EDUCATION SCRUTINY COMMITTEE - 13TH JANUARY 2020

SUBJECT: **PERFORMANCE MANAGEMENT**

REPORT BY: **CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES**

1. PURPOSE OF REPORT

1.1 This report provides Members with an overview of performance in Education during the past year and includes a 6 month update of the Wellbeing Objective 1 Improve Education Opportunities for All.

2. SUMMARY

2.1 This report provides a focus on the management of performance in Education. This profile includes:

- the 6 month mid-year performance of the Wellbeing Objective 1: Improve Education Opportunities for All for 2019-20 in the 5 year Corporate Wellbeing Plan 2018-2023
- the final progress of the Education Service Improvement Plan January – December 2019
- progress to date of the Shared Ambitions Strategy

2.2 There are 8 action areas comprising 29 actions under Wellbeing Objective 1, 4 of which have been completed and the others are making good progress. There is a clear alignment between the Wellbeing Objective actions and those actions in the Service Improvement Plan and the Shared Ambitions Strategy.

2.3 This is an overview report and so more detailed reports already brought to Scrutiny Committee are referenced in the body of the report with the links to relevant reports online.

3. RECOMMENDATIONS

3.1 Members note the content of the report and the progress made.

4. REASONS FOR THE RECOMMENDATIONS

4.1 This report is intended to keep Members informed of overall progress to date on Improving Education Opportunities for All and enable appropriate challenge.

5.   THE REPORT

5.1   This report provides a focus on the management of performance in Education. This profile includes:

- the 6 month mid-year performance of the Wellbeing Objective 1: Improve Education Opportunities for All for 2019-20 in the 5 year Corporate Wellbeing Plan 2018-2023
- the final progress of the Education Service Improvement Plan January – December 2019
- progress to date of the Shared Ambitions Strategy

    This is an overview report and so more detailed reports already brought to Scrutiny committee are referenced in the body of the report with the links to relevant reports online.

5.2   The Wellbeing Objective, Education Service Improvement Plan and Shared Ambitions Strategy are aligned to ensure we are committed to Improving the Education Opportunities for all and have clear focus across all teams.

5.3   Progress within the Wellbeing Objective is captured below. The action area is the title for each section with the actions listed below and the update in the following section.

5.4   **Action area 1: Aim to reduce the impact of poverty in early years**

- Increase the number of eligible working families accessing the free Childcare Offer
- Continued delivery of the Flying Start programme to help improve access, take up and attendance
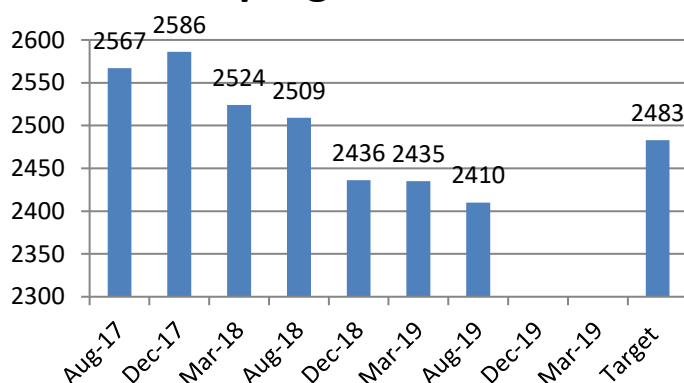- Continued delivery of the Families First programme to help improve access, take up and attendance

5.5   **Update on this action area**

    The Childcare Offer for working parents of 3-4 year olds in part time Foundation Phase has increased in popularity, with consistently high application rate and high numbers of placements saving the parents in Caerphilly on average £250,000 per month.

