

# Education Services Directorate Performance Assessment

2020/21 Quarter 1 & 2 (6 Month Update)

Please select a section of your choice:

Summary & Priorities



Performance



Customer Intelligence



Resources



Risks



Well-being Objectives



Conclusion





Directors Summary

Quarter 1 & 2 (April to September) 2020

The performance period under review aligns with the first six months of the COVID-19 pandemic. It is important to recognise that during this time, Caerphilly Council and the communities it serves have been severely impacted by the virus with some services ceased, some delivered in alternative ways and many of the Council's staff redeployed in support of services that had not existed prior to the beginning of the financial year. The reintroduction of many of those services only a matter of months on, along with key governance processes such as the Council's DPA process, demonstrates how the Council has begun to return to a semblance of normality while also continuing to protect our people and place from COVID-19. I would like to record my appreciation of Education and School based staff for the way in which they have adapted, transformed working practices and done whatever has been asked of them during this time.

In terms of specific performance updates during Q1 and Q2, I would like to place on record my thanks for the way in which our Schools, supported by the LEA, have closed; transitioned in to childcare hubs; introduced an innovative approach to delivering FSM supported blended learning; partially reopened, and then opened again fully in September while doing everything in their power to keep staff and pupils as safe as possible. The work that has been done and the commitment and bravery that has been required cannot be underestimated. Since returning to school in September the focus has very much been on catching up with lost lesson time, particularly for examination age pupils as well as overcoming the significant challenges associated with a reintroduction of face to face teaching; home to school transport and hot school catering. The workload pressures on Head Teachers and LEA staff to support this effort have been immense and protracted and concerns are growing about the resilience of the school community should the pandemic response continue into the medium term. To assist, a wide range of financial, technical and wellbeing support is being wrapped around the sector.

Some of the specifics that have been achieved throughout the period are as follows:

- Safe systems of work and comprehensive Risk Assessments introduced ahead of a return to school along with COVID secure approaches to Transport, Catering and Pupil ingress/egress
- The introduction of an application process for childcare places across the emerging childcare hubs and the process of accepting children was developed and implemented in only a matter of days
- Free to use and publicly available WiFi has been installed across every school site to enable greater use of smart devices across school settings
- Levels of FSM uptake have increased by 20% following the introduction of an innovative FSM delivery approach that has placed food on the plates of every learner and also kept local businesses afloat
- Agreement and funding from Cabinet to introduce a whole Borough approach to cashless catering which is now being rolled out
- Creation of a daily COVID dashboard for schools to enable incidences of positive cases and associated self isolation periods to be monitored and managed to keep schools open in very difficult circumstances
- Further innovations have been introduced across the Library Service such as the Order and Collect Scheme which is now being rolled out across every Library setting
- Support for the vulnerable from across Education has been exceptional with vulnerable learners a specific focus throughout lockdown for functions such as the Youth Service, EWO and ALN Teams
- Staff from across Education have been redeployed into critical support roles for the organisation with Childcare Hubs, FSM delivery, the Council's Buddy Scheme, Customer First and even the AB UHB benefitting from the support of Education staff
- The 21st Century Schools Business Cases for the expansion of Trinity Fields and the relocation of Ysgol Gymraeg Cwm Gwyddon have been developed and approved for consultation by Cabinet

In response to COVID 19, the buddy scheme was set up beginning on the 16th March 2020 to deliver a community response to support vulnerable people and those who were self-isolating. The Corporate Policy Unit managed the system with assistance from across all Council Services. Services that had effectively shut down mainstream activity offered staff to the Buddy

Name of Priority	Completion Date	RAG	Progress - Achievements - Comments
Aim the reduce the impact of poverty on Early Years	Ongoing	<div></div>	<p>Welsh Government announced a new funded childcare scheme which we made operational during April 2020. This was a redirect of the Childcare Offer funding and aimed predominantly at children aged 0-5years from families of key workers who needed to attend the workplace as well as very vulnerable children. During April to 31st August 2020, we supported 555 children aged 0-5years with funded childcare places.</p> <p>Families First and Flying Start early intervention support was delivered virtually throughout the period, ensuring families were contacted and had access to support as they needed it. Many projects used social media closed groups to maintain contact, build peer support networks, support communities to support each other, doorstep drops of activity packs relevant to the age and stage of the children.</p> <p>Health visitors and family workers and additional needs workers in Flying Start continued to do in person contacts in clean rooms for families where there were greater concerns, including for those where there were safeguarding concerns, very vulnerable families, complex family needs, and digitally excluded. The doorstep drops of activity packs with the doorstep contact supported families who felt very isolated and were struggling to support their child’s development.</p> <ul style="list-style-type: none"><li>• Over 200 parents were supported through the parent network closed groups plus wider parents in the community through the food parcels.</li><li>• 148 families with 151 children of which, 10 are pregnant, were being contacted weekly by parenting team.</li><li>• 28 parents were being contacted weekly for support by ALN team with a further 6 being supported through in person contact in clean rooms.</li><li>• 72 parents were supported with children’s language delays and have since accessed in person support in clean rooms as well as virtual support.</li><li>• The Flying Start childcare team initially was redirected to support key worker children alongside school hubs. However, they restarted for Flying Start children from 29th June and have continued since then to engage and support children’s development. While the Flying Start children were not attending setting, 800 children had doorstep drops of individualised development activity packs. Also, during the summer holidays all children from the childcare settings had weekly delivery drops to support their development at home.</li></ul> <p>The Childcare Offer was restarted from 1st September for working parents of 3 year olds in part time Education. 528 children accessed funded childcare placement through the Childcare Offer in September, saving parents just over £157k in childcare fees for September and supporting the sustainability of small local childcare businesses</p>
Raise standards of attainment.	Ongoing	<div></div>	<p>Prior to lockdown, Standards and provision at end of Foundation Phase and Key Stage 2 were judged to be good. This is evidenced by individual pupil level data, and Estyn outcomes. However, two Welsh medium schools were inspected in Autumn 2019 where standards were judged by Estyn to be adequate. As a result, both schools were placed in the category of 'significant improvement'.</p> <p>Verified Key Stage 4 data for 2018/19 (verified by WG Core data sets, published January 2020) identified an improving trend across a range of legacy indicators and newly implemented interim measures. Summary over one year indicated improvements in SCC, Literacy, Numeracy, Science and all Legacy measures (except Level 1). This is against a national picture where there has been a decline in performance against a number of indicators. However, the number of pupils achieving no qualifications has also risen from 0.9% in 2017-18 to 1.7% in 2018-19. This is 0.8% higher than the national average.</p> <p>Key Stage 5 performance is a mixed picture which has resulted in an increased focus on performance measures related to pupils achieving 3 A-C and A*-A qualifications.</p> <p>In response to the Coronavirus (Covid-19) pandemic, the Welsh Government cancelled all statutory data collections that would have been due to take place in Summer 2020. This means that no end of key stage data was submitted, therefore there is no data available for FP through to KS3. Due to the cancellation of summer 2020 GCSE, AS and A level examinations, the Welsh Government will not be reporting on KS4 and KS5 school performance measures for 2019/20. Analysis of standards for this year cannot include aggregated LA data or individual school performance data and, therefore, comparison of year on year progress is not possible.</p> <p>Strategies have been initiated by schools that aim to minimise the impact of the disruption. This includes a range of professional learning activities for school and LA staff to develop effective blended and distance learning strategies. This pedagogical strategy is however in its infancy and will require significant ongoing development and refinement.</p>
Reduce the impact of poverty on attainment for both vocational and non-vocational qualifications to provide equity of opportunity.	Ongoing	<div></div>	<p>Youth Workers have continued to work with pupils from Learning Pathway Centres to enable the attainment of accreditation during lockdown.</p> <p>In the past year and including the earlier stages of lockdown, 120 young people in the Youth Service have achieved over 340 national (non GCSE) qualifications and over 2600 young people have achieved over 8000 local awards</p>



Reduce the Impact of Poverty upon communities	Long term and ongoing	<div></div>	<p>Verified Key Stage 4 data for 2018/19 (verified by WG Core data sets, published Ja+L31n 2020) identified an improving trend across a range of legacy indicators and newly implemented interim measures for FSM pupils. The performance of FSM pupils was broadly in line with the Welsh average. As stated above, the cancellation of summer 2020 GCSE, AS and A level examinations has meant that the Welsh Government will not be reporting on KS4 and KS5 school performance measures for 2019/20.</p> <p>At the onset of lockdown, the Youth Service supported catering’s food delivery arrangements by constructing and providing a suitable risk assessment for the delivery of FS meals for all CCBC staff and volunteers – youth workers contributed to the distribution of free school meals to vulnerable families throughout the lockdown period.</p> <p>Feedback from schools indicates that FSM pupils were more likely to be affected by the lockdown period. The Edtech strategy has been repurposed as a response to this (see below).</p>
Help those who are able to follow a non-traditional attainment path.	Mar-20	<div></div>	<p>Provision and standards during the period April to September was obviously dominated by the adaptations necessary to the pandemic. Whilst during the initial period our blended learning approach was called into action, towards the latter all provisions were active with re-integration programmes focused on wellbeing, of both staff and students, alongside the identification of learning gaps which have informed our curriculum diet for the Autumn Term 20.</p> <p>Of significance during this time has been the development of remote learning for our students currently on Home Tuition. Work has been undertaken by a large proportion of the EOTAS team in linking our LA based tutors with clusters of schools, developing IT capabilities of both adults and students and developing re-integration plans where appropriate. This has already had a positive impact in the reduction of resources used to employ agency workers. Savings are currently being re-directed towards the recruitment of further LA based tutors.</p> <p>The process of supporting these students has been significantly strengthened with the appointment of two Assistant Educational Psychologists who are working directly with students and their families, identifying barriers and facilitating progress back to mainstream schools. A key action arising from scrutiny of NEETs performance data and trends over the past 5 years has been the development of NEETs strategy that captures and harmonises related activity across the Education directorate and elsewhere within the authority. A draft is currently being refined and a specific set of actions will accompany release of the document late Autumn 2020.</p>
Support learning that enables young and adult employment opportunities including a focus on 'future skills'	Long term and ongoing	<div></div>	<p>Yearly targets have been achieved however this period covers the Covid 19 – lockdown and during this time we were only able to provide support to our participants via email and telephone calls. It must be noted that many of these participants have been unemployed for a considerable period and need intensive support to gain qualifications and employment. However, despite limited It access and initial difficult using emails and the internet 30 participants gained QCF employability related qualifications and 9 participants gained employment during this period. Youth Service Engagement and Progression arrangements have continued support for traineeship take up within the authority and is championing the new Wales-wide apprenticeship scheme. Destinations secured for school leavers include take up of significant amounts of training opportunities, vocational and otherwise, in further education.</p>
Improve digital skills for all ages.	Long term and ongoing	<div></div>	<p>The Edtech programme has also been repurposed in response to the national lockdown and risk to digitally disengaged learners. Wave 1 -3: The network infrastructure as part of waves 1-3 to replace network switches and access points is progressing. 33 schools completed, 37 school partially completed, 17 schools remaining.</p> <p>Wave 4: The investment in filtered Guest wifi throughout schools has enabled pupils to use their own suitably enabled devices. A further £1.4 m Edtech funding has been allocated to purchase 7710 Lenovo Chromebooks for learners without their own device. Roll out plan required to consider priority year groups to receive devices.</p> <p>As part of the Stay Safe, Stay Learning project a total number of 1076 laptop devices from 47 schools were repurposed into Chromebooks and supplied to learners. EAS have produced an IT self-evaluation toolkit to enable schools to identify strategic priorities in the development of digital learning. This initiative is in its infancy but is currently being trialled by schools that form part of the IT Stakeholder group.</p>
Improve the learning environment.	Long term and ongoing	<div></div>	<p>The 21st Century Schools Team have been managing a range of investment and development opportunities to support building improvements across schools in the Borough.</p> <ul style="list-style-type: none"><li>• 21st Century Schools and Colleges Band A Programme – Trinity Fields refurbishment</li><li>• 21st Century Schools and Colleges Band B Programme – Ysgol Gymraeg Cwm Gwyddon / Trinity Fields – proposals are currently at consultation stage and a report is being prepared for Cabinet to decide on whether to proceed with both projects.</li><li>• CCBC Capital Maintenance Programme</li><li>• WG Capital Maintenance Programme</li><li>• WG Welsh Medium Grant</li><li>• WG Childcare Grant</li><li>• Community Hubs – Athletics track at Oakdale</li><li>• Sporting Facilities – 3G pitches at St Cenydd, Lewis School Pengam, Cwm Rhymni (Gelli Haf)</li></ul>
Safeguard all children and young people in order to create a climate for learning, particularly the most vulnerable.	Sep-20	<div></div>	<p>The education safeguarding coordinator post has been appointed. Training for schools (train the trainer is ongoing) and networks with secondary and primary DSPs have been established. School audits are being undertaken in line with the schedule. The LA has developed a formal exclusion strategy currently in draft and to be shared with Scrutiny and Cabinet outlining the vision for reducing exclusions. Processes for monitoring exclusions have been made more robust.</p> <p>The Educational Psychology Service (EPS) provided direct support to the childcare hubs including to the most vulnerable pupils linked to our special school, consultation regarding individual concerns and support for pupil and staff wellbeing. The EPS also set up a helpline for professionals and parents, which was accessed by both schools and parents who were struggling to cope with their children’s ALN and increased anxiety. A virtual meeting was held with all of the secondary school Pastoral Leads to discuss how schools were supporting their most vulnerable pupils during the lockdown period; this provided an opportunity to provide guidance and for schools to share examples of good practice. The EPS also made contact with school ALNCo’s to ascertain, via a survey, how ELSA support was being provided to the most vulnerable pupils during school closures. Bereavement support was also provided to both schools and parents, this included helping schools to identify which pupils would be most impacted by the bereavement, so that support could be provided to these pupils. The school-based counsellors provided weekly check-ins with the pupils who opted in to this service and who were receiving counselling prior to school closures. Online individual and small group CBT support was also provided to those pupils who were identified as very anxious, who were receiving this intervention prior to lockdown and who opted for this support to continue during lockdown.</p> <p>EP contact was made with all schools immediately prior to both the 2 week ‘Check in, Catch up and Prepare’ return to school in the summer term and the start of the Autumn term, to discuss how schools could support the return of pupils in general and specifically those they considered to be most vulnerable. Linked to this, the EPS created two guidance booklets based on a trauma-informed approach to support schools to prepare for pupils return to school by supporting their understanding of the impact of covid-19 on wellbeing and by providing guidance and practical strategies that schools could implement to support both staff and pupil wellbeing as a pre-requisite to create a climate for learning</p>



