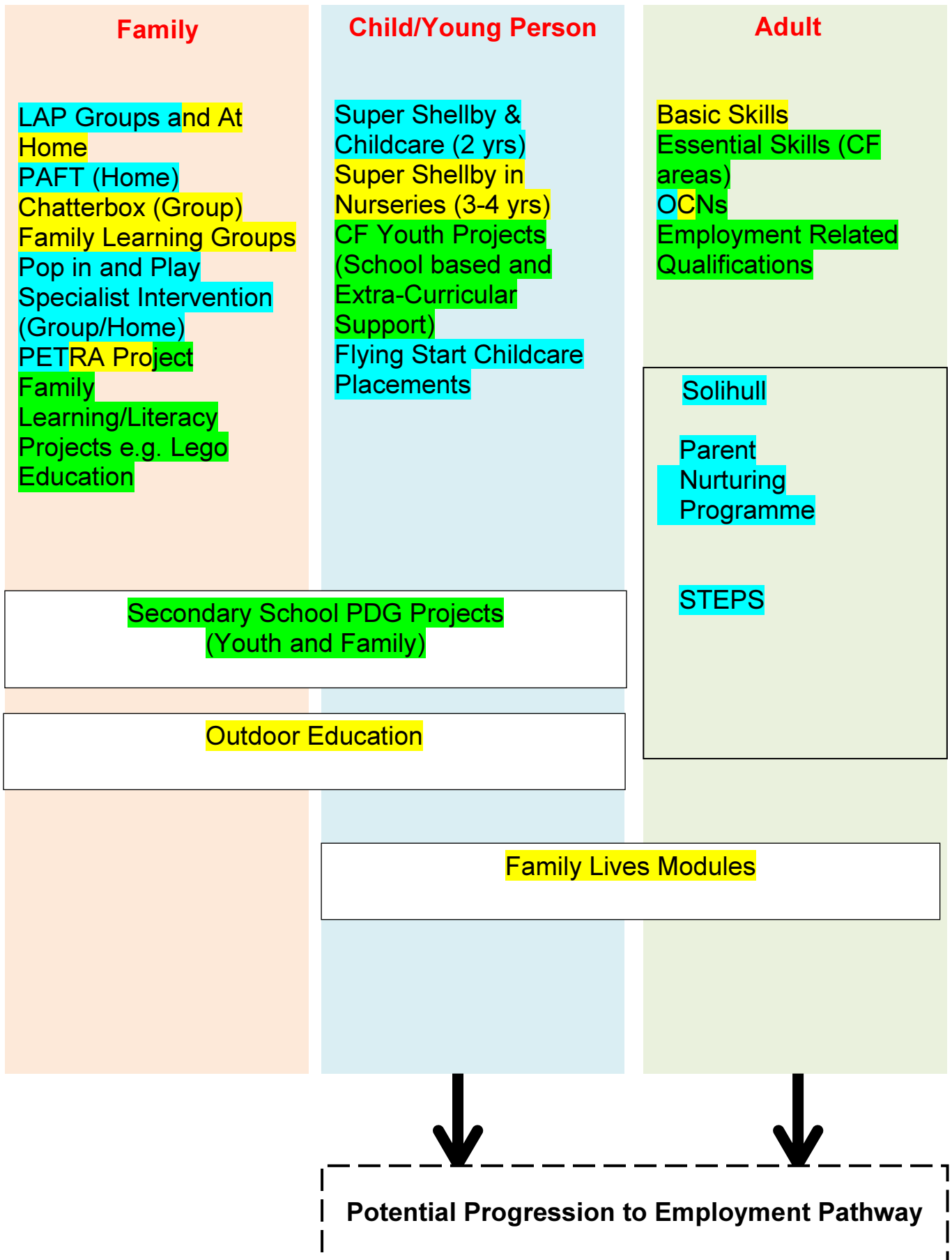
LIFT

16-24 employment project (numerous training options)

25+ employment programme (numerous training options)

