Caerphilly County Borough Council - Integrated Impact Assessment

This integrated impact assessment (IIA) has been designed to help support the Council in making informed and effective decisions whilst ensuring compliance with a range of relevant legislation, including:

➢ Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011
➢ Socio-economic Duty – Sections 1 to 3 of the Equality Act 2010
➢ Welsh Language (Wales) Measure 2011
➢ Well-being of Future Generations (Wales) Act 2015
➢ Statutory Consultation v Doctrine of Legitimate Expectation and Gunning Principles

PLEASE NOTE: Section *3 Socio-economic Duty* only needs to be completed if proposals are of a strategic nature or when reviewing previous strategic decisions.

See page 6 of the <ins>Preparing for the Commencement of the Socio-economic Duty</ins> Welsh Government Guidance.

1.   Proposal Details

Lead Officer:- Paul Warren
Head of Service:- Keri Cole
Service Area and Department:- Education Directorate
Date:- 01.10.22

What is the proposal to be assessed? *Provide brief details of the proposal and provide a link to any relevant report or documents.*

This proposal is focused on the implementation of the revised education strategy that seeks to reset the ambition and expectations for all learners for the next three years. It identifies priority groups that have been adversely affected by the pandemic.

2. Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011

*(The Public Sector Equality Duty requires the Council to have "due regard" to the need to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity between different groups; and foster good relations between different groups). Please note that an individual may have more than one **protected characteristics**.*

2a Age *(people of all ages)*

(i)   Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

Positive characteristic a it priorities the need of a range of learners who will have been affected by the covid-19 pandemic.   This includes:

- Learners receiving education through Welsh medium
- Disadvantaged learners at risk of poverty.
- Vulnerable children and young people.

(ii)   If there are negative impacts how will these be mitigated?

None – as the strategy priorities these groups of pupils in the main areas for development.

(iii)   What evidence has been used to support this view?

Range of consultation over the last twelve months with groups of stakeholders.   This includes looked after children, pupils attending EOTAS settings, young people, pupils accessing mainstream education, parents/carers, education staff.

2b Disability *(people with disabilities/ long term conditions)*

(i)   Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

None.

(ii)   If there are negative impacts how will these be mitigated?

None.

(iii)   What evidence has been used to support this view?

Strategy is inclusive and priorities support for pupils who may be identified as vulnerable.

2c   Gender Reassignment *(anybody who's gender identity or gender expression is different to the sex they were assigned at birth)*

(i)   Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

None

(ii)   If there are negative impacts how will these be mitigated?

None

(iii)   What evidence has been used to support this view?

Strategy is inclusive and priorities support for pupils who may be identified as vulnerable.

2d   Marriage or Civil Partnership *(people who are married or in a civil partnership)*

(i)   Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

None

(ii)   If there are negative impacts how will these be mitigated?

None

(iii)   What evidence has been used to support this view?

Strategy is inclusive and priorities support for pupils who may be identified as vulnerable.

2e   Pregnancy and Maternity *(women who are pregnant and/or on maternity leave)*

(i)   Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

None

(ii)   If there are negative impacts how will these be mitigated?

None

(iii)   What evidence has been used to support this view?

Strategy is inclusive and priorities support for pupils who may be identified as vulnerable.

2f   Race *(people from black, Asian and minority ethnic communities and different racial backgrounds)*

(i)   Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?
None

(ii)   If there are negative impacts how will these be mitigated?

None

(iii) What evidence has been used to support this view?

Strategy is inclusive and priorities support for pupils who may be identified as vulnerable.

2g   Religion or Belief *(people with different religions and beliefs including people with no beliefs)*

(i)   Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?
None

(ii)   If there are negative impacts how will these be mitigated?

None

(iii) What evidence has been used to support this view?

Strategy is inclusive and priorities support for pupils who may be identified as vulnerable.

2h   Sex *(women and men, girls and boys and those who self-identify their gender)*

(i)   Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?

None

(ii)   If there are negative impacts how will these be mitigated?

None

(iii) **What evidence has been used to support this view?**

Strategy is inclusive and priorities support for pupils who may be identified as vulnerable.