Number of Childcare Offer applications
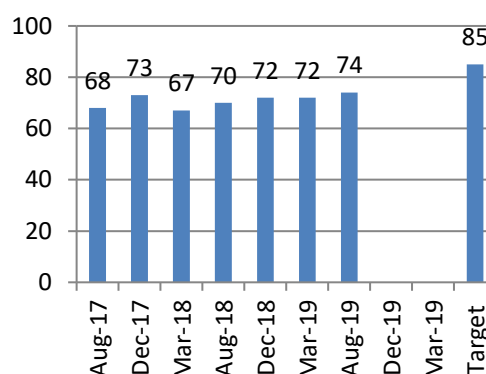
Number of Childcare Offer Placements
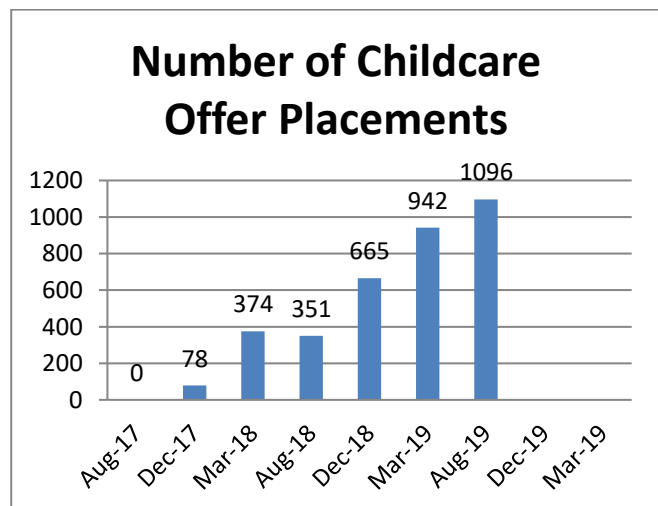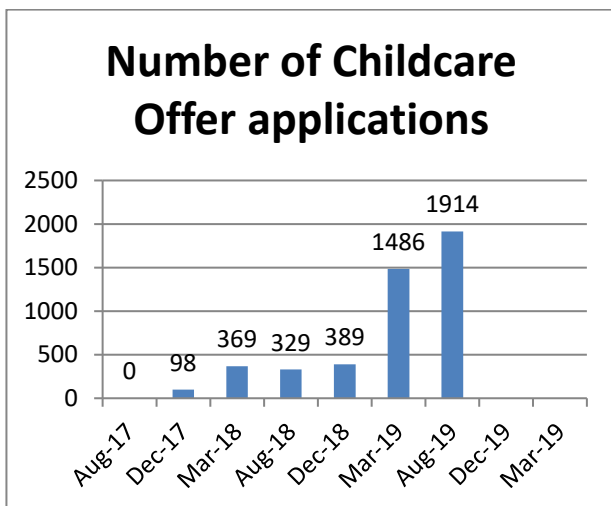
    The Flying Start programme continues to work with all families of children aged 0-3 in Flying Start areas although birth rates have reduced recently 2410 under the cap 2483 enabling the number of children in Flying Start Outreach to increase to 48 of our most vulnerable families.
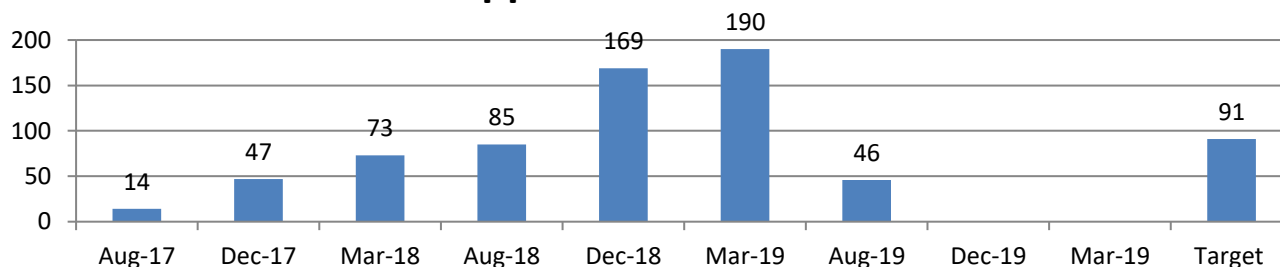
Number of children accesing the Flying Start programme

	Value
Aug-17	2567
Dec-17	2586
Mar-18	2524
Aug-18	2509
Dec-18	2436
Mar-19	2435
Aug-19	2410
Dec-19	
Mar-19	
Target	2483

Percentage attendance at Flying Start Childcare

	Value
Aug-17	68
Dec-17	73
Mar-18	67
Aug-18	70
Dec-18	72
Mar-19	72
Aug-19	74
Dec-19	
Mar-19	
Target	85

Assisted and Supported Places scheme enables children aged 2-3 who have emerging additional needs to access a childcare placement for a term before they start Nursery enabling us to understand if their needs require clinical or specialist input or strategies to support their access to the learning environment and catch up to their peers.

Number of Families First funded Assisted and Supported Placements

	Value
Aug-17	14
Dec-17	47
Mar-18	73
Aug-18	85
Dec-18	169
Mar-19	190
Aug-19	46
Dec-19	
Mar-19	
Target	91

5.6   **Action area 2: Raise Standards of Attainment**

- Reduce variation between schools so that all schools make improvements by working closely with the Education Achievement Service to continue to sharpen processes and intervene effectively
- Reduce the rate of fixed term exclusions particularly at targeted primary and secondary schools by revising the behaviour strategy and developing specialist fit for purpose provision
- Further develop the STRIVE (System, Tracking, Reporting, Identifying, Vulnerability Education) to include data on young people who are currently Not in Education Training and Employment (NEET) in order to identify destinations and support young people into further training or employment

5.7   **Update on this action area**

The Standards data can no longer be reported at a Local Authority level and schools have more emphasis on development and progression for every individual child and young person. This was explained in more detail in the report to Committee on 24th September 2019 End of

Foundation Phase, Key Stage 2 and Key Stage 3 Teacher Assessment Outcomes https://sc-aptdmod2.corporate.group.local/documents/s30297/END%20OF%20FOUNDATION%20PHASE%20KEY%20STAGE%202%20AND%20KEY%20STAGE%203%20TEACHER%20ASSESSMENT%20OUTCOMES.pdf

In 2018-19, Estyn inspections of 13 schools and non-maintained settings identified that 'standards' for the majority of schools were judged as either 'good' or 'excellent'. However, a priority for the Local Authority remains to increase the number of secondary schools achieving 'good' for standards.