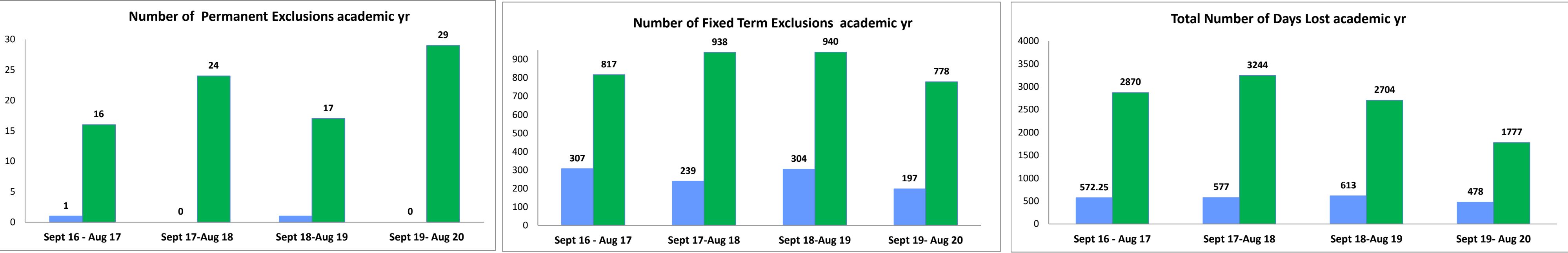
Status	
Black	Not yet started or too early to report any progress (achievements/changes)
Red	Started but not progressing well
Amber	Started with reasonable progress achieved
Green	Going well with good progress



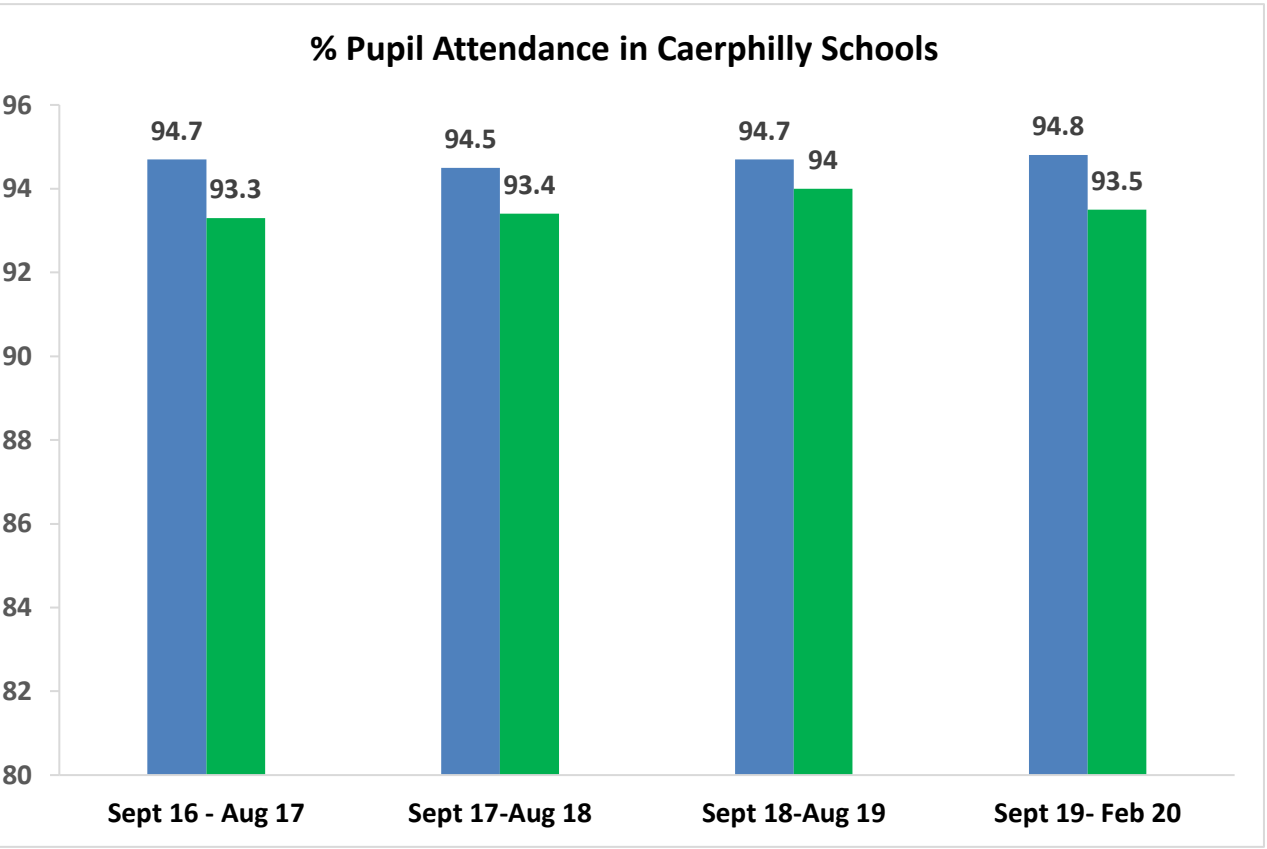
Priority 6 - Reduce the rates of exclusion, therefore impacting upon pupil attainment

 Primary Schools

 Secondary Schools



Priority 2 - Increase the percentage of pupil attendance across primary and secondary in order to maximise pupils’ learning



**\* All exclusion data will be confirmed when verified**

**What is the Performance information telling us?**

The LA revised attendance strategy impacted positively on improving attendance trends in secondary schools - a rise of 0.7% over 3 years. The September 2019 Welsh Government Statistical Release identifies improvement compared with other Local Authorities (18/19-7th, 17/18-17th, 16/17-21st). Primary attendance over three years made more marginal gains but was still favourable compared to other local authorities with similar numbers of FSM pupils.

However, the decision by Welsh Government to cancel all statutory data collections related to attendance and pause all statistical releases due to the coronavirus outbreak has meant that there will not be an official record of pupil attendance for 2019-2020. WG data collection (if any) for 2020-2021 will not be a measure of the impact of the attendance strategy, but largely reflect the number of pupils required to isolate as a result of advice from environmental health services. The education welfare service has repurposed itself to support the welfare of individual families, supporting the pupils return to school on a case by case basis.

Similarly, the statistical release for exclusions has also been paused, therefore, preventing a comparison against other local authorities. Prior to lockdown, pupil exclusion across a range of indicators remained too high (number of fixed term exclusions, number of pupils, number of permanents) and remains a significant area for improvement. As in the case of the educational welfare service, education psychology and the inclusion team work with schools and individual pupils to limit the number of exclusions during the lockdown period.

Q3 reporting will include internal data monitoring of both attendance and exclusion rates. A report is going to scrutiny 26th Nov to provide contextual information on this years data to members.



# Performance

Priority 1 - Improve outcomes for all learners particularly those within Key Stage 3 and 4

Priority 5 - Improve provision and outcomes for vulnerable groups

		2016/17		2017/18		2018/19		Targets		
		LA	Wales	LA	Wales	LA	Wales	All	FSM	Boys
KS4	Capped 9 Points Score (interim)					337.6	354.4	353	298	335
	WBacc Skills Challenge Certificate indicator – Points Score	24.5	28.6	33.7	36.5	36.4	36.4	38	31	35
	Literacy Indicator - Points Score	37.5	39.1	37.1	39.4	37.3	39.0	39	32	36
	Numeracy Indicator - Points Score	36.4	37.9	36.3	38.3	36.3	37.2	38	31	37
	Science Indicator - Points Score	38.0	39.0	34.8	36.8	35.1	36.8	37	29	35
	No qualifications	1.2	1.1	0.9	1.0	1.9	1.2			
KS4 - legacy	L2 inc E/W & M (exc. literature)	49.9	54.6	46.9	55.1	47.0	49.9			
	L2 inc E/W & M (inc. literature)					50.6	53.8	53	32	48
	L1	94.0	94.4	92.1	93.7	90.9	92.8			
	5+ A*-A or equivalent	13.5	16.8	12.1	18.0	15.2	18.0	18	5	13

\*These figures are now confirmed and may vary from the original figures.

## Foundation Phase, Key Stage 2, Key Stage 3.

In 2018, teacher assessment data is to be utilised solely to inform approaches to teaching and learning in the classroom, rather than as a tool for accountability. Therefore, teacher assessment data and National Reading and Numeracy Test data at a school, local authority and consortia level will no longer be published. This applies to the Foundation Phase, Key Stage 2 and Key Stage 3 in all maintained primary and secondary schools.