2i   Sexual Orientation *(lesbian, gay, bisexual, heterosexual, other)*

(i) **Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?**

None

(ii) **If there are negative impacts how will these be mitigated?**

None

(iii) **What evidence has been used to support this view?**

Strategy is inclusive and priorities support for pupils who may be identified as vulnerable.

3. Socio-economic Duty *(Strategic Decisions Only)*

(The Socio-economic Duty gives us an opportunity to do things differently and put tackling inequality genuinely at the heart of key decision making. **Socio-economic disadvantage** *means living on a low income compared to others in Wales, with little or no accumulated wealth, leading to greater material deprivation, restricting the ability to access basic goods and services)*

Please consider these additional vulnerable group and the impact your proposal may or may not have on them:

➢ Single parents and vulnerable families
➢ People with low literacy/numeracy
➢ Pensioners
➢ Looked after children
➢ Homeless people
➢ Carers
➢ Armed Forces Community
➢ Students
➢ Single adult households
➢ People misusing substances
➢ People who have experienced the asylum system
➢ People of all ages leaving a care setting
➢ People living in the most deprived areas in Wales (WIMD)
➢ People involved in the criminal justice system

3a Low Income / Income Poverty *(cannot afford to maintain regular payments such as bills, food, clothing, transport etc.)*

(i) Does the proposal have any positive, negative or neutral impacts on the following and how?

The strategy states very clearly the impact of poverty on progress and attainment. Supporting pupils at risk of poverty is a key area for development. This will permeate across all strategic planning over the next three years. Will also feed into school development plans, self evaluation and improvement planning.

(ii) If there are negative impacts how will these be mitigated?

None

(iii) What evidence has been used to support this view?

Self-evaluation reports, annual service improvement plan.

3b   Low and/or No Wealth *(enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provisions for the future)*

(i)   Does the proposal have any positive, negative or neutral impacts on the following and how?

Will have a positive effect. As an example, every action plan within the annual service improvement plan will include a focus on disadvantaged learners.

(ii)   If there are negative impacts how will these be mitigated?

None

(iii)   What evidence has been used to support this view?

Self-evaluation reports, annual service improvement plan.

3c   Material Deprivation *(unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, hobbies etc.)*

(i)   Does the proposal have any positive, negative or neutral impacts on the following and how?

None

(ii)   If there are negative impacts how will these be mitigated?

None

(iii)   What evidence has been used to support this view?

None

3d   Area Deprivation *(where you live (rural areas), where you work (accessibility of public transport) Impact on the environment?*

(i)   Does the proposal have any positive, negative or neutral impacts on the following and how?

None

(ii)   If there are negative impacts how will these be mitigated?

None

(iii)   What evidence has been used to support this view?

Self-evaluation reports, annual service improvement plan.

3e   Socio-economic Background *(social class i.e. parents education, employment and income)*

(i)   Does the proposal have any positive, negative or neutral impacts on the following and how?

Will have a positive effect. As an example, every action plan within the annual service improvement plan will include a focus on disadvantaged learners

(ii)   If there are negative impacts how will these be mitigated?

(iii)   What evidence has been used to support this view?

Self-evaluation reports, annual service improvement plan.

3f   Socio-economic Disadvantage *(What cumulative impact will the proposal have on people or groups because of their protected characteristic(s) or vulnerability or because they are already disadvantaged)*

(i)   Does the proposal have any positive, negative or neutral impacts on the following and how?

Will have a positive effect. As an example, every action plan within the annual service improvement plan will include a focus on disadvantaged learners

(ii)   If there are negative impacts how will these be mitigated?

None

(iii)   What evidence has been used to support this view?

Self-evaluation reports, annual service improvement plan.

4. Corporate Plan – Council's Well-being Objectives

(How does your proposal deliver against any/all of the Council's Well-being Objectives? Which in turn support the national well-being goals for Wales as outlined in the Well-being of Future Generations (Wales) Act 2015. Are there any impacts (positive, negative or neutral? If there are negative impacts how have these been mitigated?) Well-being Objectives

Objective 1 - Improve education opportunities for all

Fully meets this objective. Outlines twelve priorities that are needed to meet this objective.