In 2018-19, there were three schools in an Estyn category, whilst five schools were in the process of Estyn Review. Two of these schools were removed from an Estyn category, whilst there was also evidence of strong progress across the remaining schools.
A more detailed in depth report will be brought to Education Scrutiny Committee on the Key Stage 4 and 5 outcomes by the Education Achievement Service.

There is continued improvement in attendance through the implementation of the Local Authority attendance strategy with secondary schools demonstrating an improvement of 0.6% from 93.4% to 94.0%%. Similarly Primary Schools have also shown an increase of 0.2% from 94.5% to 94.7%.

There was a reduction in number of days lost in both primary and secondary and a sharper focus in senior management in schools. There was also a revision to the managed moves protocol which is being evaluated for the next steps.

Strive is continuing to be an area of ongoing development work between the data team and Youth Service and progress has been slow in the past year due to capacity issues. However a new post has been developed to focus on data development for Youth provision.

5.8   **Action area 3: Reduce impact of poverty on attainment for both vocational and non-vocational qualifications to provide equality of opportunity**

- More effectively track progress of vulnerable groups and monitor impact of interventions on outcomes
- Increase engagement and support for young people who are at risk of or are currently NEET to secure destinations and realise their potential
- Reconfigure the core Youth Service to ensure that young people with the most need are supported to achieve, whether by formal or non-formal means

5.9   **Update on this action area**

The Free School Meals (FSM) Strategy has been approved by Committee 24th September 2019   https://sc-aptdmod2.corporate.group.local/documents/s30296/Free%20School%20Meals%20FSM%20Strategy.pdf
The report summarises the revised strategy to improve the attainment of this group of pupils, recognising the need to accelerate improvement taking account of local and national data. The document includes the following areas: Effective use of grant funding; The role of schools in raising attainment; The role of the Local Authority in raising attainment; The role of parents/carers; The role of other partners.
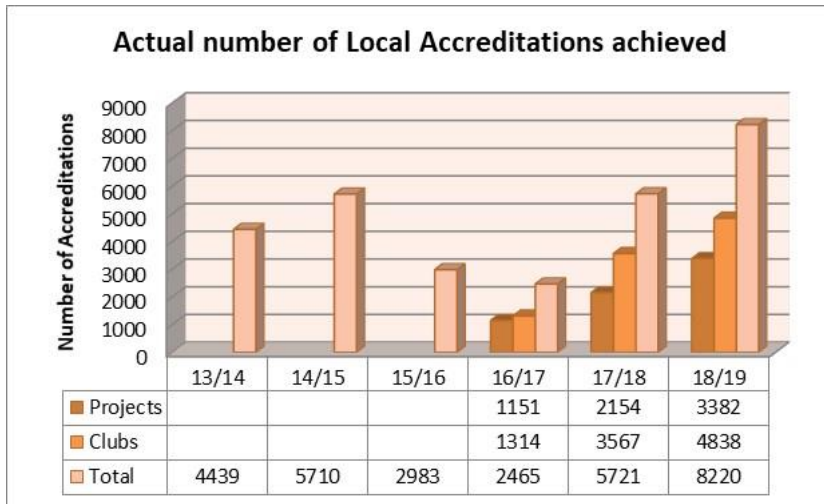The strategy also recognises that some pupils, in receipt of free school meals, attain in line or above the expected level at all stages of education from Early Years to end of Key Stage 5. However, the document aims to ensure that all pupils, regardless of prior attainment, make very good progress throughout their school education.