## Key Stage 4

### Measures

In 2019, Welsh Government have moved away from threshold measures. The interim performance measures are made up of five headline measures, all based on points scores. Reports on these measures will include Year 11s only.

**Capped 9 score-** calculates the average of the scores for the best awards for all individual learners in the cohort, capped at a specified volume of GCSEs or equivalent qualifications.

**Literacy-** calculates the average of the scores for all individual learners in the cohort, taking the best grade from any of the literature or first language Welsh or English GCSEs awarded to a learner.

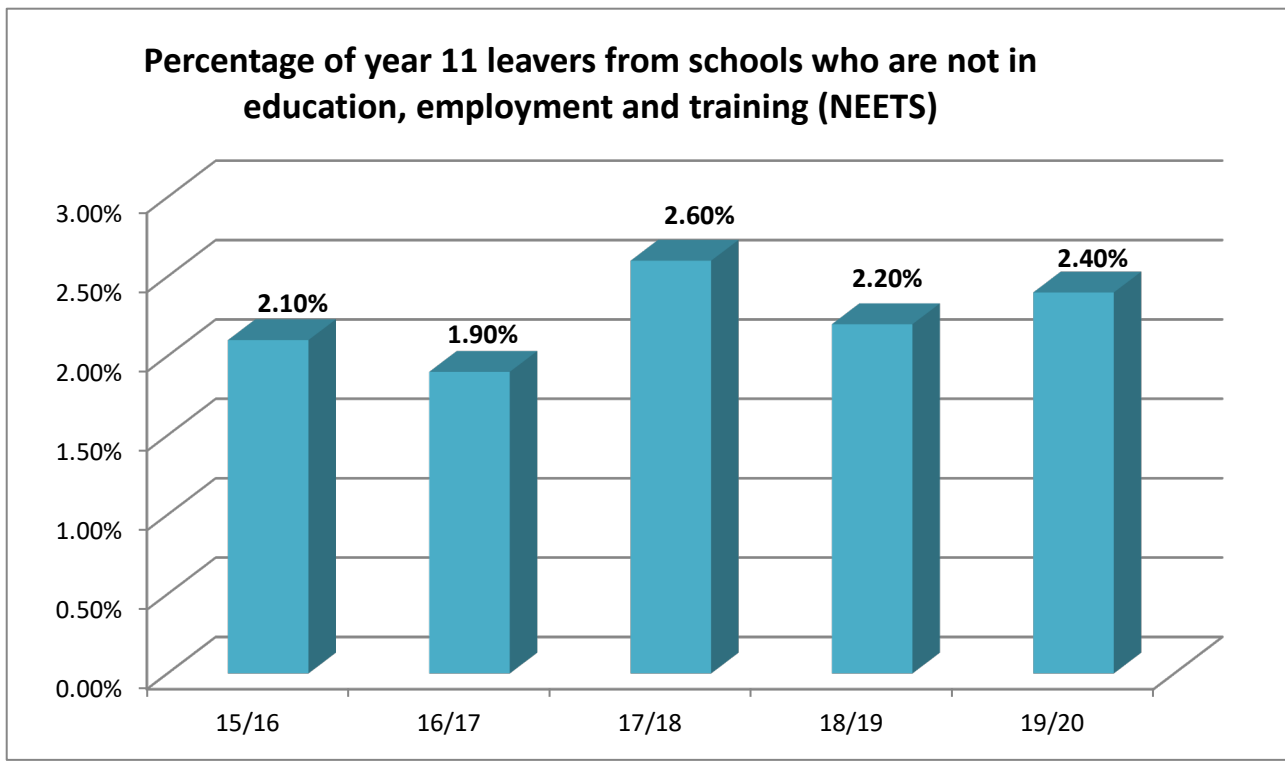
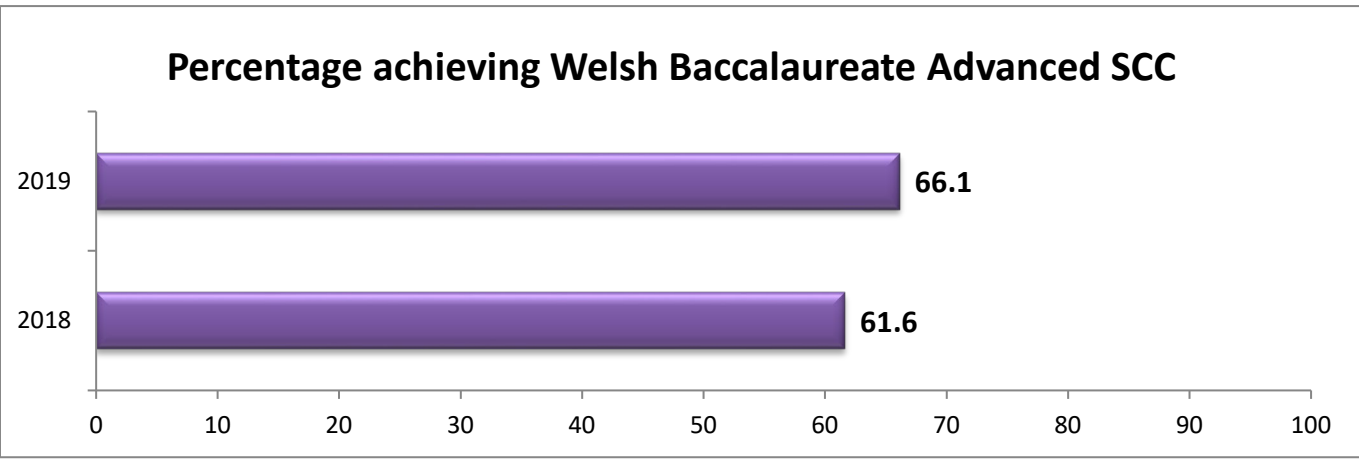
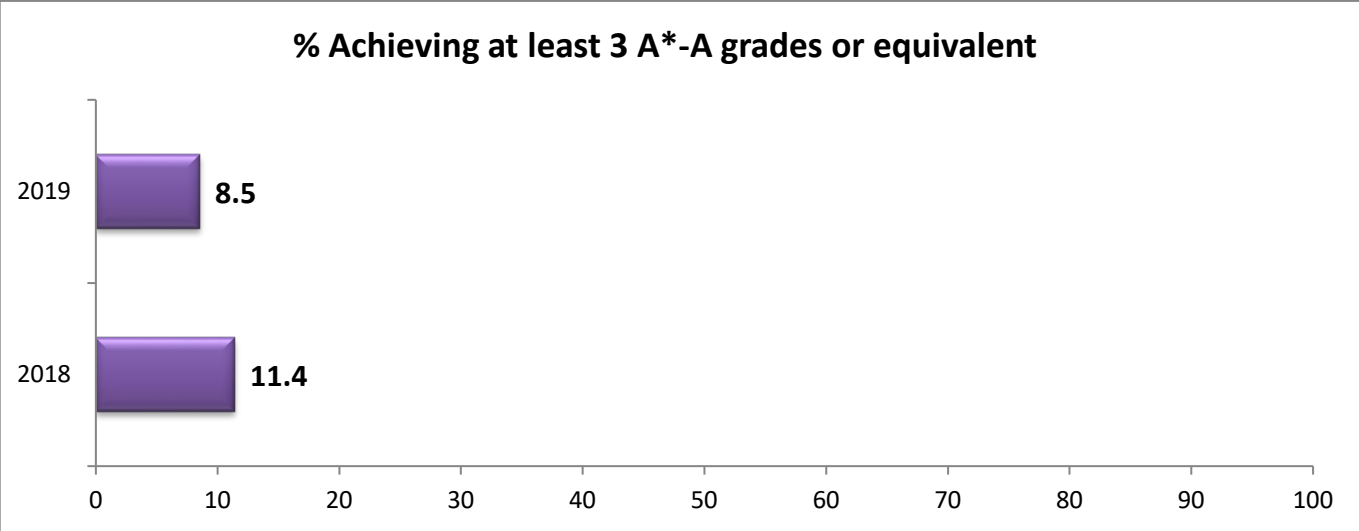
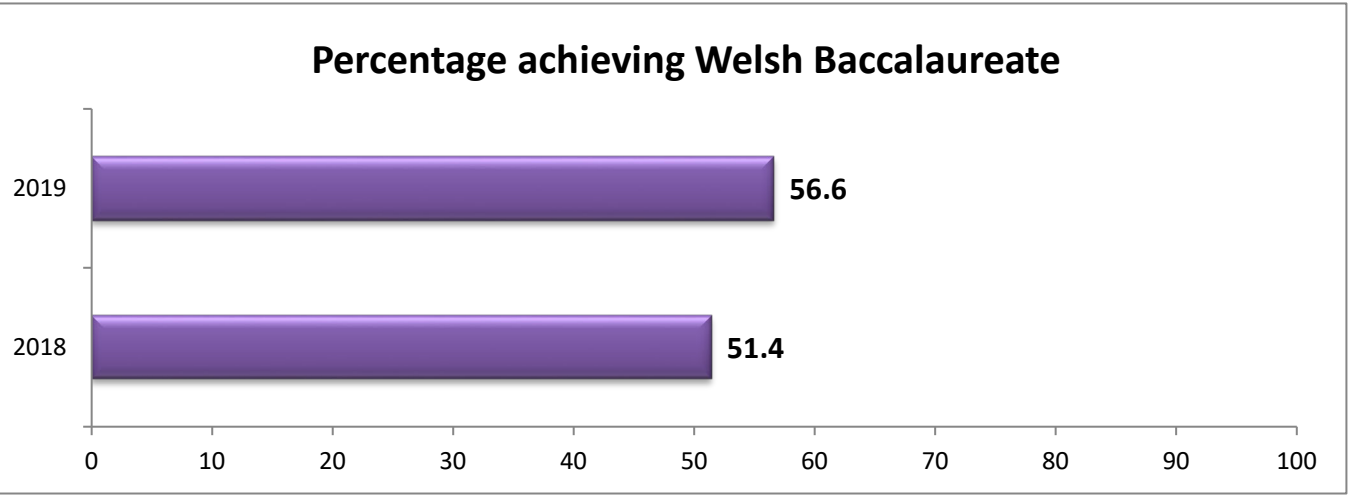
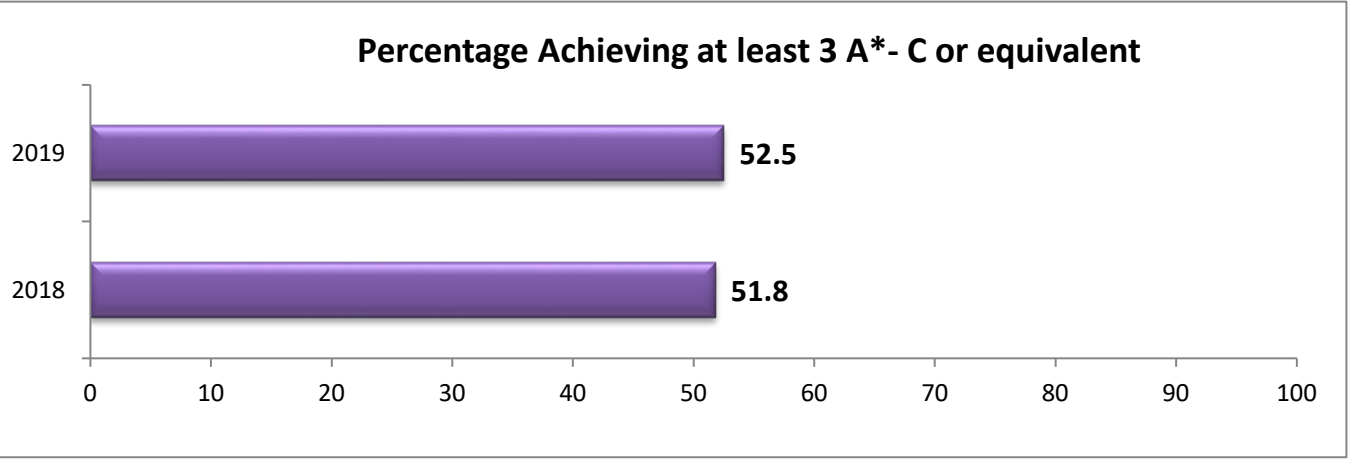
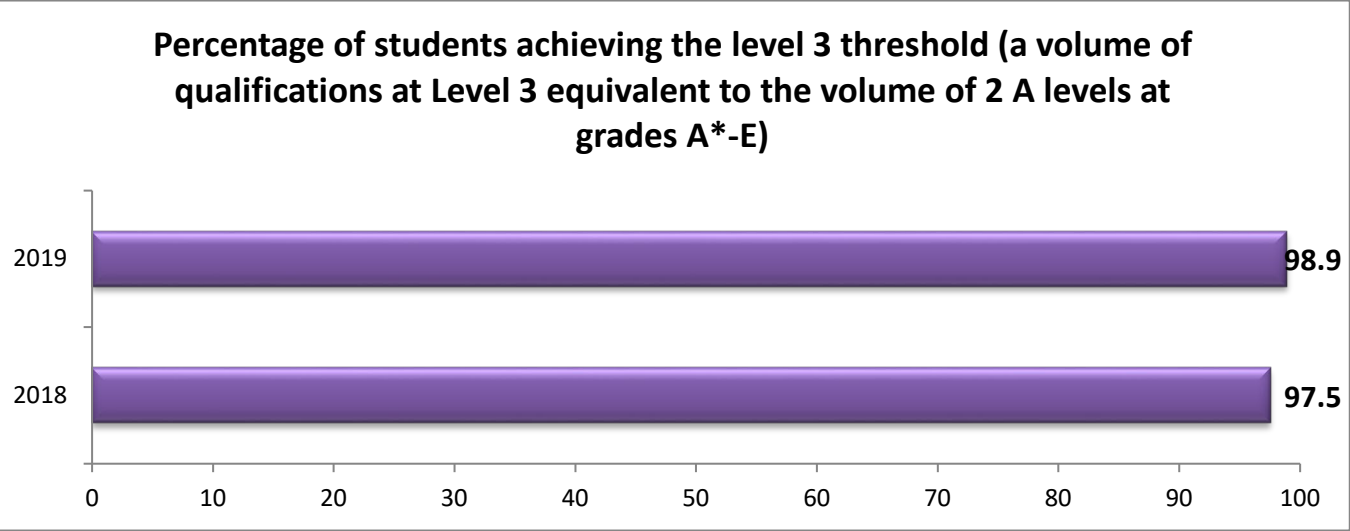
**Numeracy-** calculates the average of the scores for all individual learners in the cohort, taking the best grade from either of the mathematics or mathematics – numeracy GCSEs awarded to a learner.