Objective 2 - Enabling employment

Supports this objective. Identifies skills required for future employment; e.g digital strategy.

Objective 3 - Address the availability, condition and sustainability of homes throughout the county borough and provide advice, assistance or support to help improve people's well-being

Supports this objective – reference in the document made to attainment leading to prosperity.

Objective 4 - Promote a modern, integrated and sustainable transport system that increases opportunity, promotes prosperity and minimises the adverse impact on the environment

Supports this objective – reference in the document made to attainment leading to prosperity.

Objective 5 - Creating a county borough that supports healthy lifestyle in accordance with the Sustainable Development principle with in the Well-being of Future Generations (Wales) Act 2015

Supports this objective. One of the main areas for development focuses on healthy eating and physical activity.

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

Supports this objective – reference in the document made to attainment leading to prosperity.

4a. **Links to any other relevant Council Policy** *(How does your proposal deliver against any other relevant Council Policy)*

References a range of other council strategies including:

- Engagement and progression.
- Inclusion compendium.
- Wellbeing for Future Generations.

5. **Well-being of Future Generations (Wales) Act 2015 – The Five Ways of Working** *(Also known as the sustainable development principles. The Act requires the Council to consider how any proposal improves the economic, social, environmental and cultural well-being of Wales using the five ways of working as a baseline)*

How have you used the Sustainable Development Principles in forming the proposal?

Long Term

Sets a three year vision for the service that will be amended and refined in future years depending on the success of the strategy.

Long term ambition for all learners in Caerphilly.

Prevention

Strong focus on supporting the disadvantaged and vulnerable in the strategy. This will ensure that children and young people receive the best support to ensure success later in life.

Integration

Collaboration

Strong focus on collaboration with stakeholders to ensure success. Build on the #TeamCaerphilly principles.

Involvement

Extensive consultation with a range of stakeholders as part of the strategy. This includes parents/carers, children, young people, education staff, unions, external stakeholders. Social services, digital services, sport development.

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6. **Well-being of Future Generations (Wales) Act 2015**

Does the proposal maximise our contribution to the Well-being Goals and how?

A Prosperous Wales

An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work

A Resilient Wales

A nation which maintains and enhances a biodiverse natural environment healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for climate change)

A Healthier Wales

A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood

A More Equal Wales

A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio-economic background and circumstances)

A Wales of Cohesive Communities

Attractive, viable, safe and well-connected communities

A Wales of Vibrant Culture and Thriving Welsh Language

A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation

A Globally Responsible Wales

A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being

7. Welsh Language (Wales) Measure 2011 and Welsh Language Standards

(The Welsh Language Measure 2011 and the Welsh Language Standards require the Council to have 'due regard' for the positive or negative impact a proposal may have on opportunities to use the Welsh language and ensuring the Welsh language is treated no less favourably than the English language) **Policy Making Standards - Good Practice Advice Document**

7a. Links with Welsh Government's Cymraeg 2050 Strategy and CCBC's Five Year Welsh Language Strategy 2017-2022 and the Language Profile

(i) **Does the proposal have any positive, negative or neutral impacts on the following and how?**

Positive – makes the development of the Welsh language one of the main priorities for development. The Welsh in Education Strategic Plan is more prominent than in previous strategies.

(ii) **If there are negative impacts how will these be mitigated?**

None

(iii) **What evidence has been used to support this view?** *e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census*

WESP, monitoring and evaluation report, annual service improvement plan.

7b. Compliance with the Welsh Language Standards. *Specifically Standards 88–93*

(i) **Does the proposal have any positive, negative or neutral impacts on the following and how?**

As above

(ii) **If there are negative impacts how will these be mitigated?**

None

(iii) **What evidence has been used to support this view?** *e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census*

WESP, monitoring and evaluation report, annual service improvement plan.

7c. Opportunities to promote the Welsh language *e.g. status, use of Welsh language services, use of Welsh in everyday life in work / community*

(i) Does the proposal have any positive, negative or neutral impacts on the following and how?