The Engagement and Progression Coordinator continues to work with our most vulnerable young people to secure work placements, access to career information and opportunities for training and employment support as well as the Careers Fair engagement event twice yearly.
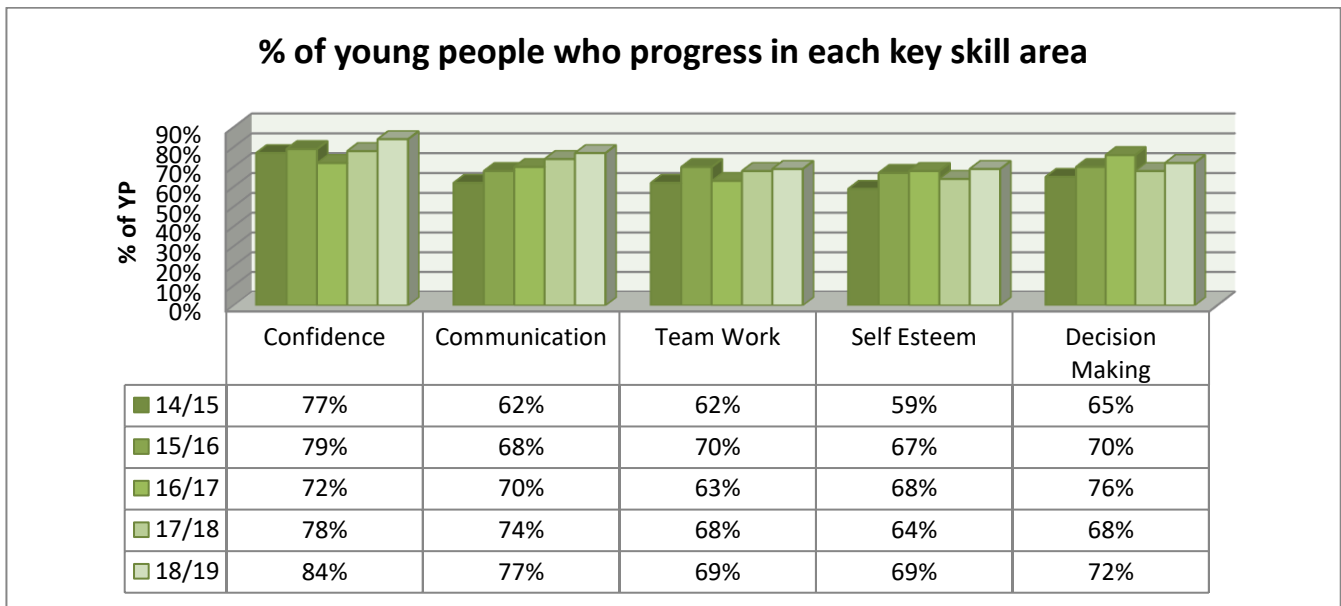
There are already positive outcomes from the Youth Services pilot to develop the preferred youth work model was brought to Education Committee on 5th November 2019 https://sc-aptdmod2.corporate.group.local/documents/s30770/Youth%20Service%20Pilot%20Project%20Delivery%20-%20Demonstration%20of%20Preferred%20Youth%20Work%20Model.pdf
The pilot started in November 2018 in Crosskeys area and has been extended to Christmas 2019 to consolidate the learning and evaluation to date prior to future delivery decision.
The Youth Service continues to engage significant numbers of young people offering both formal and informal qualifications.

Actual number of Local Accreditations achieved

	13/14	14/15	15/16	16/17	17/18	18/19
Projects				1151	2154	3382
Clubs				1314	3567	4838
Total	4439	5710	2983	2465	5721	8220

% of Young People who achieved Local Accreditation

	13/14	14/15	15/16	16/17	17/18	18/19
% of Individuals	29.70%	35%	11%	18.50%	60%	64%

Identified key skill areas which correlate against employer-oriented preferred skills are also a focus for the Youth Service and results for the 18/19 year demonstrate a 5 year high:

% of young people who progress in each key skill area

	Confidence	Communication	Team Work	Self Esteem	Decision Making
14/15	77%	62%	62%	59%	65%
15/16	79%	68%	70%	67%	70%
16/17	72%	70%	63%	68%	76%
17/18	78%	74%	68%	64%	68%
18/19	84%	77%	69%	69%	72%

% of YP (y-axis: 0%–90%)

5.10 **Action area 4: Support those who are not able to follow a traditional attainment path**

- Improve the consistency of what is delivered for all (Education other than at school) learners with providers currently on the EOTAS Framework
- Work with Local Authorities involved in the Flexibilities Funding pilots in preparation for implementation from April 2019 to maximise the reach of grant funded programmes for vulnerable families
- Review Additional Learning Needs (ALN) in mainstream Schools including Additional Support and Community Tuition, and Education Other than at School settings.
  The purpose is to:
  • ensure that all schools are aware of and compliant with responsibilities in line with the existing Special Education Needs Code and developments in relation to the 'Additional Learning Needs' reform
  • ensure effective targeting of resources to meet needs
  • ensure a consistent approach for EOTAS learners
  • ensure appropriate pathways are established for EOTAS learners

5.11 **Update on this action area**

Progress is being made in the development of the Educated Other Than At School provision (EOTAS) to ensure a cohesive approach to putting learners needs at the heart of the provision.

A focus on Wellbeing of learners has secured the ability to draw down additional funding to deliver a cohesive range of interventions to meet the needs of all learners ensuring their emotional wellbeing is supported and incorporating Healthy Schools and Youth Services initiatives.

Education continues to work in collaboration with partners in the new Funding Flexibility partnership chaired by the Interim Head of Business Improvement Services. The grants are being maximised to ensure full spend with funding moving from Legacy and Employability underspend in vacant posts to projects delivering through Families First and Promoting Positive Engagement for Young People at Risk of Offending which includes Youth projects.