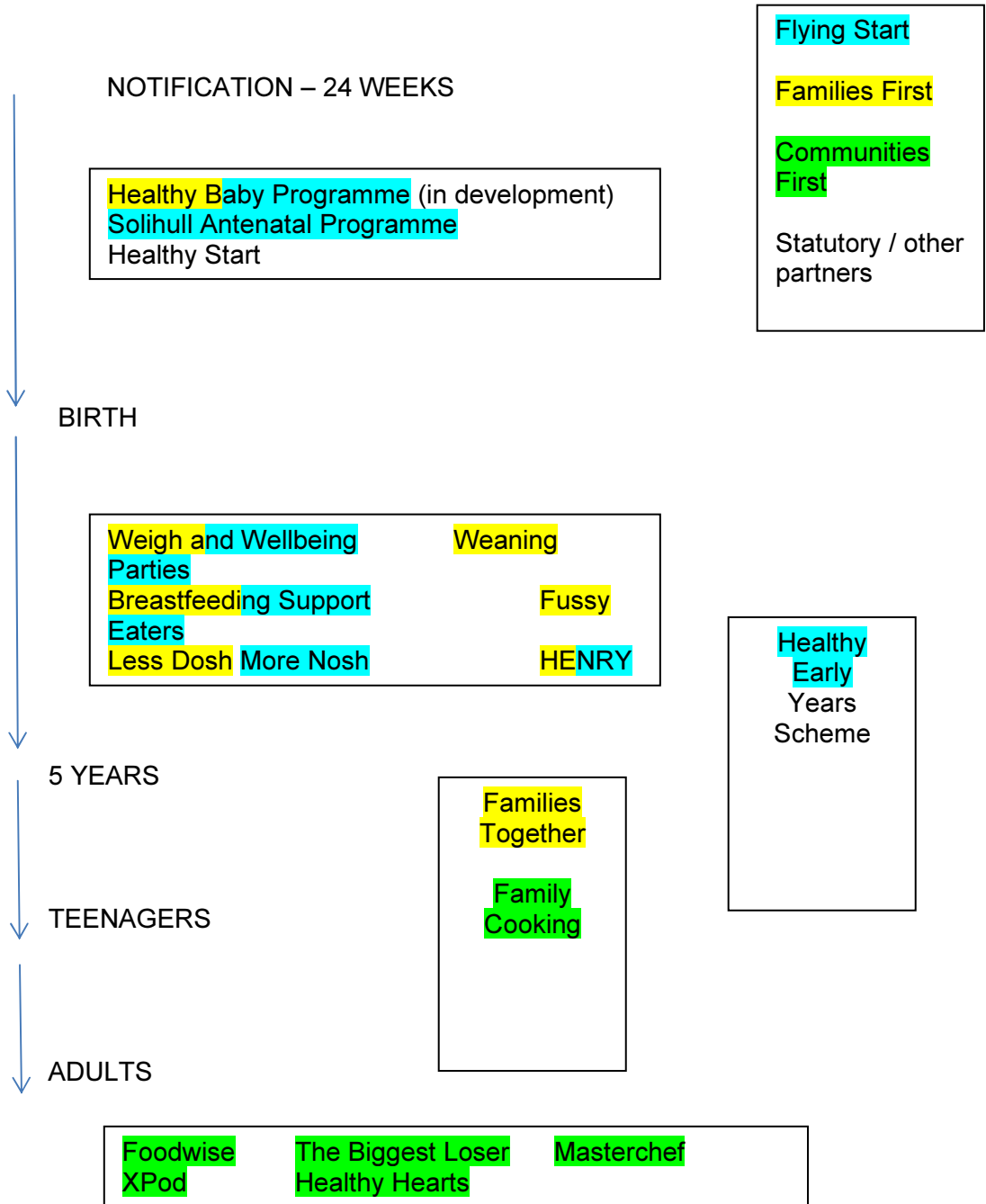
Communities 4 Work (CF/DWP)

# Integrated Family Learning



# Nutrition Pathway

ANTENATAL



# Mental Health and Wellbeing Pathway

Flying Start  
Families First  
Communities First

Statutory / other partners

## Prevention (Tier 0)



Solihull approach / common language / motivational interviewing

Parenting programmes – WEMBS / Adult Wellbeing  
Baby Massage  
Engagement groups (especially FEP)  
Physical Activity group  
Attachment Training (childcare sector / Healthy Early Years)