**Science-** The science measure calculates the average of the scores for all individual learners in the cohort, taking the best grade from science GCSEs awarded to a learner. Currently this is limited to awards in the WJEC suite of science GCSE qualifications available to learners.

**Welsh Bacc Skills Challenge Certificate-**The Welsh Baccalaureate Skills Challenge Certificate measure calculates the average of the scores for the Welsh Baccalaureate Skills Challenge Certificate awards for all individual learners in the cohort, whether it is the Foundation (Level 1) or the National (Level 2) award.

However, In response to the Coronavirus (Covid-19) pandemic, the Welsh Government cancelled all statutory data collections that would have been due to take place in Summer 2020. This means that no end of key stage data was submitted, therefore there is no data available for FP through to KS3. Due to the cancellation of summer 2020 GCSE, AS and A level examinations, the Welsh Government will not be reporting on KS4 and KS5 school performance measures for 2019/20. Analysis of standards for this year cannot include aggregated LA data or individual school performance data and, therefore, comparison of year on year progress is not possible.

## Year 11 A-level results



**NEET** Performance data received for Academic year 18/19 (above as 19/20) declined to 2.40% and this equates to 47 pupils out of 1937. Of those 47 pupils 27 were unable to enter employment, education or training due to health or medical issues. This would give a performance of 1.03% for those 20 pupils who did continue into employment, education and training