The new Additional Learning Needs and Educational Tribunal Act has been delayed in its Welsh Government implementation, but we have continued to move towards the original deadline for implementation to maintain the momentum to improve inclusive provision for children and young people with additional needs. The Specialist Resource Base funding review came to Scrutiny on 2nd July with a proposed robust staffing allocation for SRB moving forward   https://sc-aptdmod2.corporate.group.local/documents/s29538/Specialist%20Resource%20Base%20SRB%20Funding%20Review.pdf
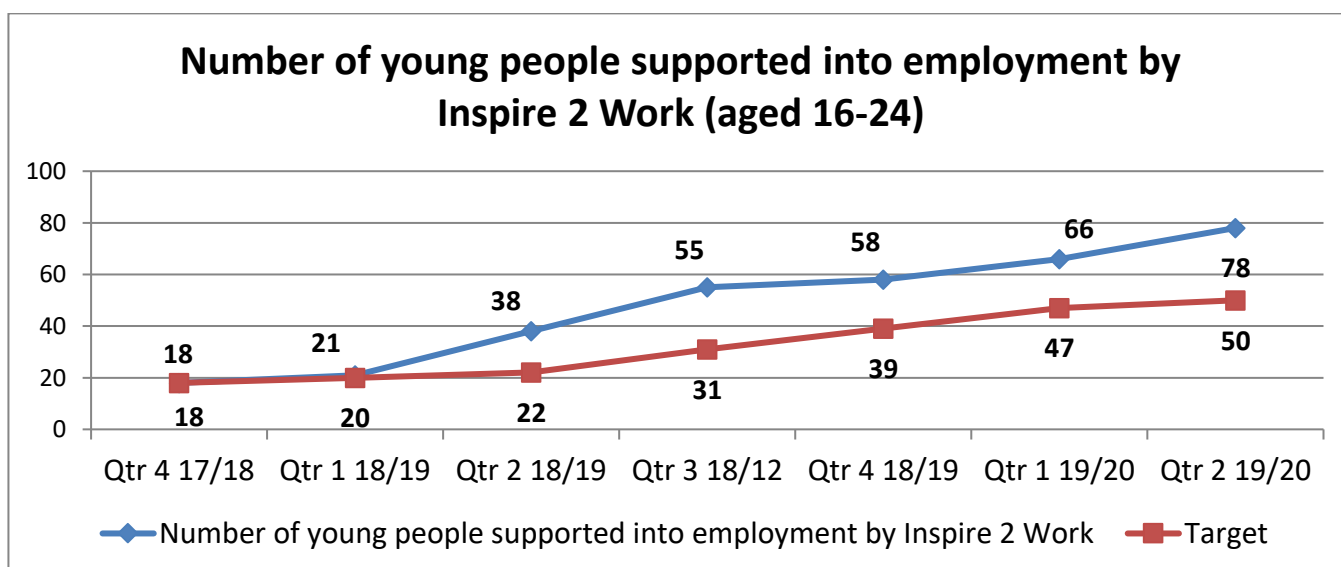
The Local Authority is progressing well towards compliance with the ALN Act on a regional footprint to ensure compliant processes and procedures across boroughs and ages and stages. There has been significant development to attain cohesive processes in Early Years 0-5 and transition is being developed to ensure a holistic approach to transition to statutory education age. The strategic developments are in place and so the next steps are moving to more practical operational service level decisions and implementation.

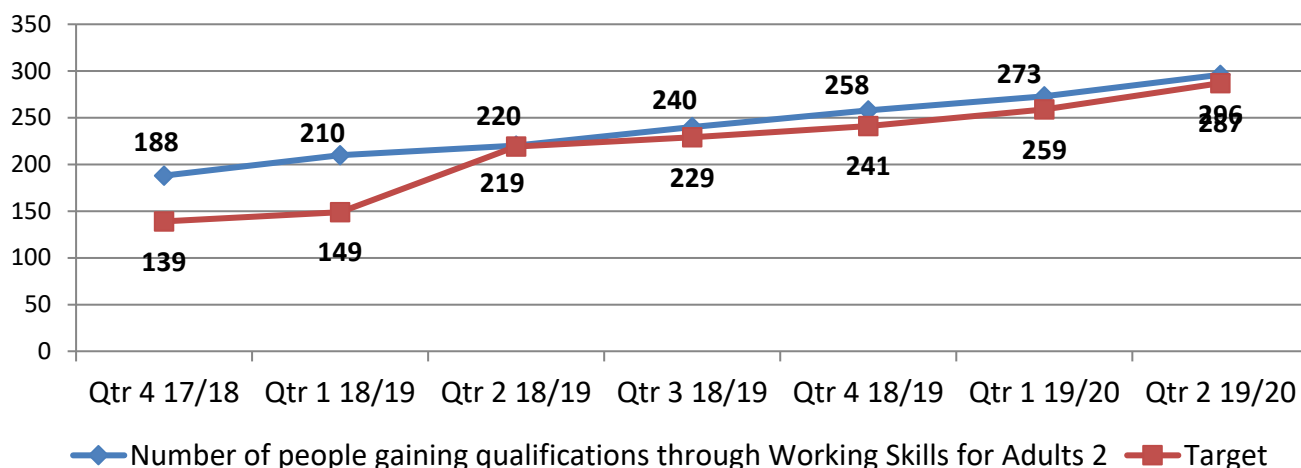5.12   **Action area 5: Support learning that enables young and adult employment opportunities**