Supporting Family Change (Lead Professional)

## Low Level (Tier 1)



Living Life to the Full  
Stress control  
Self help group  
Mental Health and Well being– Environmental skills project  
-Walking groups (targeted)  
Confident with cash  
Domestic abuse projects  
Schools based counselling, youth work & family projects  
*Development opportunities: Perinatal mental health, making every contact count*

Assessment MOIRO



## Medium Level (Tier 2) Targeted Interventions



Perinatal Health Bespoke Caseload Package – Health Visitor  
Inclusion and support  
Supporting Family Change

## High Level (Tier 3)

CAMHS etc

# Physical Activity Pathway

ANTENATA



NOTIFICATION – 24 WEEKS

Healthy Baby Programme (in development)

Flying Start  
Families First  
Communities First  
Statutory / other partners

BIRTH

Baby Massage and Baby Fit (developing further)  
Parent and Toddler Dance (Parent and Toddler groups)  
Busy Feet & Healthy Early Years (Flying Start Childcare)  
HENRY Groups  
Top Tots groups  
Balanced Diet of Play (to bring back)

5 YEARS

Adventure Play

Integrated Family Learning Outdoor Education

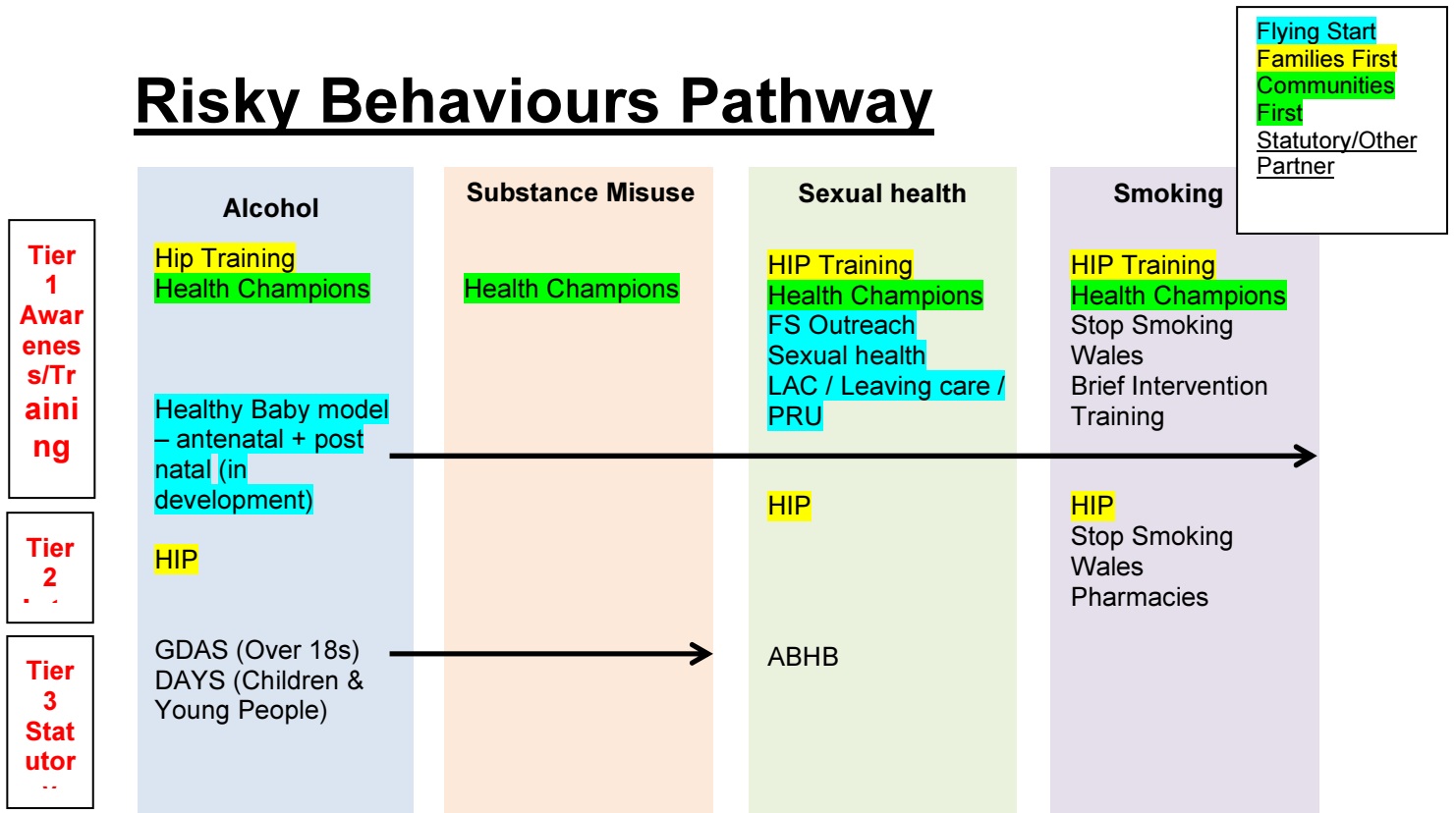
TEENAGERS

Streetgames  
Us Girls

ADULTS

Physical Activity Sessions (e.g. Latino Fit, Zumba)  
Older People's Physical Activity (Sheltered housing)  
NERS (National Exercise referral Scheme) – Lv 3, Community  
NERS – Lv 4, Specialist  
Outdoor Action Project

# Risky Behaviours Pathway





# Flying Start programme impact report

Page 101

A greener place    Man gwyrddach



# Programme reach

Initially delivered in 10 areas reaching 1150 children aged 0-3 years and their families per year

Expansion to 26 LSOAs reaching 2533 children aged 0-3 years and their families per year

Areas are chosen using Welsh Government data ranking the highest concentrations of children living in income benefit households – living in the highest levels of poverty

# Partnership working

Flying Start programme data was chosen 2013-16 Outcome Agreement for Education and has successfully drawn down additional funding for the Caerphilly CBC.

Increased collaboration between Communities First, Families First and Flying Start has developed pathways to prevent duplication and maximise the use of funding