As above

(ii) If there are negative impacts how will these be mitigated?
none

(iii) What evidence has been used to support this view? *e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census*

WESP

7d. Opportunities for persons to use the Welsh language *e.g. staff, residents and visitors*

(i) Does the proposal have any positive, negative or neutral impacts on the following and how?

As above

(ii) If there are negative impacts how will these be mitigated?

None

(iii) What evidence has been used to support this view?
e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census

WESP

7e. Treating the Welsh language no less favourably than the English language

(i) Does the proposal have any positive, negative or neutral impacts on the following and how?

As above

(ii) If there are negative impacts how will these be mitigated?

None

(iii) **What evidence has been used to support this view?** *e.g. the WESP, TAN20, LDP, Pupil Level Annual School Census*

WESP

7f. **Having considered the impacts above, how has the proposal been developed so that there are positive effects, or increased positive effects on (a) opportunities for persons to use the Welsh language, and   (b) treating the Welsh language no less favourably than the English language.**

The document is advantageous for promoting the Welsh language. As an example, officers will hold themselves and each other to account around ensuring positive impact.

This has already had an impact as it has permeated conversations between middle managers around the commitment to Welsh language in annual service improvement action plans.

Performance measures have also been added to the document that indicate the commitment to meeting the ambition in the WESP.

This will lead to increased focus and monitoring in senior management meetings through a series of regular reports focused on this aspect of improvement.

8. Data and Information

(What data or other evidence has been used to inform the development of the proposal? Evidence may include the outcome of previous consultations, existing databases, pilot projects, review of customer complaints and compliments and or other service user feedback, national and regional data, academic publications and consultants' reports etc.)

Data/evidence *(Please provide link to report if appropriate)*

- Year long consultation with stakeholders (see above)
- Estyn reports
- Intelligence received by the Education Achievement Service and other stakeholders
- Attendance and exclusion data
- Engagement and progression data linked to pupils at risk of not securing employment, education or training at post-16
- Additional reports to senior management meetings including Youth Service, Early Years, Inclusion, Safeguarding etc,

Key relevant findings

Data informs the main areas for development – twelve in total

How has the data/evidence informed this proposal?

Objective	Rationale
Continue to provide robust approaches to **safeguarding of children and young people** based on emerging needs and demands as an outcome of the Covid-19 pandemic.	• Safeguarding continues to underpin all priorities to ensure there are robust systems and practice across the Education Directorate and schools. • There are several areas of focus post-pandemic, including continued advice and support to all education staff, increased training provision and auditing safeguarding arrangements across schools/settings. • Research shows that there was an increase in domestic abuse in households during the pandemic, resulting in increased operation encompass alerts to schools and a significantly higher number of referrals. • Physical interventions have increased in provisions that provide tailored support, which could indicate an impact on wellbeing needs of the more vulnerable learners following the pandemic.
Equip **leaders** with the skills to have a significant impact on progress, attainment and provision and wellbeing.	• Inspirational leaders effectively fully achieve the vision of #TeamCaerphilly (based on collaboration, inclusivity, engagement, and support). • Leaders include (but not limited to) Governors, councillors, headteachers, senior leaders, teachers,

	youth workers, team leaders, learning support assistants, mid-day supervisors, setting based administrative staff, young people, pupils and education staff.
Ensure the effective implementation of **Curriculum for Wales.**	• New curriculum is statutory from September 2022 for many year groups. • Emerging evidence indicates that effective implementation of the revised curriculum improves standards and accelerates learner progress.
Accelerate the **progress of vulnerable** learners. In particular: - Accelerate the progress of pupils who receive education outside a mainstream setting (**EOTAS/EHE**) - Reduce the number of young people post-16 without access to education, employment or training (**NEETS**). - Implementation of the **ALN Act.**	• Pandemic has had an impact on learners and the attainment of particular groups especially the most vulnerable and those from disadvantaged backgrounds. • Recognition that the pandemic has adversely affected vulnerable groups of pupils. • Learners accessing education outside mainstream school settings require the same levels of high-quality education and curriculum entitlement as their peers, particularly following the disruptive consequences of the Covid pandemic. • The impact of the pandemic means that the reduction in the number of NEETS over time (2.6% in 2016/17, falling to 2.2% in 2020/21) could reverse unless we ensure effective coordinated support between the education authority and partners.
Improve pupil **attendance** and reduce **exclusions**, with particular focus on vulnerable groups.	• The impact of covid-19 has had a detrimental effect on pupil attendance. Data are currently around 6% lower than prior to the pandemic. • Focus will be given to reducing persistent absenteeism among vulnerable groups and disadvantaged learners. • Overall, pupil exclusions across the Local Authority are too high. Challenges remain around the number of permanent exclusions. • Supporting the wellbeing of learners and families to reduce anxiety is a specific area of ongoing work.
Further improve provision and support for young people (**post-16)**	• As a result of the Covid-19 pandemic, there is a need to strengthen collaboration and practice across our post-16 partnerships to ensure learners make appropriate choices with helpful advice and support.