- Deliver Adult Community Learning and European Social Fund operations to improve the level of skills and provide opportunities to gain qualifications (formal and non-formal) and move people towards employment
- Continue the 'Inspire to Work' programmes, support for those aged 16-24 who are not in education, employment or training and have no means of engaging with education, employment or training. The Project is currently approved
- Continue to expand the Progress Traineeship Scheme which targets care leavers age 16 to 18. The scheme will focus on the local authority providing the young person with an excellent programme of work experience to enable them to develop and gain a meaningful qualification in collaboration with Social Services

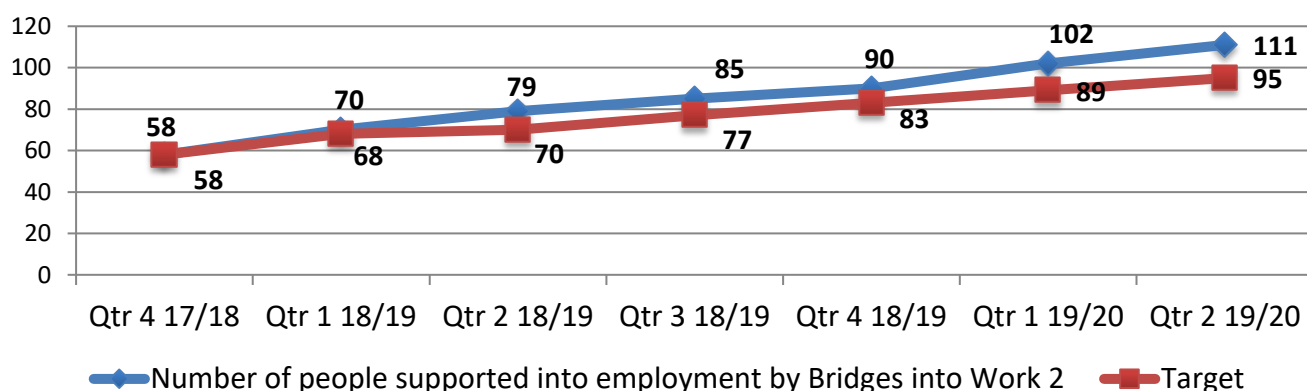5.13   **Update on this action area**

111 participants in Bridges Into Work and 78 participants in Inspire 2 Work have entered employment through the support of the European Social Fund projects. A further 296 participants have achieved qualifications through Working Skills for Adults. All of these projects are delivered through the Adult Education team and are above their targets, making a significant contribution to supporting adult learners to access education opportunities to improve their lifelong outcomes.

Number of young people supported into employment by Inspire 2 Work (aged 16-24)

	Qtr 4 17/18	Qtr 1 18/19	Qtr 2 18/19	Qtr 3 18/12	Qtr 4 18/19	Qtr 1 19/20	Qtr 2 19/20
Number of young people supported into employment by Inspire 2 Work	18	21	38	55	58	66	78
Target	18	20	22	31	39	47	50

Number of people gaining qualifications through Working Skills for Adults 2 (aged 16+)

Number of people gaining qualifications through Working Skills for Adults 2:
- Qtr 4 17/18: 188
- Qtr 1 18/19: 210
- Qtr 2 18/19: 220
- Qtr 3 18/19: 240
- Qtr 4 18/19: 258
- Qtr 1 19/20: 273
- Qtr 2 19/20: 296

Target:
- Qtr 4 17/18: 139
- Qtr 1 18/19: 149
- Qtr 2 18/19: 219
- Qtr 3 18/19: 229
- Qtr 4 18/19: 241
- Qtr 1 19/20: 259
- Qtr 2 19/20: 287

Legend: Number of people gaining qualifications through Working Skills for Adults 2 — Target

Number of people supported into employment by Bridges into Work 2 (aged 25+)

Number of people supported into employment by Bridges into Work 2:
- Qtr 4 17/18: 58
- Qtr 1 18/19: 70
- Qtr 2 18/19: 79
- Qtr 3 18/19: 85
- Qtr 4 18/19: 90
- Qtr 1 19/20: 102
- Qtr 2 19/20: 111

Target:
- Qtr 4 17/18: 58
- Qtr 1 18/19: 68
- Qtr 2 18/19: 70
- Qtr 3 18/19: 77
- Qtr 4 18/19: 83
- Qtr 1 19/20: 89
- Qtr 2 19/20: 95

Legend: Number of people supported into employment by Bridges into Work 2 — Target