Flying Start outreach has prevented the need for babies to be taken into care or placed on Child Protection Register at birth

# Early identification

347 Staff have accessed specialist training – named SENCO in every childcare setting

90 children referred, 85 had Play Plans put in place, [17% of children accessing Flying Start Childcare]

73% of those with Play Plans transitioned to Nursery without needing support

Case study of a child from non-maintained provision to Welsh medium school appendix 5

# Future plans

Continue to focus on improving attendance

Continue to work collaboratively in partnership to maximise resources for families

Work with Welsh Government to develop the Early Years PLASC return and Education to further develop the shared database

Continue to develop effective delivery plans and bids for capital funding to support the Flying Start programme delivery

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## EDUCATION FOR LIFE SCRUTINY COMMITTEE – 23RD FEBRUARY 2016

**SUBJECT: LANSBURY PROJECT – EDUCATION FOCUS GROUP REPORT**

**REPORT BY: KERI COLE, CHIEF EDUCATION OFFICER**

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

- 1.1 To inform members of the initial work focussed on improving the educational outcomes for children, young people and families living in St James 3 (Lansbury Park area).

### **2. SUMMARY**

- 2.1 The Education Focus Group was established from the Strategic Board and developed as a response to the significant disadvantages faced by families living in Lansbury Park and the Wales Index of Multiple Deprivation [WIMD] published in 2014.
- 2.2 The Education Group brings together St Martin's Comprehensive School, St James Primary School, Communities First and Flying Start programmes to develop an action plan.
- 2.3 The action plan aims to improve the educational attainment of pupils from Lansbury Park as well as the engagement in services of families.

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

- 3.1 Caerphilly Anti-Poverty Strategy
- 3.2 Caerphilly Single Integrated Plan
- 3.3 Flying Start strategic programme guidance April 2012 and subsequent appendices 2012-15.