Close the gap in attainment between those **learners from low-income backgrounds** and those who do not live in poverty.	• Evidence from local, regional and national sources indicate a strong link between deprivation and under-achievement. • Lack of progress in closing this attainment gap over the last decade particularly at key stage 4.
Improve **digital skills** for all learners.	• Curriculum for Wales – focus on learners being digitally competent is a central feature of Curriculum for Wales. • Ensure all schools have the training and tools available to best prepare their learners for life inside and outside the classroom. • Ensure that Edtech funding provides values for money. • Work with families to support vulnerable learners where there is a lack of funding in the home for Wi-Fi /data or a lack of technical expertise to support their children.
Reach the target of 26% of year 1 pupils in **Welsh medium** by 2031	• Expectation that there is an increase in the numbers of nursery and reception pupils receiving their education through the medium of Welsh. • Children require continued support to improve their Welsh language skills when transferring from one stage of their statutory education to another. • More opportunities for learners to use Welsh in different contexts in school. • There is recognition of the need to provide effective provision of Welsh-medium education for pupils with additional learning needs (ALN). • Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh.
Support pupil wellbeing by improving attitudes to **healthy food choices and active fitness**	Local Authority School Health Research Network data (2022) has identified the following concerns: • The number of pupils consuming high sugary/energy drinks per day. • Pupils' low consumption of drinking water during the school day. • Less than expected number of pupils eating 5 fruit or vegetables a day. • Increased number of pupils being inactive for 7+ hours a day.
Ensure the most vulnerable families including those in **poverty**, can access support to give their child the **best start in life.**	Increase the access to support by: • Increasing the reach of Flying Start programme through phase 1 expansion from Sept 2022. • Increasing universal part time funded 2year old childcare placements in future phases.

	- Increase the Childcare Offer for students in HE/FE from Sept 2022. - Increase take-up across the borough to early language support, child development support and family support by maximising funding streams. - Increase accessibility of information available through the Early Years and Childcare website and the Dewis database. A revised curriculum for non-maintained settings must be effectively implemented to meet the needs of all children accessing this provision.
Through the Sustainable Communities for Learning Programme ensure that the County Borough provides sufficient **school places** to meet demand as well as upgrading/replacing school accommodation, as appropriate, so that **schools are fit for purpose in the 21st century**.	- Within school catchment areas, meet the expectations of parents and governors for school places in all Welsh and English maintained settings across the County Borough. - CCBC needs to reduce surplus capacity in English-medium schools whilst at the same time increasing capacity in Welsh-medium schools in line with the WESP. - Planned increases in specialist places for our most vulnerable learners to meet the continuing rise in demand. - The programme needs to continue to renew or replace, where appropriate, existing school building stock with fit for purpose 21st century accommodation thus contributing to the transformation of learning environments alongside the introduction of the new national curriculum in Wales.

Were there any gaps identified in the evidence and data used to develop this proposal and how will these gaps be filled? *Details of further consultation can be included in Section 9.*

None

9. Consultation

*(In some instances, there is a legal requirement to consult. In others, even where there is no legal obligation, there may be a legitimate expectation from people that a consultation will take place. Where it has been determined that consultation is required, **The Gunning Principles** must be adhered to. Consider the **Consultation and Engagement Framework**. Please note that this may need to be updated as the proposal develops and to strengthen the assessment.*

Briefly describe any recent or planned consultations paying particular attention to evidencing the Gunning Principles.