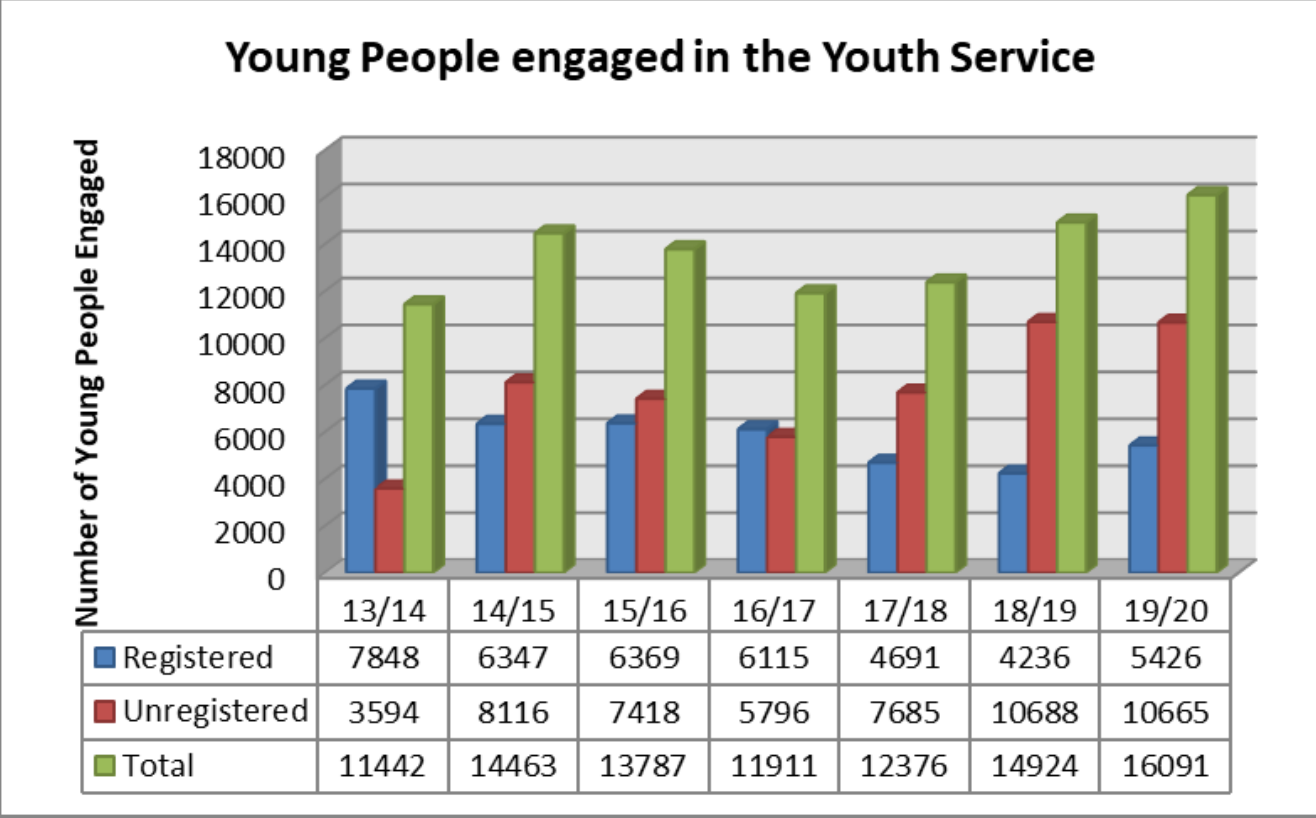
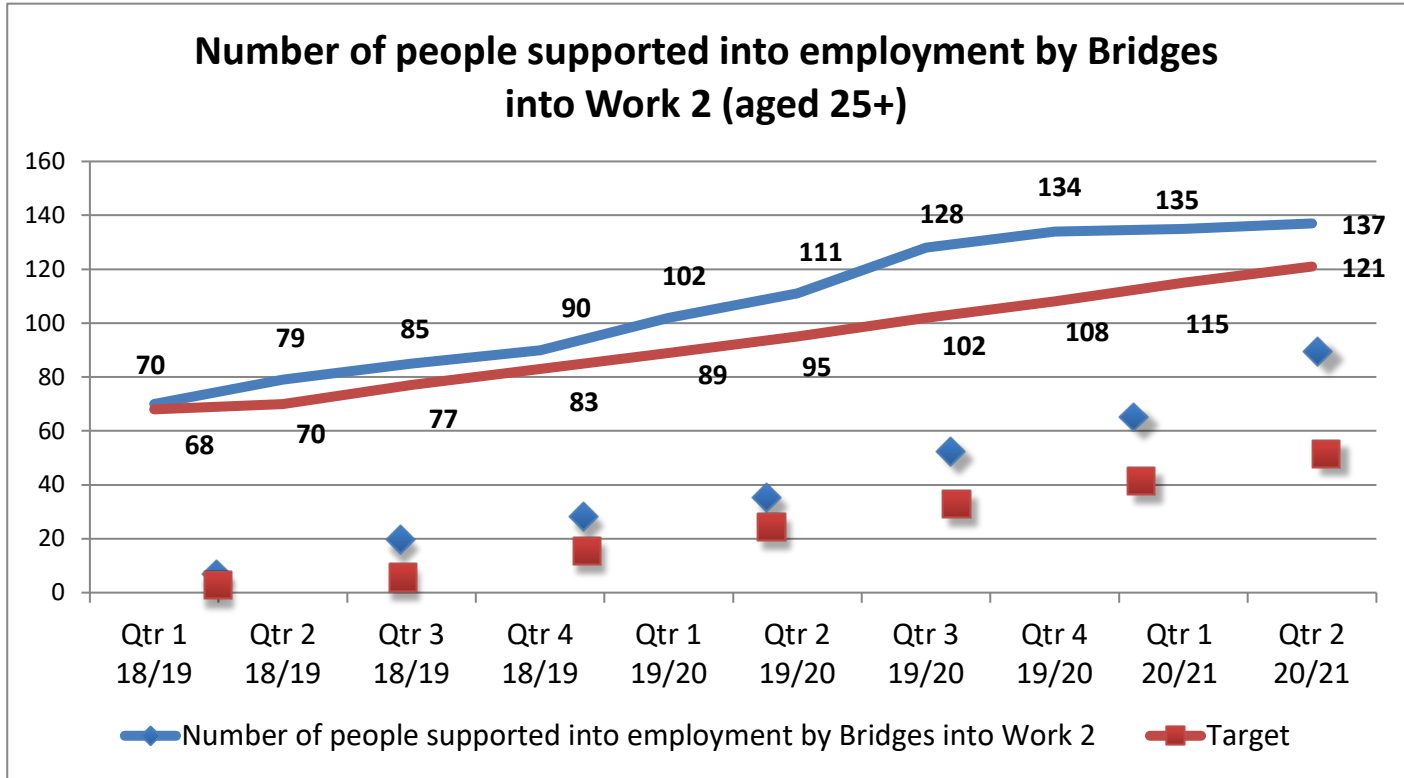
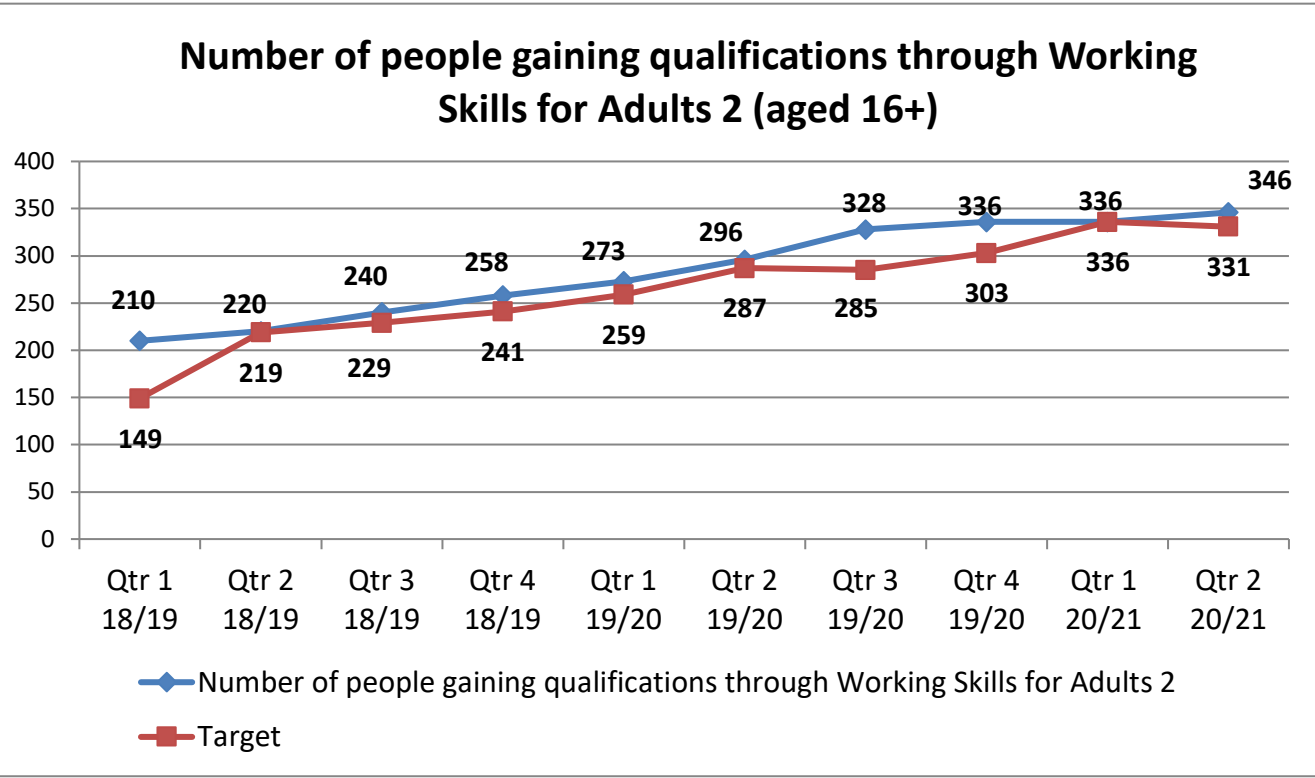
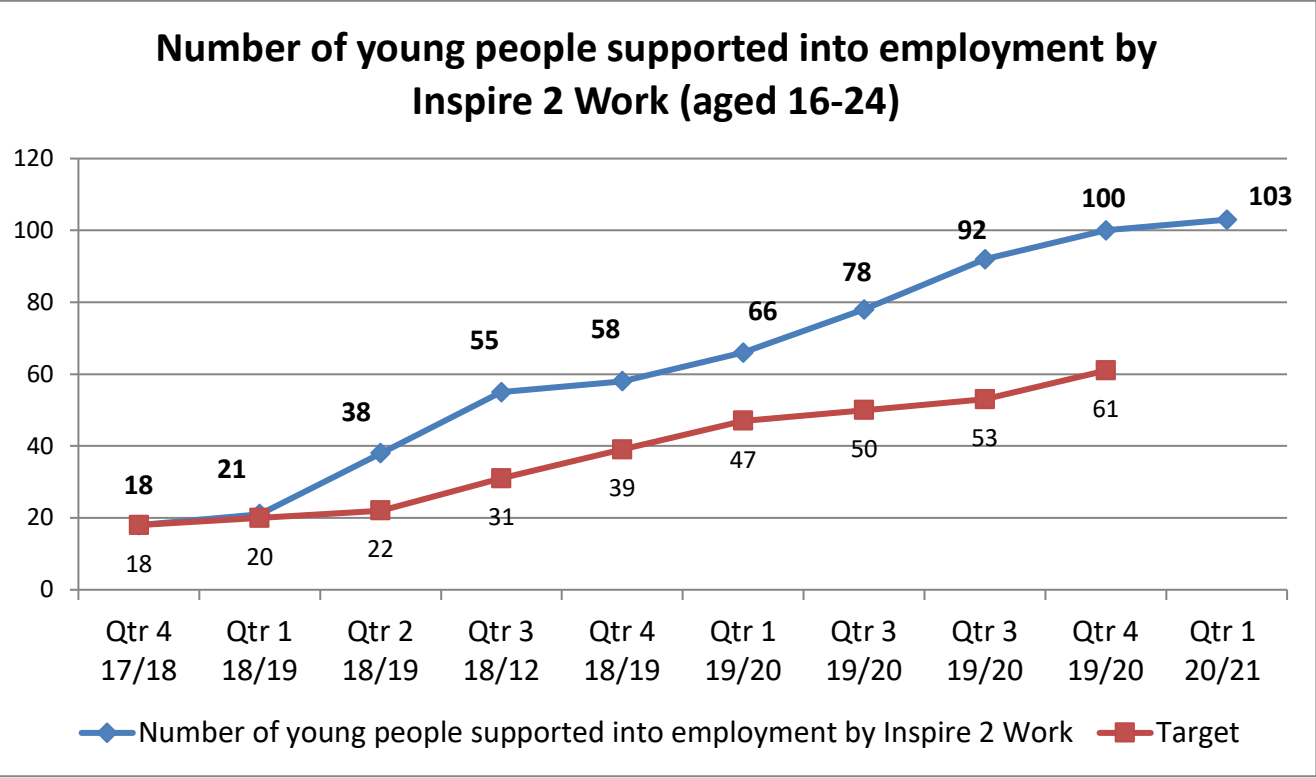
Due to the Covid situation the NEET figure may rise for the next reporting period as the nature of the work requires considerable contact opportunity and face to face support and the Virus lockdown restricted this, compounded by the closure of Schools in the Summer term of 2020. This has resulted in elevated numbers of vulnerable young people without confirmed post-school destinations, particularly those already less engaged with schools for various reasons and this may result in a decline in NEETS-related performance.

We have identified this as a new risk in the Directorate Risk Register.



Priority 3 Reduce the Impact of Poverty upon communities  
Priority 5 Improve provision and outcomes for vulnerable groups

All Adult Employability Targets are being exceeded.



**Youth Service**

The number of registered young people who engaged with the youth service during 2019/20 totalled 5,426 individuals. This exceeded the target of 4000. Registered young people include all those who consent to personal details and information being held and processed, and who access the service on a regular basis. ‘Unregistered’ young people include:

- Young people who use provisions as a drop in to access advice and support but may not want to register with the service
- Young people who engage with youth workers during detached and outreach work on the streets,
- Young people who benefit from sessions provided by youth workers in schools, colleges and other youth support services .

The number of registered young people engaged during 2019/20 represents 17% of the youth population (those aged 10-25 years), an increase on the previous year. The result compares favourably to the Wales average recorded for 2018/19, where LA Youth Services engaged with an average of 15% of the youth population. Within our region, in 2018/19, Newport engaged 7%, Torfaen 10%, Blaenau Gwent 17% and Monmouthshire 26%. There are currently no figures available for 2019/20.

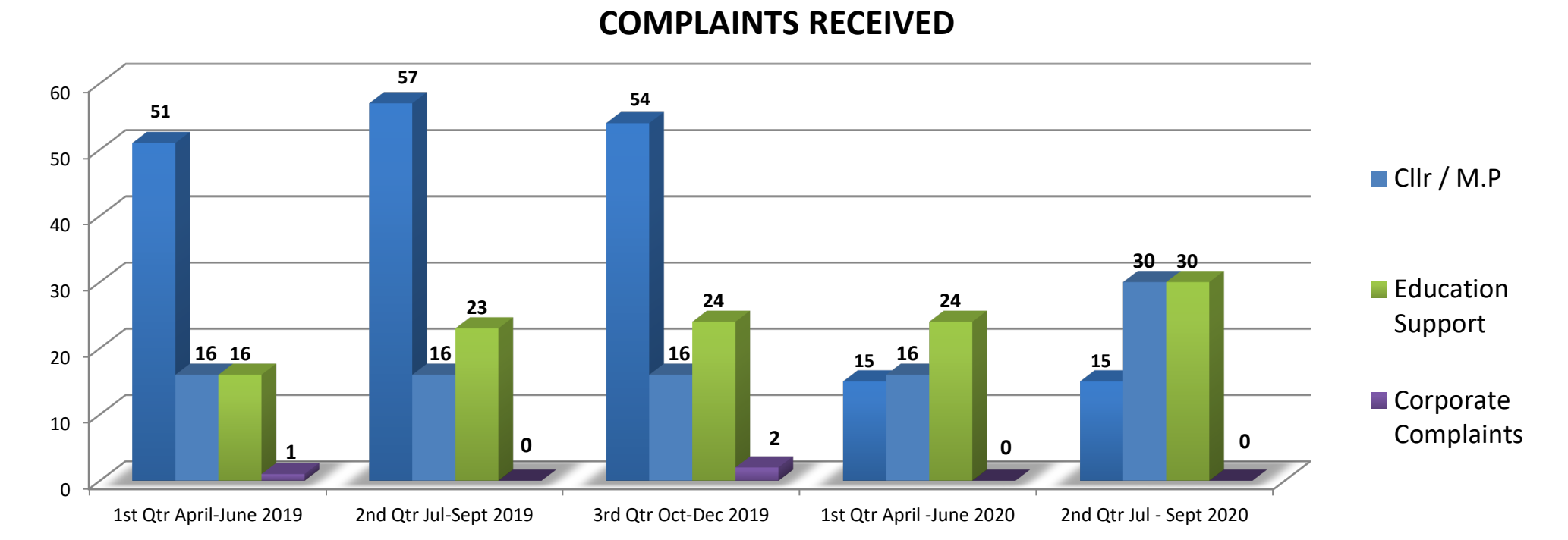
The decrease in the percentage of the population registered since 2013 could be due to a number of factors including :

- A loss of projects that had the capacity for large number of young people such as Communities first funded Hub Project.
- The changing nature of grant funded projects which has seen a shift to more targeted interventions with young people with more complex needs, as opposed to issued based work with large groups.

**Employment Performance**

This period covers the Covid 19 – lockdown and during this time we were only able to provide support to our participants via email and telephone calls. It must be noted that many of these participants have been unemployed for a considerable period and need intensive support to gain qualifications and employment. However, despite limited access and initial difficulty using emails and the internet 30 participants gained QCF employability related qualifications and 9 participants gained employment during this period.