### **4. THE REPORT**

- 4.1 St James 3 has been noted as the top area for deprivation in the recently released Wales Index of Multiple Deprivation [WIMD]. The interim Chief Executive leads a strategic board to look at what interventions are available and what could be done differently or in a more strategic manner to make a difference for the people living in Lansbury Park. Within Education, a small focus group has been set up to look specifically at the educational needs of the children, young people and families.

The Education Focus Group comprises of representatives from St Martin's Comprehensive School, St James Primary School, Flying Start, Communities First and is led by the Chief Education Officer.

- 4.2 The targeting of individual pupils living in Lansbury Park has made a difference when ensuring appropriate interventions are in place.
- 4.3 Attendance and engagement are key factors in improving attainment. The action plan focuses on improving attendance in school and childcare settings for those children and young people living in Lansbury Park. In addition there is a focus on providing access to aspirational opportunities, for example, trips, music groups and other enriching experiences.
- 4.4 Communities First and Flying Start programmes are focusing on improving the awareness of, and subsequently the engagement in, the range of services available locally.
- 4.5 St Martin's are working with St James to pilot a new approach to supporting pupils more intensively in Year 7 in literacy and numeracy. Although only in place since September 2015, this is already showing an improvement in attendance and peer friendship groups, enabling young people to adapt to the larger environment in a safer smaller group.
- 4.6 Both schools have recently employed Family Engagement Workers part funded through Communities First, who have begun to work in partnership with the Flying Start Family Support Worker. This will develop greater understanding of services available, families' needs, and will support consistency of messages for families as well as support the co-ordination of services for families who access multiple interventions. The Family Information Service will support access to the database of services through developing FIS Champions locally.

## **5. EQUALITIES IMPLICATIONS**

- 5.1 All contracts include requirements for Equalities and Welsh Language in order to meet the relevant legislation and this is checked within the selection process as standard practice. As such we are impact assessing suppliers during award and selection stages of tender processes, to ensure compliance.

## **6. FINANCIAL IMPLICATIONS**

- 6.1 Any funding implications have been identified specifically within the action plan. However, most actions do not require additional funding but realignment of staff work plans / focus.

## **7. PERSONNEL IMPLICATIONS**

- 7.1 Joint funding of the Family Engagement Officer who is on a fixed term contract for the life of the project.
- 7.2 There are no additional HR implications for this action plan.

## **8. CONSULTATIONS**

- 8.1 All comments are included within the body of this report.

## **9. RECOMMENDATIONS**

- 9.1 Members note the contents of this report and the focus plan established.



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

- 10.1 To ensure members give due consideration to the project focus on Lansbury Park.

## **11. STATUTORY POWER**

- 11.1 Children and Families Measure (Wales) 2010  
Education Act 1996  
School Standards Act 1998

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Keri Cole, Chief Education Officer  
Education Senior Management Team  
Lisa Haile, Personnel Manager  
David Thomas, Senior Policy Officer (Equalities and Welsh Language)  
Mike Lewis, Principal Accountant – Education Central

Appendices:

Appendix 1 Lansbury Project Education Focus Plan

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## Appendix 1 – Lansbury Project Education Focus Plan