Consultation formed a significant aspect of this strategy. Key groups and findings below:

Stakeholder group	Event	Key Issues
Pupils	School council engagement sessions.	Curriculum: • Opportunities for creativity, autonomy, active choices • More focus on science and design technology • Variety in how lessons are taught - group discussions, independent learning, presenting, teacher guidance and modelling • More opportunities to learn outside • More visitors that enhance curriculum experiences Active role in the life of the school: • Active role in decision making including themes and topics delivered through the curriculum • Opportunities to feed their experiences/views to senior leaders and Governors • Genuine pupil voice/being listened to • Incorporating LGBTQ • Support for mental health sessions • Active school councils consisting of pupils with specific backgrounds (FSM, non-FSM, young carer, CLA, LGBTQ • Improving the school environment
Looked after pupils	Learner Voice	• Being included in decision making and planning • Key adults in school to support well-being • Support with their learning • A wide range of opportunities; academic and extra-curricular • Individual pathways for social and emotion growth as well as learning • Developing a sense of belonging within in a school community

Pupils educated outside a mainstream setting	Learner voice	- Equal opportunity to curriculum choice and resources - Vocational element - Involvement in what they are being taught and how they are being taught - Individual pathways, door left open back to school if appropriate - Opportunities for work experience
Young people 11-25	Ten open access youth work settings and groups including LGBTQ+	Curriculum: - Access to broad curriculum with excellent teachers - Focus on practical activities, including art, music, cooking, sport, design technology, construction, mechanics - Involvement in developing the Curriculum for Wales - Active participation in what is taught - Learn more about the wider world - Learn about financial management including pensions, tax, credit, mortgages - Commitment to raising awareness about the environment - Relationships and sexuality education - Substance misuse - Life skills that prepare for the future - Stimulating, fun lessons where pupils take an active role. More discussion, group-based lessons - Visits to colleges to prepare for transition Wider school issues: - More involvement in decision making - Positive relationships between staff and pupils based on mutual respect
Parents/carers	Three workshops with parent groups across Caerphilly borough.	Parents/carers want the following for their children: - Happy, confident children - Wellbeing of children strong focus in schools - Inclusive environments with positive relationships - More opportunities for play - Access to digital resources - Stronger transition between schools for children and their families - Greater empathy towards individual family's needs - Strong communication between parents and setting, both written and verbal - Recognising all children's strengths – not just academic achievement - Support to deliver consistent approaches to learning between home and school

		- Building bridges between parent and school to form holistic community - Equity for all pupils – regardless of background - A curriculum to meet individual needs - Pupil voice genuinely a feature of schools and makes a positive difference to school life - Positive strategies to manage behaviour including restorative approaches
Governors	Governor network session – 60+ Governors attended	- Having access to a range of internal and external evidence to verify and improve evaluation of the school's strengths and areas for development - Strong, productive relationships between the Governing Body and senior leaders to appropriately support and challenge - Highly effective induction and ongoing training for Governors to undertake role effectively - Support to prioritise training to effectively fulfil role - Support for all pupils, especially those from disadvantaged backgrounds - All pupils to have access to digital resources - Governors to have excellent knowledge of ALN reform and Curriculum for Wales to undertake role effectively. This is not simply an introduction to the curriculum but a more robust understanding to allow appropriate challenge and support - Strong network of Governors including support through mentors and peer networks The following areas should be main areas for development in the strategy - Narrowing the attainment gap between FSM and non-FSM - Attendance - Safeguarding - Inclusion and Accessibility - Wellbeing - Digital Equality, IT - Reading and Writing skills - Support for parents to reinforce learning at home
Cross-directorates (e.g. sport, digital, catering)	Meetings through the calendar year with managers and staff.	- Gross motor skills – system to track the progress of pupils - Physically active pupils, especially girls' participation in extracurricular sport - Effective Implementation of physical activity within the new curriculum - All pupils having access to swimming lessons - Pupils having access to cycling proficiency lessons