**Notes:**  
Please note that ‘Schools’ figure only capture complaints that have come through to the L.A. Schools have their own complaints policy/process that must be dealt with by the school. However the L.A may give advice and guidance on these complaints but direct them back to the school for response, some complaints go straight to the school and the L.A will not record these. These numbers only reflect the complaints we are aware of.

**Complaints April - Sept 2020**

This period relates from the start of lockdown and COVID-19. These issues have dominated complaints and queries. Within the first couple of weeks of lockdown, we received a lot of queries and a high call volume relating to Hub placements for key workers. These were not logged as complaints but dealt with by the department.

COVID-19 is the common theme for these 2 quarters and will probably continue for some time to come, dealing with the concerns and anxieties of parents during the lockdown period, dealing with hub queries, planning the return to school and the actual return. We also recieved **3** compliments this quarter.

If there are any pressing issues or contentious complaints that arise throughout the year, management are kept informed and involved in the plan of action moving forward. Our schools have expressed uncertainty in how to handle complaints so were putting on a schedule of training for Head Teachers and Governors including managing conflict. The training will be in partnership with our internal complaints team, EAS and Legal Services



**Satisfaction**

A total of 1549 young people completed the survey, representing 28% of all registered young people. This is an excellent result, with many surveys conducted post lockdown to ensure the data was collected for the year.

99% of young people reported that they were very happy and happy with the service, exceeding the target of 80%.

In addition to this result, many very positive evaluative comments are received regularly, thanking youth workers for the support provided and for the experiences and learning they have gained through the youth service.

**Estyn Inspections \***

Primary Schools (26)					
	Standards	Wellbeing	Teaching and Learning Experiences	Care, Support and guidance	Leadership and Management
Excellent	12%	12%	12%	15%	15%
Good	73%	73%	69%	73%	62%
Adequate	15%	15%	19%	8%	12%
Unsatisfactor	0%	0%	0%	4%	12%

Secondary & Special Schools (6)					
	Standards	Wellbeing	Teaching and Learning Experiences	Care, Support and guidance	Leadership and Management
Excellent	17%	17%	17%	17%	17%
Good	33%	50%	50%	50%	33%
Adequate	50%	33%	33%	33%	50%
Unsatisfactor	0%	0%	0%	0%	0%

All Schools (32)					
	Standards	Wellbeing	Teaching and Learning Experiences	Care, Support and guidance	Leadership and Management
Excellent	13%	13%	13%	16%	16%
Good	66%	69%	66%	69%	56%
Adequate	22%	19%	22%	13%	19%
Unsatisfactor	0%	0%	0%	3%	9%

**Library Service 2019-2020 Core Performance comparisons to 2018-2019**

Library Service Performance Area	2019-2020	2018-2019	Commentary	RAG Status
The percentage of adults who think the Borough Library Service is 'very good' or 'good' overall	98%	99%	Based on most recent Adult PLUS survey 2019 compared to 2017.	1% decline but still an excellent score
Average child satisfaction score with their local library out of 10	9.40%	9.40%	Based on July 2018 Children's PLUS survey across all service points.	Maintaining excellent and positive score
Percentage of adults who think that the customer care they received from their local library is 'very good' or 'good'	99%	99%	Based on most recent Adult PLUS survey 2019 compared to 2017.	Maintaining excellent and positive score
Total number of visits to library premises for the year 2019-2020	650,881	651,926	Due to the COVID-19 pandemic, all library buildings in the Caerphilly borough were instructed to close their doors to the public on: <b>Friday 20<sup>th</sup> March 2020</b> therefore an annual visitor count normally taken between 01/04/19-31/03/20 was not fully executed.	Despite the closure of library doors the visits to library premises remains consistent with the previous year and certainly will have exceeded last year's total if libraries had not closed.
Total number of active borrowers during the year	37,120	37,849	Due to the COVID-19 pandemic, all library buildings in the Caerphilly borough were instructed to close their doors to the public on: <b>Friday 20<sup>th</sup> March 2020</b>  Due to the move to the All-Wales Library Management System, Caerphilly Library Service had no access to its existing Library Management System (Infor's: Vubis Smart) due to key integration work: From the <b>16th March 2020</b> , library services staff and the general public had no access at all to a Library Management System therefore new customers could not be registered.	Despite the closure of library doors and the unavailability of a Library Management system, the number of active borrowers remains consistent with the previous year and certainly may have exceeded last year's total
Total loans for the year (adult and child)	452,211	563,175	Significant decline in children and adult loans, predominantly children's issues caused by a number of factors.	19.4% decrease
Total loans for the year (adult and child) electronic downloads	49,275	32,092	Rise in customer loans of the eDigital services we provide: eBooks, eAudiobooks, eComics and eMagazines. Library service investment to these services continues.	34.8% increase
Number of Welsh Government Core Entitlements achieved in full	12 in full (projected estimate)	12 in full	Estimates based on evidence submitted as part of local authority standards return	Top quartile for Wales attainment possible
Number of Welsh Government measurable Quality Indicators achieved in full or part	7 in full  1 in part  1 fail to meet 1 with no	8 in full  2 in part	Estimates based on evidence submitted as part of local authority standards return.  1 standard does not need to be reported on, had we been asked to report on this we would have fully met.	Reduction from last year's return. Possibility we may remain in top quartile for Wales.

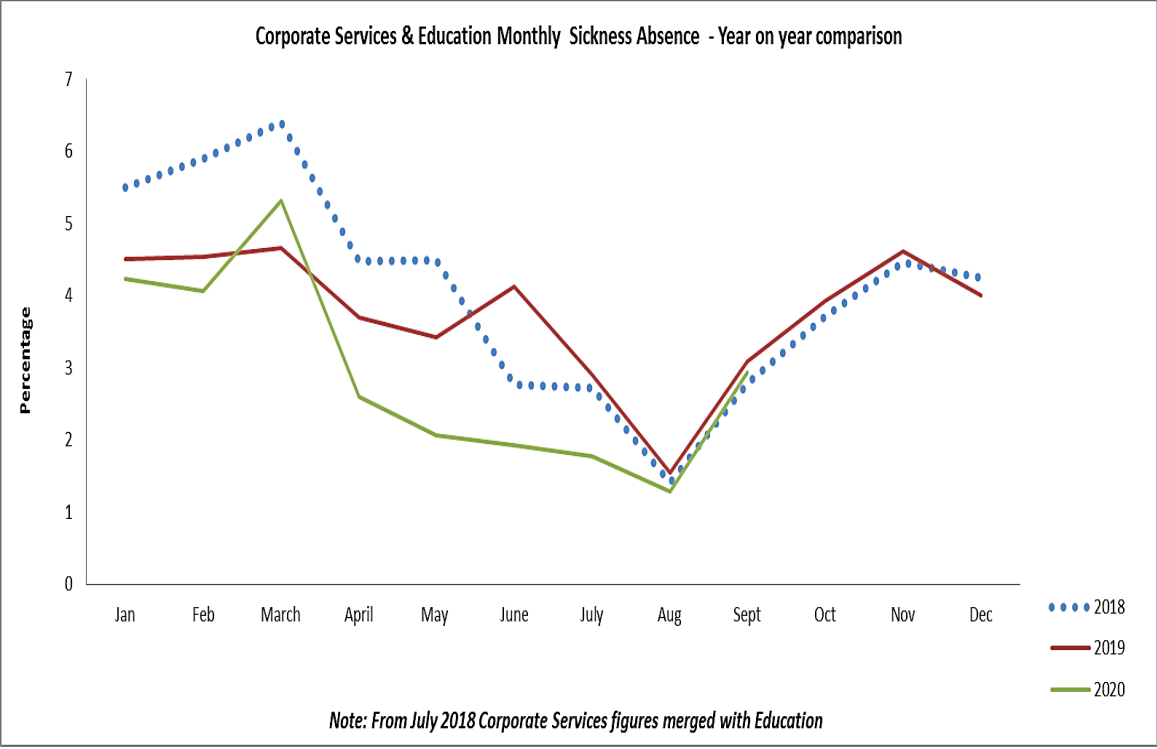
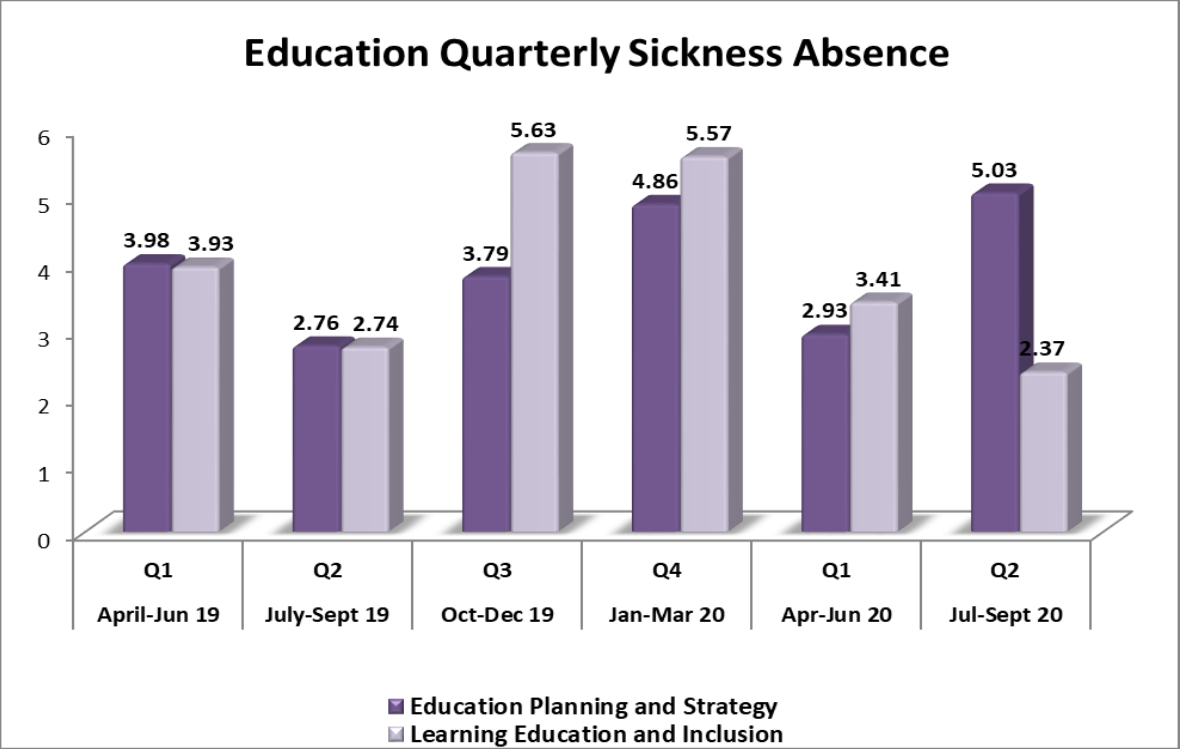
**What is our External / Customer Intelligence telling us?**

\* The data in the table above represents an overview of Estyn inspections from September 2017 to March 2020. This is from the introduction of a revised framework for Estyn inspections to the period where all activity was suspended due to the coronavirus outbreak. Estyn's guidance on self-evaluation for local authority inspections states that judgements will be based on evidence from inspections over a three year period. Therefore, evaluations have to take all inspections during this timeframe into account. Estyn inspections have been suspended until September 2021.

In terms of Library's the number of visits to our library are reducing and this is a trend across Wales. Our School Engagement Strategy aims to reverse this by bringing younger children and growing the age profile of visitors.