The Authority recently bid for European Social Fund funding to deliver the 'Inspire to Achieve Programme'. This operation will provide support for 550 project participants with the borough of Caerphilly who are at risk of becoming NEET. A full report was submitted to and approved by Cabinet on 13th November 2019 https://sc-aptdmod2.corporate.group.local/documents/s30859/European%20Social%20Fund%20Operation%20Inspire%202%20Achieve.pdf

5.14   **Action area 6: Improve digital skills for all ages**

- Introduction of literacy, numeracy and digital competence expected of all teachers and pupils. Caerphilly schools are working with Welsh Government to become centres of excellence in sharing good practice in digital competency
- Develop support for Adult Education to deliver digital literacy skills, supporting the three employability programs

5.15   **Update on this action area**

There is work with the Education Achievement Service, Schools and Local Authority to develop digital literacy of children and young people as well as a commitment to digital literacy projects in libraries. However, this was recognised to be limited until the IT infrastructure could

be updated in schools to extend the access to everyone. There is a significant capital infrastructure project working with schools and Local Authority to ensure there is sufficient access to both the software, Wi-Fi and the physical access through appropriate individual pupil level equipment. This is an area where there will be significant development over the coming years.

In addition the Authority has been successful in its bid for £57,000 of funding from the Adult Education 'Digital 2030' fund which will support the Adult Learning team in further developing its already successful digital literacy programmes.

5.16 **Action area 7: Improve the learning environment**

- Agree the 21st Century schools Band B programme which is planned to run from 2019.
- Ensure robust procedures are in place to ensure timely submission of Business Cases to Welsh Government.
- Ensure all requirements of the School Organisations Code are met when implementing the programme.
- Effectively manage the procurement and planning of projects to ensure value for money and best use of resources
- Effectively manage our Capital resources to ensure it is targeted at areas of most need.
- Ensure the right schools are in the right places to meet current and future demand.

5.17 **Update on this action area**

Condition surveys have been undertaken for all of our schools which will support the Local Authority in ensuring that the Welsh Government Capital grant and the Authority's capital maintenance budget is targeted to the highest priority areas.

A significant amount of work has been achieved to ensure our learners are accessing learning environments that are fit for purpose and there is an ambitious plan for further improvements. This includes 21st Century Schools funding, Welsh medium funding and Childcare funding to develop integrated hubs in our communities accessible to all learners. A detailed report was presented to Scrutiny on 2nd July 2019 https://sc-aptdmod2.corporate.group.local/documents/s29537/21st%20Century%20Schools%20and%20Education%20Band%20B%20Programme.pdf

Officers have ensured the "pupil voice" has been incorporated into all business case submissions and a detailed and comprehensive post occupancy evaluation has been undertaken at Idris Davies to ensure "lessons learnt" can be fed into all future projects.

5.18 **Action area 8: Safeguard all children and young people in order to create a climate for learning, particularly for those most vulnerable**

- Develop a sustainable delivery system of sufficient safeguarding training for all staff to create safety for all learners

5.19 **Update on this action area**

The action point to ensure a robust safeguarding training system was developed in schools across the borough has been achieved and is now complete. A detailed paper demonstrating policies and processes, partnership working, advice and guidance responsibilities, self-evaluation system, training system, monitoring and reviewing audits, as well as robust monitoring systems for both discriminatory incidents and physical intervention, was brought to Scrutiny on 24th September 2019 https://sc-aptdmod2.corporate.group.local/documents/s30299/Safeguarding.pdf

5.20   **Shared Ambitions Strategy – progress against the five themes**

The Shared Ambitions Strategy was developed with schools and launched in July 2019 at the head teachers' conference. Five main priorities or themes for action over the next three years have been identified.

5.21   Theme 1: Implement an accredited comprehensive development programme to strengthen senior leadership resilience and capacity to lead change as well as improve the clarity of communication across the school.

Most senior leaders in secondary schools and some senior leaders in primary schools have completed an accredited leadership programme which focuses on improving levels of resilience and clarity of communication. Further opportunities for access to programmes will be provided next year.

To date, leaders' evaluations indicate a real value of the programme itself as well as the opportunity for building relations and trust within the leadership network.

5.22   Theme 2: Support schools and the families of learners to meet the needs of pupils, particularly those most vulnerable.

A lead for vulnerable pupils has been appointed and the Strive database has been further developed and utilised. The focus for the coming year is to further develop our tracking systems and to use this data more effectively to provide timely intervention and support which will have a positive impact on the performance of vulnerable groups. Provision for pupils receiving tuition has been improved by developing ICT solutions and supporting schools to maintain meaningful links with absent pupils.

5.23   Theme 3: Equip leaders at all levels to improve self-evaluation, planning and resource management to ensure a positive impact on outcomes.

All head teachers received intensive training and support in school improvement planning. There was 100% attendance in School Development Planning workshops and subsequent sessions with LA and EAS. Professional Panel meetings were held in the beginning of the autumn term with all secondary school leaders, all SCC and a sample of leaders from green/yellow/ primaries.