Priority No	Issue	Action (& Responsibility)	Resources	Start/ End Date	Target Outcome	Monitoring & Evaluation
<b>St Martin's Secondary School</b>						
S1	Enhanced literacy & numeracy provision on entry - spring board & <u>not catch up</u> to allow access to the full KS3 Curriculum when ready.	Develop an alternative curriculum model with enhanced literacy and numeracy provision, link with Schools Challenge Cymru - Y6 Teacher. Set three lowest groups to follow 18 of target literacy and numeracy learning. (MY)	Staffing (Outright Project cost £35,000), as the project is an alternative rather than additional cost. <b>Nil Costs.</b>	Sept 2015/ July 2016	85%+ of learners will be operating at Level 4 Ma/ Eng. At least 85% of cohort will achieve NRT & NNT of 100.	
S2	The attendance of the target group significant drop when entering KS4 – enhance engagement strategies.	'Challenge 5' – Target a group within the selected area with the potential to increase attendance by 5%. (GE)			Improve individual attendance by 5%. Target 17/ 20 learners complete action a. Target 15/ 20 learners complete action b. Target 13/ 20 learners complete action c.	
		a. School Reward (No-uniform, Jump the queue pass , vouchers)	Vouchers £250	Sep / Dec 2015		
		b. Family Reward – Ice Skating	Vouchers (Free)	Sep 2015 / Apr 2016		
		c. Community Reward – Link with rewards scheme/ passport (communities First).	Nil	Sep 2015/ July 2016		
S3	A very small number of students have intense challenging behaviour which need short and medium term support therapies -	Need to develop engagement programmes (Pre EOTAS provision). Internal Curriculum X provision and a selection of ½, 1 and 2 day provision – Military Prep and CAG	Unknown at plan date	Nov 2015		
S4	As a child moves through the education system the parental link appears to move from informal and frequent to a more formal and infrequent approach.	Drop In' sessions at existing clubs/ activities and community events in/ around Lansbury. (KP) – Clinics, Y5/6 Parents Evening	Nil	Sep 2015/ July 2016	Engage (record) 8 additional parents per event	
		Increase parent presence at St. Martin's –			All relates to Target Gp	
		1. Year 6 Taster day – Parent Afternoon Tea (KP)	Refreshment £100	July 2015	100% response to invitation. 80%	

Priority No	Issue	Action (& Responsibility)	Resources	Start/ End Date	Target Outcome	Monitoring & Evaluation
		2. Year 7 Tutor Evening transport (MY)	Transport £180	Sept 2015	attendance.	
		3. Christmas Event – (Market or Performance during Day) (KP)	Resources £150 Transport £180	Dec 2015		
		4. Host summer Saturday fun day (TBC) Link with Lansbury Matters to establish event	Resources £150 Transport £180			
		5. Review parent survey feedback and communicate responses/ actions within a week. (HJ)	Nil	Sep 2015/ July 2016 x5	Formal communication with stakeholders within agreed timescale.	
		Parent Pods, based on the Primary Clusters – Developing Parent Voice. (KP) with primary links	Refreshments & Stationary £250	Jan 2016/ July 2016 x 3	Create a group of 10 parents to open communication.(2 from each primary) Output >Newsletter/ Social Media	
<b>St James Primary School</b>						
P1	There is a need for consistent support for pupils and families to enhance their educational attainment	Appoint a 'Family Link & Pastoral Support Officer' to undertake the tasks listed below:	Funding for post identified through Communities First and school	15/7/16	Family Link Officer employed	
		Improve communication between school, the parents and the local community.		Nov 2015 – July 2016	Increased community awareness of events in school	
		Engage more parents (especially those that have not engaged previously) in the life of the school.		Nov 2015 – July 2016	Increased number of parents engaged in activities who have not engaged previously	
		Provide / organise training opportunities for parents to support the development of their basic skills.		Nov 2015 – July 2016	Training delivered and attended with 80% completion rate for courses	
		Liaise with other agencies in the local		Nov 2015	Good understanding	

Priority No	Issue	Action (& Responsibility)	Resources	Start/ End Date	Target Outcome	Monitoring & Evaluation
		community to provide appropriate support to pupils and their families.		– July 2016	of all delivery support services / local teams	
		Improve the % of attendance for target groups of eFSM pupils living in St James Ward 3.		Nov 2015 – July 2016	% Attendance increases termly for target eFSM pupils	
		To improve the behaviour of a target group of pupils both in and out of school.		Nov 2015 – July 2016		
P2	There is limited after school provision in the local area to raise aspirations and focus on closing the gap in attainment. Pupils are not able to access support in the home or a suitable environment to complete homework. Offering 2 sessions per week to pupils to stay to complete homework, or have extra support for schoolwork as well as other opportunities for social interaction.	All pupils to receive support with their home-reading - each child having a 1:1 session in the 'After School Club' at least once per week.		Jan 2016 – July 2016	To improve the academic attainment of a target group of eFSM pupils that live within St James Ward 3.	
		All pupils will have time using the on-line 'Bug Club' to help them improve their reading - at least 15 minutes each, every time they attend the 'Club'. Class Teachers will ensure that Bug Club books and activities are set up as appropriate and 'Club' staff will ensure that they provide appropriate support so that pupils achieve the LI within their Bug Club.		Jan 2016 – July 2016		
		All pupils will have at least 15 minutes on Mathletics, every time they attend 'Club'. Class teachers will ensure that the activities set up for them is appropriate in order to target their level of need. 'Club' staff will ensure they provide the appropriate support to help the pupils achieve the LI within Mathletics.		Jan 2016 – July 2016		
		'Club' staff to provide pupils with support when completing the homework that has been set by their		Jan 2016 – July 2016		