The Library Standards for 19/20 are shown to the left, however it should be noted these standards have not yet been verified. We have not yet been given a verification date and if verification changes the outcome we will update this in quarter 3.





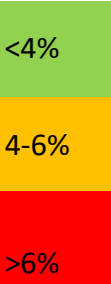
Education				
	Quarter 1		Quarter 2	
	Education	Schools	Education	Schools
Voluntary Leavers	3	25	11	71
Other Leavers	1	12	1	50
Total Leavers	4	37	12	121
New Starters	3	16	10	84
Number of Teacher Assistant Agency Staff	234	N/A	181	N/A
Headcount	626	3338 = FTE 2504.78	623 = FTE 411.05	3311 = FTE 2480.56
55 and over	163	607	165	597
% of headcount	26.03%	18.18%	26.48%	18.03%
** Data not available as Agency staff are employed directly by schools				

Q1 Monthly Breakdown	Apr-20			May-20			Jun-20		
% Sickness Absence	Short Term	Long Term	Overall %	Short Term	Long Term	Overall %	Short Term	Long Term	Overall %
Inclusion & Additional Learning Needs	0.14	4.97	5.12	0.04	4.59	4.62	0.35	4.37	4.72
Early Years	1.13	1.61	2.74	1.65	2.23	3.88	0.00	2.25	2.25
Youth Services	0.00	0.26	0.26	0.40	0.22	0.62	1.65	1.88	3.53
School Improvement	0.00	2.65	2.65	0.00	2.77	2.77	0.00	2.01	2.01
Learning Education and Inclusion Total	0.38	2.82	3.20	0.56	2.86	3.42	0.46	3.00	3.46
Library Service	0.00	2.30	2.30	0.00	1.53	1.53	1.73	1.53	3.25
Adult Education	1.35	3.58	4.92	0.00	3.51	3.51	0.00	3.36	3.36
ESF Project Team	0.00	2.76	2.76	0.00	2.02	2.02	0.00	0.00	0.00
Admissions and Exclusions	0	8.09	8.09	0.00	0	0.00	0.00	0.00	0.00
Admin, Data and Information	0	0	0	0	7.79	7.79	0.00	16.06	16.06
Education Planning & Strategy Total	0.23	2.83	3.06	0.00	2.27	2.27	0.82	2.36	3.17

Q2 Monthly Breakdown	Jul-20			Aug-20			Sep-20		
% Sickness Absence	Short Term	Long Term	Overall %	Short Term	Long Term	Overall %	Short Term	Long Term	Overall %
Inclusion & Additional Learning Needs	0.28	1.97	2.25	0.00	1.36	1.36	0.96	1.53	2.49
Early Years	1.48	1,16	2.64	0.80	0.92	1.73	1.01	1.46	2.48
Youth Services	2.27	2.26	4.97	0.51	2.06	2.57	2.60	1.95	4.55
School Improvement	0.00	1.21	1.21	0.00	0.00	0.00	0.00	1.81	1.81
Learning Education and Inclusion Total	1.05	1.70	2.75	0.33	1.20	1.53	1.61	1.62	2.78
Library Service	2.55	3.97	6.52	0.29	6.17	6.46	0.98	6.06	7.04
Adult Education	0.00	3.16	3.16	0.00	2.33	2.33	0.00	0	0.00
ESF Project Team	0.00	0.00	0.00	0.00	0.00	0.00	2.32	0.00	2.32
Admissions and Exclusions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	16.94	16.94
Admin, Data and Information	0.00	15.41	15.41	0.00	15.36	15.36	0.00	16.52	16.52
Education Planning & Strategy Total	1.22	3.44	4.65	0.14	4.39	4.51	0.98	4.94	5.92

	Quarter 1			Quarter 2		
% Sickness Absence	Short Term	Long Term	Overall %	Short Term	Long Term	Overall %
Primary Schools	0.12	1.58	1.70	0.73	0.98	1.70
Secondary Schools	0.19	1.06	1.25	0.61	0.71	1.33
Other 1	0.00	0.62	0.62	0.70	0.38	1.08
Other 2	0.59	3.24	3.83	0.47	1.16	1.63
Schools Total	0.16	1.45	1.61			

Key: Corporate Standard



The calculation in the iTrent sickness report for schools is not working. HR are aware of this and are working to resolve the problem.

**Workforce information**

**% Sickness Absence-** The names of the school setting/setting type have been removed in above figure to ensure the figures relating to a specific setting are not revealed.

**Resources-Finances / Assets - reported to Education Scrutiny November 2020**

Summary	Original Estimate 2020	Revised Estimate 2020	Estimated Outturn 2020	Variance Under (over)
Schools Related	118,513	118,513	118,494	19
Education	16,591	16,591	16,712	(121)
Lifelong Learning	3,799	3,799	3,795	4
Total Service Expenditure	138,903	138,903	139001	(98)

**Assets**

The Council has 86 schools and 1 Pupil Referral Unit , 18 public libraries and 6 Community Education Venues (used predominantly by Youth and Adult Services)

Condition surveys undertaken for all schools support the Directorate when prioritising works to be carried out from a limited Capital budget, £1.4 million (this excludes Welsh Government capital grant funding). The surveys show backlog maintenance for P1, P2 & P3 tasks of circa £30m.

Fire Risk Assessment remedial works continues to be a challenge with £500K of the capital programme and £500K of the maintenance grant already allocated, and being closely monitored. Spend to date is circa £300k.

**What is our People Resource and Asset Resource Information telling us?**

In summary, based on actual income & expenditure details to the end of August 2020, together with data used to forecast for future months, the projected revenue overspend position for Education & Lifelong Learning is £98k. This variance is supported by an underspend position for Education and Corporate Services. Overall the current projection is an underspend for Education and Corporate Services of £211k.

In terms of Assets and Welsh Government Capital Grant Funding :

The Athletics track (£0.755m) - (located at Rhiw Syr Daffydd Primary) is almost complete, weather conditions mean that the top surface cannot be laid until the spring when we would anticipate a spell of good weather.

The 4 Welsh Medium grant schemes (£5.4m) and 14 Childcare schemes (£5.8m) are progressing well. The Welsh Medium schemes are joint funded with the Childcare schemes.

In addition to the £2.4m allocated in a previous year, an additional capital maintenance grant of £2.5m has been funded by Welsh Government for 2020/21. We are currently in the process of confirming schemes based on prioritisation within the condition surveys. To date circa £900k has been spent on projects. This funding is being used to target high priority areas, with a focus on roofs and boilers.

Band A 21st Century Funding - Work is continuing on the final Band A scheme at Trinity Fields (£1.3m), spend to date is circa £550k.

Delays have been experience in areas of the capital programme this year due to restrictions linked to the current pandemic.

Risk Register 2020-21

Year end

Ref	Topic and Service	Risk, opportunities and Impact	Mitigation actions - (What actions can we take to address and reduce the risk or realise the opportunity)	Progress Update - Input Date SEPT (Are the mitigating actions reducing the risk or realising the opportunity?)	Risk Level 2019-20 Q2	Risk Level 2019-20 Q3	Risk Level 2019-20 Q4	Risk Level 6 months Q2	Does this effect the Well-being of Future Generations in our Communities?	FGA Risk Level
Corporate Risk Register										
CMT16	School Attainment	<p>1. National lockdown may have resulted in significant gaps in pupils' learning. The extent to this challenge is dependent on a range of issues including:</p> <ul style="list-style-type: none"><li>- the effectiveness of remote learning strategies;</li><li>- pupils' access to digital technology from home;</li><li>- capacity for support from home.</li></ul> <p>It is currently too early to fully assess the impact of the pandemic period on standards and progress of learners .</p> <p>2. The start of the new term was also characterised by a higher than expected number of pupils being required to self-isolate as a result of the rise in infections. Again, this may have impacted on pupils' learning.</p> <p>3. A range of professional learning opportunities have been developed to support the implementation of remote learning. However, this initiative is still at an early developmental stage.</p>	<p>1. Utilisation of grant funding to identify gaps in pupils' learning and implement appropriate interventions/strategies.</p> <p>Utilisation of the educational welfare, inclusion and Youth services to support pupils with issues relating to wellbeing. The Edtech programme has been repurposed to provide digital resources to disadvantaged learners.</p> <p>2. Daily data collection identifies the number of pupils who are ill due to covid-19, symptomatic or required to self-isolate. This data is shared with a range of partners including the school improvement service.</p> <p>3. The LA monitors schools' engagement with professional learning activities. Monthly LAQA meetings with EAS are used to update on professional learning.</p>	<p>It is impossible to identify the impact of mitigating factors on standards, progress and provision. An evaluation of the effectiveness of remote learning strategies is currently being undertaken. Attainment levels have improved but are still broadly below the Welsh average. Although there have been recent improvements, a gap remains between the attainment of Free School Meals pupils and Non-Free School Meals pupils.</p> <p>Higher than expected rates of exclusion will impact on pupil attainment and improved attendance rates have not been sustained over time.</p>	High	High		High	Yes, this limits contribution to 'Prosperous and More Equal Wales'. Standards of attainment and gaps in inequality can result in a low skilled, low paid workforce, and higher levels of unemployment leading to poverty. Over the long-term (25 years) in the life of a young child to adult the potential outcome of the attainment gap makes this a high risk. This is a long term risk	High
CMT42 NEW	Exit from the EU (Brexit)	<p>The decision to leave the EU and the looming deadline to secure an exit deal has created considerable uncertainty.</p> <p>Moving forward it is difficult to determine what impact the exit from the EU will have in the medium to longer-term for Caerphilly CBC and our communities. However, in the short-term possible negative impacts from a no deal scenario include the potential for workforce supply shortages in some areas and the possibility of some disruption to the supply of goods and services.</p>	<p>The Directorate is participating in the Corporate Brexit Working Group and undertaking service specific analysis in preparation for the various Brexit scenarios.</p>	<p>The Withdrawal Agreement has been approved by Parliament and is now working its way through the House of Lords. The UK will leave the EU on the 31st January 2020 and there will then be an eleven month transition period to discuss the finer details of the deal and the future working relationship with the EU. Until this process is completed the internal Brexit Working Group will continue to meet to keep the position under review.</p>	Medium			High	Potential impacts are not yet fully understood but they are likely to be felt over the short, medium and longer-term.	Medium
Education Directorate Risk Register										
ELL001	MTFP	<p>Failure to identify and consult and progress savings proposals necessary to contribute towards Authority MTFP savings. 1. Workforce Planning: less staff to deliver services. 2. Failure to maintain and/or improve service delivery 3. Managing staff morale in light of cuts 4. Failure to take early decisions on which services should be cut could lead to poor planning</p>	<p>There are currently no significant issues with regards to achieving the MTFP savings proposals identified for 20-21, so we have revised 20-21 to a medium rating for Oct20. The only issue may be around the impact of additional cost pressures linked to covid that won't all be funded by WG. That position isn't completely clear and won't be for a while yet and this may alter the rating later on.</p>	<p>Education &amp; Lifelong Learning MTFP savings proposals for 2020/21 were presented to Education for Life Scrutiny on 9th December 2019. Also presented was the Authority wide Draft Budget Proposals for 2020/21. The Final Budget Report for 2020/21 was presented to Full Council on 20th February 2020.</p>	High	High	High	Medium	Medium Term	Medium
ELL002	Grant Funding	<p>Directorate Grant Funding is circa £30m. Grant funding gives a degree of uncertainty for future planning purposes; 1. Annual grants may not be renewed posing significant risk to medium and long term financial planning.</p> <p>2. If external audit identify a failure to comply with terms and conditions, then potentially the grant funding body could claw back the grant funding previously awarded and paid which will impact significantly upon the Authority's budget that year.</p>	<p>Liaise closely with Welsh Government and other grant funding bodies to ensure timely information is available to predict any significant changes to grant funding. Ensure that all terms and conditions of the grants are adhered to.</p>	<p>The Directorate has continued to maximise grant funding and continues to highlight ongoing issues with Welsh Government.</p>	High	High	High	High	Long-term	Medium



