



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 3RD JULY 2018

SUBJECT: WELLBEING OBJECTIVE 2017-18

REPORT BY: CHIEF EDUCATION OFFICER

1. PURPOSE OF REPORT

- 1.1 This report is for members to scrutinise the full year implementation of the Wellbeing Objective 2017-18.

2. SUMMARY

- 2.1 Wellbeing Objective 2 aims to improve outcomes for all learners, particularly those vulnerable to underachievement. This report highlights the progress at the full year stage and makes a judgement of partially successful.
- 2.2 As a local authority our aim is that “every child should have the best start in life, and the opportunity to achieve success as a young person and as an adult”. Our data identifies that there remains a performance gap between those within vulnerable groups and that of the overall population. Improving the educational outcomes for all learners particularly those most vulnerable will remain a key priority.
- 2.3 In appendix 1 the Wellbeing scorecard shows that four of the five priorities have been met with robust systems being established, although the data shows there continues to be work needed to close the attainment gap and raise educational outcomes for all learners. The fifth priority and ongoing work remains in the 2018-2023 corporate wellbeing plan to ensure a continued focus on improving outcomes for learners. This is the reason for choosing partially successful as a judgement.

3. LINKS TO STRATEGY

- 3.1 The Wellbeing Objective 2 aims to maximise our contribution towards the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2015:
- *A prosperous Wales* – this Wellbeing Objective aims to improve the educational attainment of children and young people which will enable them to access skills or further education and employment.
 - *A healthier Wales* – this Wellbeing Objective recognises the need to support the mental health and wellbeing of children, young people and their families.
 - *A more equal Wales* – the Wellbeing Objective is aimed particularly to support the children and young people who are most vulnerable to under achievement to close the attainment gap. In addition parents are improving their literacy skills and confidence in order to support their own and their child’s learning journey, inspiring the next generation.
 - *A globally responsible Wales* – wellbeing of children, young people and families will be supported as part of the Wellbeing Objective to reduce the gap in attainment and make positive contributions to society.

4. THE REPORT

- 4.1 Wellbeing Objective 2 aims to improve outcomes for all learners, particularly those vulnerable to underachievement.
- 4.2 As a local authority our aim is that “every child should have the best start in life, and the opportunity to achieve success as a young person and as an adult”. In achieving this we recognise that small groups of children and young people can face more challenges than others. We aim to identify groups of learners that are vulnerable to underachievement academically, and work proactively to remove the barriers to learning to raise their aspirations and increase their opportunities to succeed. Vulnerability in education can be determined by a number of different factors including deprivation. It can also be determined by whether the child or young person has an additional learning need, or is a looked after child. Our data identifies that there is performance gap between those within these groups and that of the overall population. Some of the Key Stage 4 core indicators have been changed nationally to enable more robust reporting to complement the change in qualifications. This change has resulted in a decrease in KS4 results, although the ranking position against other Local Authorities for KS4 has improved. The rest of the indicators remain static or have shown improvement. This is the reason for choosing partially successful as a judgement.
- 4.3 The local authority has worked collaboratively with schools, governing bodies and the Education Achievement Service to develop a strategic approach to supporting our most vulnerable learners. This has included appropriate challenge regarding targets, targeted interventions, as well as working in partnership with wider agencies to identify suitable support to meet the needs for the family as a whole e.g. linking with projects under the Families First, Communities First, Supporting People and Flying Start programmes.
- 4.4 The Joint Assessment Family Framework (JAFF) has been implemented enabling a single referral system for children, young people and family support services. Alongside this collaborative work, the antipoverty programmes have worked to jointly commission services widening the reach to vulnerable families. An example is The Parent Network who have established the PETRA (Parents Engaging To Raise Aspirations) as a social enterprise and have worked with families across Caerphilly and beyond to develop over 40 children’s books. The books tackle a variety of themes and have been created to address issues the parents have identified. However, the books have achieved more than the product, raising aspirations, inspiring new readers, improving literacy skills, confidence and now recently promoted and sold at the Hay Festival.
- 4.5 Each parent forum has received training prior to developing their book including understanding the structure of a story, storytelling skills, and specific training relevant to the theme, for example, dementia friendly, transgender, speech language and communication skills. Each group works alongside an author to develop their story and then an illustrator to bring the story to life. PETRA is now working with the University to develop young illustrators and support their portfolio enabling them to promote their work and gain employment following graduation. Parents have identified their increased confidence in reading and sharing books with their children, which has in turn increased the children’s confidence in reading. The books have also helped children in schools where they have been launched to discuss challenging topics, for example, bullying, transgender, and dementia, as well as support parents to support their child’s development through increased understanding of speech, language and communication development.
- 4.6 Future books being developed will explore trauma informed communities and how we support families where there are or have been Adverse Childhood Experiences, as well as use the books in training of professionals who are working with families. Public Health Wales are also looking to work with us throughout this development to research and evaluate the impact for both parental and child. PETRA is now working with the Welsh Book Council to translate four books which will be published and disseminated widely across Wales.

- 4.7 This collaborative way of working across both grant funded programmes and statutory services, will be fundamental to the implementation of the Children First initiative which aims to co-produce solutions to community identified needs and then change systems to better meet the needs of our most vulnerable communities.
- 4.8 Improving the educational outcomes for all learners particularly those most vulnerable will remain a key priority. The overall level of progress is deemed to be partially met due to many actions being completed but requiring ongoing implementation. Children First initiative continues to remain in Public Service Board and CCBC Wellbeing Objectives in 2018-2023. The corporate Wellbeing Objective 1 remains a focus on wider determinants of educational attainment and is ambitious for delivery over a five year period.

5. WELL-BEING OF FUTURE GENERATIONS

- 5.1 This report contributes to the Well-being Goals as set out in Links to Strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in the Act. The long term strategy is to reduce the attainment gap, develop a well skilled well educated workforce able to contribute positively to society.
- 5.2 Integration and collaboration through partnership working supports a coordinated approach for children, young people and their families aiming towards a long term prevention of poverty.

6. EQUALITIES IMPLICATIONS

- 6.1 The improvement of attainment outcomes are for all children and young people although particularly those most vulnerable to underachievement. This may positively discriminate through specific targeted interventions.

7. FINANCIAL IMPLICATIONS

- 7.1 There are no additional financial implications of this Wellbeing Objective although there may be better use of both core and grant funding through collaborative partnerships developed.

8. PERSONNEL IMPLICATIONS

- 8.1 There are no personnel implications within this report.

9. CONSULTATIONS

- 9.1 All responses from consultations have been incorporated in the report.

10. RECOMMENDATIONS

- 10.1 Members are requested to scrutinise the content of the report and to agree or challenge the judgement of partially successful at the full year stage in respect of the Well-being Objective assessment.

11. REASONS FOR THE RECOMMENDATIONS

- 11.1 Members are requested to scrutinise the content of the report and to agree or challenge the judgement of partially successful at the full year stage in respect of the Well-being Objective assessment.

12. STATUTORY POWER

- 12.1 Wales Programme for Improvement 2010
- Local Government Measure 2009
- Well-being of Future Generations Act 2015
- Schools Standards and Organisation (Wales) Act 2013
- Government of Wales Act 2006 (Section 78)
- National Welsh Medium Education Strategy 2010

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Appendices:

- Appendix 1 - 2017/18 Wellbeing Objective full year score card
- Appendix 2 - Presentation
- Appendix 3 - Petra Books (Parents Engaging To Raise Aspirations)