Priority No	Issue	Action (& Responsibility)	Resources	Start/ End Date	Target Outcome	Monitoring & Evaluation
		teacher, including - spellings, mathematics and learning logs.				
		'Club' staff to provide opportunities for pupils to prepare for the National Tests by running through a range of appropriate activities.		Jan 2016 – July 2016		
P3	Targeted FSM pupils are not currently able to access enrichment activities	Identify group of learners using PASS data, attendance data and teacher concern sheets using Red markers in the following areas: feelings about school, confidence in learning, self regard as learner, general work ethic.		Sept 2015 – Mar 2016	Progress and development in the areas of concern for each of the learners to be carefully tracked with a summative assessment (PASS) carried out at the end of each project. Attendance data will also be used to monitor success, where relevant. 'Listening to Learners' information will also be used	
		Two groups of FSM learners in Year 5 will work with the HUB Team every Tuesday on Pippin's Art.		Sep 2015 – July 2016		
		x2 APs (RH & NH) to support, supervise and help evaluate enriched activities		Sep 2015 – July 2016		
		The group identified in Year 4 will work with CAG every Wednesday afternoon on outdoor education activities designed to build self-esteem and readiness to learn.		Sep 2015 – July 2016		
		The two Year 3 classes will work with Upbeat Music for 6 weeks on a Christmas Samba drumming workshop.		Sep 2015 – Dec 2015		
		Year 6 classes will work weekly with Creazione on health & fitness.		Nov 2015 – Dec 2015		
		Year 3/4 group will work with Creazione Dance after Christmas until Easter		Jan 2016 – Mar 2016		
P4	Target eFSM Pupils do not have opportunities currently to consolidate their skills in	Teaching Assistant to work with a group of 5/6 pupils each week from Year 5 and Year 6 (primarily eFSM		Sep 2015 – Mar 2016	To improve the attendance of target groups of eFSM	

Priority No	Issue	Action (& Responsibility)	Resources	Start/ End Date	Target Outcome	Monitoring & Evaluation
	practical real life experiences	pupils) to run the school's BISTRO.			pupils	
		Pupils will have the opportunity to engage in a wide range of activities that includes Literacy, Numeracy, ICT and PSD skills. They will also have the opportunity to develop their creative thinking, problems solving and entrepreneurial skills.		Sep 2015 – Mar 2016	To provide pupils' with the opportunity of applying their literacy and numeracy and personal social skills in a practical, relevant and engaging context.	
		Pupils to be assessed for their 'Level 3 Food Counter Service' vocational award before the end of the year.		Sep 2015 – Mar 2016	Provide pupils' with the opportunity of gaining a vocational qualification - Level 3 in 'Food Counter Service'.	
P5	Targeted eFSM pupils do not have access to fitness sessions which would support their health and wellbeing.	All pupils in Year 5 and Year 6 to take part in a fitness assessment at CREAZIONE Fitness Centre. Following that the pupils will take part in a programme of fitness sessions (1hr per week for 8 weeks). After these sessions, all pupils will be re-assessed to measure the improvement in their fitness. Dosbarth Raglan - Autumn Term Dosbarth Caerdydd - Spring Term		Sep 2015 – Mar 2016	To improve the standards of fitness of all eFSM pupils in Year 5 and Year 6.	
		All pupils in Year 5 and Year 6 to take part in a 'Health and Wellbeing' session at CREAZIONE Fitness Centre, to include: Healthy Eating; Hygiene; Anatomy; Healthy Exercise; Life Choices. Pupils will keep a record of all the work they do. Dosbarth		Sep 2015 – Mar 2016	To improve the opportunities for taking part in physical activity of all eFSM pupils in Year 5 and Year 6.	