There is a significant improvement in the quality of planning processes and documentation, as evidenced by judgements in categorisation reports.

The focus for training and support for next year will be the securing of self-evaluation processes and the use made of first hand evidence. Improvement planning will continue to be monitored.

5.24   Theme 4: Equip governors to effectively challenge the school to improve at pace and scale.

There have been increased opportunities for bespoke training for governors, particularly in SCC schools. Chairs of Governors often have mentors now and are beginning to observe meetings etc. Several Chairs of Governors have been nominated by the LA.

There are now no vacancies for LA governors in secondary schools and a decreasing number in primary schools.

The number of LA appointed additional governors in SCC has increased.

5.25 Theme 5: Drive effective transition practices so that learners have consistent, high quality experiences and can achieve ambitious targets set at every stage of their development.

Transition will be a major focus for the coming year and we are in the process of collating recent relevant research within our region and beyond.

5.26 **Conclusion**

In conclusion of the 29 actions under the 8 action areas of Wellbeing Objective 1, 4 of which have been completed and the others are making good progress. There is a clear alignment between the Wellbeing Objective actions and those actions in the Service Improvement Plan and the Shared Ambitions Strategy.

6. ASSUMPTIONS

6.1 There are no specific assumptions within this report.

7. LINKS TO RELEVANT COUNCIL POLICIES

7.1 **Corporate Plan 2018-2023.**

This section shows how the report content contributes towards or impacts the Corporate Well-being Objectives. Predominantly this report contributes towards

Objective 1 - Improve education opportunities for all

However, the report on education priorities also have connections to other Wellbeing Objectives as below:

Objective 2 - Enabling employment

Objective 5 - Creating a county borough that supports a healthy lifestyle in accordance with the sustainable Development Principle within the Wellbeing of Future Generations (Wales) Act 2015

Objective 6 - Support citizens to remain independent and improve their well-being

http://sc-aptdken1/KENTICO/getattachment/ab780120-3a2b-47f9-bff0-f383462fbb98/Corporate-Plan-2018-23.aspx

8. WELL-BEING OF FUTURE GENERATIONS

8.1 This report contributes to the Wellbeing Goals below:

- A prosperous Wales – improving skills and employment opportunities
- A healthier Wales – emphasis on learners emotional wellbeing and physical health
- A more equal Wales – focus on vulnerable learners enabled to release their potential
- A Wales of cohesive communities – development of fit for purpose attractive learning environments for all ages
- A Wales of vibrant culture and thriving Welsh Language – focus on promoting and support accessible Welsh language provision as well as encouraging arts and sports
- A globally responsible Wales

The work within Education to achieve Improving Opportunities for all Learners is consistent with the five ways of working as defined within the sustainable development principle in the Act. There is a long term approach working with children and young people and adult learners to support long term outcomes. The focus on vulnerable learners aims to prevent problems recurring or getting worse and aims to decrease the gap in attainment. Education actions have significant cross over between the different Wellbeing Objectives. Working in an integrated way to multiple goals is intrinsic in the methodology within Education, along with working in collaboration with other directorates, sectors, agencies and public bodies. Stakeholder engagement and involvement has been influential in all education developments.

9. EQUALITIES IMPLICATIONS

9.1 This report is for information purposes only, so the Council's full Equality Impact Assessment process does not need to be applied. The planned investments highlighted within this report will however benefit many different groups in the community.

9.2 Further, all capital projects are subject to DDA related Building Regulations, covering physical access such as ramps, reception areas and access to facilities, as well as external and internal signage, and the redesign will deliver equalities-related service improvements. Equally any aspects of this overview report requiring decision making will be brought to Scrutiny committee and the relevant impact assessment completed.

10. FINANCIAL IMPLICATIONS

10.1 There are no funding implications within the body of this report.

11. PERSONNEL IMPLICATIONS

11.1 There are no personnel implications within the body of this report.

12. CONSULTATIONS

12.1 Any views will be incorporated into the body of this report

13. STATUTORY POWER

13.1 'Shared Purpose: Shared Future, Statutory Guidance on the Well-Being of Future Generations (Wales) Act 2015', and in particular SPSF 3 – Annex B, which is issued in accordance with Section 17(3) of the Children and Families (Wales) Measure 2010 and applies to local authorities in respect of local well-being plans and whenever they take decisions which might affect children and young people.
Schools Standards and Organisation (Wales) Act 2013
Local Government Acts 1972 and 2000
Children's Act 2004
Standards and Framework Act 1998
Childcare Standards Act 2010
Social Services and Wellbeing Act 2014
Well-being of Future Generations (Wales) Act 2015
Education (Wales) Act 2014
Education Act 1996 - Equality Act 2010
Additional Learning Needs and Tribunal Act (2018)

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Steve Harris, Interim Head of Business Improvement Services
Anwen Cullinane, Senior Policy Officer (Equalities and Welsh Language)
Ros Roberts, Business Improvement Manager.

Appendix 1:   Presentation – Performance Management