Ref	Topic and Service	Risk, opportunities and Impact	Mitigation actions - (What actions can we take to address and reduce the risk or realise the opportunity)	Progress Update - Input Date SEPT (Are the mitigating actions reducing the risk or realising the opportunity?)	Risk Level 2019-20 Q2	Risk Level 2019-20 Q3	Risk Level 2019-20 Q4	Risk Level 6 months Q2	Does this effect the Well-being of Future Generations in our Communities?	FGA Risk Level
ELL003	Behaviour and Exclusions	As the needs of children become increasingly complex there can be a negative impact upon exclusion rates. It is crucial that these vulnerable children access appropriate and effective provision to maximise outcomes.	The LA is developing new and revising existing strategies and processes to support schools The LA will work with schools to ensure appropriate intervention and provision is in place	Inclusion strategy (and associated documents) is being drafted for consultation with schools and stakeholders Managed Moves protocol in place. Eotas strategy agreed. Provision outside of school in development linked to the Eotas strategy. Good practice is being shared.	High	High	High	High	Long-term	High
ELL004	School Buildings	Determine the current level of backlog maintenance in schools and prioritise works, working in collaboration with Health & Safety and Building Consultancy colleagues.	1. The ambitious 21st Century Schools programme and WG capital grants will significantly reduce backlog maintenance. 2. Condition surveys have now been completed for all schools and show backlog maintenance for P1, P2 & P3 tasks amount to £32 million. 3. Ensure limited capital resources targets highest priority areas.	The Directorate is working closely with Building Consultancy and Health & Safety to ensure the Authority's limited annual school capital maintenance budget and grant funding targets highest priority areas. The 21st Century School proposals are closely monitored by the School Strategy Board ensuring progress is on target. Following Grenfell there has been a greater focus on the type of build and adequate compartmentalisation in all fire risk assessments. Significant monies have been allocated to address this area. Prioritisation of spend will be determined by condition surveys.	High	High	High	High	<b>A healthier Wales</b> , supporting vulnerable learners can improve their well-being and add educational achievement. <b>A more equal Wales</b> , a society that enables people to fulfil their potential no matter what their background is. <b>A Wales of cohesive communities</b> (in the context of improving quality of life with attractive, viable, safe and well connected communities).	High
ELL005	Vulnerable Learners	Numbers of pupils identified as vulnerable have risen significantly in recent years and schools are increasingly challenged to offer appropriate provision for them. There are examples where pupils cannot be educated in mainstream settings and require specific provision outside the school site so that their needs can be met. <b>1.</b> No. of pupils requiring EOTAS provision is increasing. <b>2.</b> The costs of external provision have increased. <b>3.</b> High quality provision and appropriate destinations for these pupils is limited. <b>4.</b> Schools need to increase their capacity and collaborative working to ensure the managed moves protocol is implemented effectively. Suitable accommodation for in-house provision needs to be determined.	Regional and local targets for implementation monitored locally an regionally to ensure compliance. Statutory posts in place by January 2021 (LA and schools). Compatible IT systems must be developed to ensure digital processes are in place. Highlight as a budget pressure for future.	Targets for implementation have been revised in light of changes by WG to implementation date. Work ongoing with Welsh Government and locally to ensure minimum requirement for IT systems are in place that will allow development of digital systems. LA appointments are in process.	High	High	High	High	<b>A healthier Wales</b> , supporting vulnerable learners can improve their well-being and add educational achievement. <b>A more equal Wales</b> , a society that enables people to fulfil their potential no matter what their background is.	High
NEW	ALN Act	The ALN Act will take effect from September 2021. this will mean major change for all stakeholders. The LA needs to ensure readiness to implement successfully.	1. Develop LA provision. 2. Increase capacity in schools by supporting with a range of interventions to improve wellbeing. 3. Embed the revised managed move process. 4. Embed collaborative working between schools.	Plan for ALN ongoing	Medium	Medium	Medium	Medium	<b>A healthier Wales</b> , supporting vulnerable learners can improve their well-being and add educational achievement. <b>A more equal Wales</b> , a society that enables people to fulfil their	High
NEW	HwB Programme	Risk – loss of funding if we do not complete full assessments of all school and develop sustainability plan for future investment by 31st October 2019. Loss of 2.9 million to CCBC schools. Opportunities to re-establish a fit for purpose ICT infrastructure to schools within the borough	Third party support contracted with Red Cortex to support procurement and digital team	Project being managed in line with prince2 methodology. Currently on target to meet WG requirements, however due to Covid access to schools and delay on equipment are issues, hence this risk maintains a high level.	High	High	High	High	Yes, lack of investment in our schools red	High

Ref	Topic and Service	Risk, opportunities and Impact	Mitigation actions - (What actions can we take to address and reduce the risk or realise the opportunity)	Progress Update - Input Date SEPT (Are the mitigating actions reducing the risk or realising the opportunity?)	Risk Level 2019-20 Q2	Risk Level 2019-20 Q3	Risk Level 2019-20 Q4	Risk Level 6 months Q2	Does this effect the Well-being of Future Generations in our Communities?	FGA Risk Level
NEW	NEETS	Risk – NEET's is young people who are not in education, employment or training. This data started being recorded in 2012 when the rate was 5.8%. Considerable hard work went into helping young people which reduced the figure to as low as 1.9% in 16/17. Currently NEETs averages around 2% equating to around 40 young people. However during the course of this year the Authority's NEETs target for the 2019/20 cohort of year 11 pupils is likely to be adversely affected as the Virus lockdown has restricted the breadth of contact opportunities usually available to the Youth Service, compounded by the closure of Schools, in the Summer term of 2020. This has resulted in elevated numbers of vulnerable young people without confirmed post-school destinations, particularly those already less engaged with schools for various reasons and this may result in a decline in the NEETS figure.	The data is published in Oct to Nov 2020 which will tell us how severe the decline may be.	New Risk	New	New	New	High	This is a high risk for future generations as starting adult life with no or limited skills, qualifications or life opportunities will affect individual quality of life and the long term quality within communities	High

Progress towards our Well-being Objectives 2019/20

Outcomes in the Corporate Plan for objective 1. Improve Education opportunities for all.

- 1. Aim to reduce the impact of Poverty in the early years (connects to priority 3)
- 2. Raise standards of attainment (connects to priority 1,2,3 &5)
- 3. Reduce the impact of poverty on attainment for both vocational and non vocational qualifications to provide equality of opportunity (connects to priority 3&5)
- 4 Help those who are not able to follow a traditional attainment path (connects to priority 5,6 &7)
- 5. Support learning that enables young and adult employment opportunities including a focus on future skills (this also connects to WBO 2 Enabling Employment - in Communities DPA ) and priority 1.
- 6. Improve Digital Skills for all ages
- 7. Improve the learning Environment (connects to priority 4)
- 8. Safeguard all children and young people in order to create a climate for learning particularly those most vulnerable

Financial Year Reporting

KEY PERFORMANCE TRACKING MEASURES	Outcome	Apr 17 to Mar 18	Apr 18 to Mar 19	18/19 Target	RAG against target	Improvement on last year
Increase number of eligible working parents accessing the childcare Offer funded places	1	467	1486	800	686	1019
Number of participants who report improved emotional/mental Well-being (following the programme they participated in)	1, 4	1683	2191	n/a	n/a	508
% of participants who report improved emotional/mental Well-being (following the programme they participated in)	1, 5	87	92	n/a	n/a	5

Academic year reporting %

		2016/17		2017/18		2018/19	
		LA	Wales	LA	Wales	LA	Wales
KS4	Capped 9 Points Score (interim)					337.6	354.4
	WBacc Skills Challenge Certificate indicator – Points Score	24.5	28.6	33.7	36.5	36.4	36.4
	Literacy Indicator - Points Score	37.5	39.1	37.1	39.4	37.3	39.0
	Numeracy Indicator - Points Score	36.4	37.9	36.3	38.3	36.3	37.2
	Science Indicator - Points Score	38.0	39.0	34.8	36.8	35.1	36.8
	No qualifications	1.2	1.1	0.9	1.0	1.9	1.2
KS4 - legacy measures	L2 inc E/W & M (exc. literature)	49.9	54.6	46.9	55.1	47.0	49.9
	L2 inc E/W & M (inc. literature)					50.6	53.8
	L1	94.0	94.4	92.1	93.7	90.9	92.8
	5+ A*-A or equivalent	13.5	16.8	12.1	18.0	15.2	18.0

2018/19 progress update

GWELLA... CYFLAWN!... YSBRYDOLI  
IMPROVING... ACHIEVING... INSPIRING



Progress

What is going well

See tab - summary and priorities

Is there anything that is not going well? (what are we learning)

See tab - summary and priorities

What impact are we having?

See tab - summary and priorities





# Conclusions



## Highlights - what is going well

- No school has closed to COVID despite incredibly challenging circumstances. The commitment to providing an education and keeping schools open has been incredible
- Front line delivery and support services have worked together incredibly well and have demonstrated the benefits of doing whatever is necessary in support of the service
- The levels of FSM take up across the Community has risen by 20% and the work undertaken to increase equality through cashless catering should maintain the levels
- Distance and blended learning practice has developed significantly and some of Caerphilly's schools are now leading the way
- The Council was able to support front line NHS staff and key workers through the provision of childcare hubs throughout lockdown
- Estyn commentary on the leadership and approaches shown by Caerphilly towards its schools throughout the response has been very encouraging
- The introduction of new technology through EdTech, public WiFi across schools and tools such as Microsoft Teams has enabled teaching and learning to be delivered despite learners not always being able to attend class
- Collaborative working across Council directorates and external agencies has shown what can be delivered in spite of adversity
- The response from staff and residents to the buddy scheme was positive and staff involved gained a real sense of purpose, demonstrating a high level of goodwill towards the support the council offered. Cabinet Members have agreed to support a ‘corporate volunteering scheme’ to enable staff who have built up friendships with the vulnerable people they have supported over a number of months, to continue, helping to promote independence, resilience and preventing isolation and loneliness.

## What have we learnt, what needs improving and why?

- It will be important that those schools who are not as advanced in their approaches to blended and distance learning have the opportunity to learn from others and can catch up quickly
- It doesn't matter how good the guidance is, situations such as this require good judgement and a balanced approach to decision-making
- Role clarity and regular communication is key to keeping the team together which in turn is key to effective delivery.

Completed Priority Actions From Last Quarter	By Whom	By When	Update
Reduce projected EOTAS Spend and develop a new approach to managing our most vulnerable learners	KC	Dec-19	Complete - EOTAS Strategy agreed @Cabinet 30/07/2020
Consultation process undertaken between 14/09/20 and 26/10/20 in respect of two 21st Century schools Band B proposals, expansion of Trinity Fields and a new build school for YGG Cwm Gwyddon on the former Cwmcarn High site.			

Feedback / Recognition / Actions from Corporate Management Team	By Whom	By When	Update

Priority Actions for next Quarter (What support is needed from Corporate Management Team)	By Whom	By When	Update