Priority No	Issue	Action (& Responsibility)	Resources	Start/ End Date	Target Outcome	Monitoring & Evaluation
		Raglan - Autumn Term Dosbarth Caerdydd - Spring Term				
		All pupils in Year 5 and Year 6 will have the opportunity to take part in an 'After-School Fitness Club' during the term that they are taking part in the Fitness Project (Raglan - Autumn Term & Caerdydd - Spring Term) to help them improve their fitness levels and promote participation enjoyment.		Sep 2015 – Mar 2016	To improve the knowledge and understanding of 'healthy lifestyles' of all eFSM pupils in Year 5 and Year 6.	
		An awareness raising session will be held for all the parents of those pupils taking part in the 'Fitness Project' to make them aware of what the school is aiming to achieve and how they can support their children at home. Raglan Parents - before the 1st session in the Autumn Term Caerdydd Parents - before the 1st session in the Spring Term		Sep 2015 – Mar 2016		
		Parent session to be held part-way through the project (to be held at CREAZION Fitness Centre). The parents of those pupils taking part in the project that term will visit Creazione, where they will find out more about what their children have been learning about, be given support materials to take away with them and take part in a fitness session themselves. All parents will then be given an incentive to take part in physical activity themselves (access to free fitness sessions at the Centre) in order to		Sep 2015 – Mar 2016		



Priority No	Issue	Action (& Responsibility)	Resources	Start/ End Date	Target Outcome	Monitoring & Evaluation
		encourage their children to continue taking part in fitness related activity once the project has come to an end.				
Community Provision – Flying Start and Communities First programmes						
C1	There is a lack of engagement of families in school parents evening especially at St Martins	There is the potential to provide crèche if needed and there is sufficient capacity within the team, to enable parents to attend parents evening	Flying Start crèche	Mar 2016	Improved parental attendance at parents evening Crèche available for booking	
C2	There is a lack of awareness of support available to families	Schools and community staff nominate individuals to become Family Information Service (FIS) Champions to empower families and professionals to find out services available to meet family needs identified.	Staff time	Mar 2016	FIS Champions are developed locally Professionals and families are more aware how to find out what support and activities are available	
C3	There are assumed but not yet identified barriers to engagement in school and community provision	Communities First work with Dynamix and a group of young people to undertake a survey in their community regarding establishing their barriers to engagement	Communities First funding Dynamix and officer time		Survey results identify the barriers to engagement	
C4		Communities First has a local engagement plan which will be referenced and updated through the Education plan	Communities First			
C5	There are many groups running in St James ICC but sometimes a lack of awareness/take up within the community	Health, Childcare, Pop in and Play group and Parent Forum to promote verbally and in newsletters, the other family groups and programmes running in the ICC.	Flying Start Childcare, Health, Play staff and parent volunteers time	Mar 2016	Increased take up from local families in groups running in St James ICC	
		Awareness raising activities promote the services available through other relevant community groups.	Flying Start Officer time to organise events	Mar 2016		
		Increase attendance at the Weigh and	Flying Start Health	Mar 2016		

Priority No	Issue	Action (& Responsibility)	Resources	Start/ End Date	Target Outcome	Monitoring & Evaluation
		Wellbeing and Baby Cafe groups, via promotion with health visitors	staff time			
		Link with midwifery to increase referrals to antenatal programme	Midwifery and Parenting staff time	Mar 2016		
		Improve attendance in childcare sessions through working closely with parents	Childcare staff and parents	Aug 2016		
		Embed early identification of additional needs in the childcare setting to improve information for Education for transition	Childcare staff	Aug 2016		
		Deliver parenting programmes termly from St James ICC and increase the number of bespoke individual packages in the home	Family Support team	Aug 2016		