		• Pupil/device ratios – all pupils have access to digital resources to make strong progress in their learning • Robust infrastructure to support the increased use of technology in school environments • Utilisation of IT investment on standards and provision • Utilisation of IT to enhance introduction of new curriculum • Utilisation of IT to support all learners, including ALN and MAT • Sustainable financial plans to ensure strong investment for the future • Revisit the approach to encourage pupils to eat healthier during the school day
Schools	Headteacher cluster meetings Professional discussions meetings	Staffing: • Resilient workforce • Focus on staff wellbeing Curriculum: • Successful implementation of Curriculum reform and ALN reform that has tangible benefits for all learners • Effective common approaches to assessment within and across clusters of schools • Strong peer networks built on collaboration, support and accountability (especially within clusters across primary and secondary) • Focus on basic skills affected by the covid pandemic (oracy, reading, writing, numeracy, digital) • Support for pupils attending Welsh medium schools where English spoken at home Wider: • Effective multi-agency working to improve outcomes for learners • Excellent pupil attendance
Further education colleges	Stakeholder meeting	• Continuing good relationships with schools over ALN learner transitions and improving the efficiency of the Multi Agency Transition Support Meetings • More comprehensive sharing of pupils' information prior to transition to ensure appropriate support is in place including contacts for agencies involved with particular learners • Identification of a single lead worker for these learners

		- Improved partnership and collaboration over transition events including co-ordinated calendars of activities - Strengthening relationships with schools post-Covid - Key challenges seen as: resilience, mental health & wellbeing, social skills, financial pressures, exam skills, confidence
Careers Wales	Stakeholder meeting	- More consistent provision of pupil information especially predicted grades - Continued positive engagement with schools and the Youth Engagement and Progression Co-ordinator - Easier access to pupils and facilities for group work - Encourage schools to go for the new version of Careers Mark - Would like to see wider use of work experience
Local Authority education staff	Stakeholder meetings during 2021-2022	- Support for disadvantaged and vulnerable groups - Commitment to basic skills - Focus on all aspects of AOLEs - Raise the profile of expressive arts within the new curriculum
Social Services	Stakeholder meeting April 2022	Partnership working with schools and Education: - Joint meetings to share knowledge and expertise - Build effective working relationships with schools including headteachers, ALNCo's, learning support assistants and the Designated Safeguarding lead person - Hold key meetings in term time so schools can be represented - Build excellent lines of communication Building confidence in operational practice with schools: - Further develop safeguarding training so that staff in schools have confidence in their roles, especially the Designated Safeguarding Person; - Support schools in understanding the level of concern that requires reporting, the timeliness of referrals and how they manage disclosures. Other aspects of service improvement: - Improve the effectiveness of discussions where panels are considering pupils with safeguarding issues - Minimise the time between exclusion and the provision of work to avoid disengagement from education

		• Improving the opportunities, especially in non-mainstream settings, for young people to be prepared for transition to adult life • Further improve the ability to make referrals if there are concerns for pupils not attending a school setting
EAS		Work with the Local Authority with the aim of transforming the educational outcomes and life chances for all learners across Caerphilly. • Ensure successful learning experiences and high levels of wellbeing, particularly for those learners facing the greatest challenges; • Build effective networks of professionals across the five local authorities and beyond, and working together to improve leadership, teaching and learning and; • Attract and retain a team of outstanding people who embed our core values in their work and share a passion for excellence.
Union representatives	Stakeholder meeting	• Support for the most vulnerable • Support for more able and talented learners • Understand the role that education plays in social mobility • Ensuring the children from disadvantaged backgrounds reach their full potential
Corporate Management Team		• In support of the key priorities for improvement • Recognise the role that stakeholders play in the success of the strategy • Recognise the link between education and employability skills and the future success and wellbeing for all residents living in Caerphilly • Ensure ongoing funded projects are recognised in the strategy; e.g. 'Multiply' project to support adult numeracy.
Scrutiny		To be received

10. Monitoring and Review

How will the implementation and the impact of the proposal be monitored, including implementation of any amendments?

The table below shows the performance indicators for the services within the education directorate. They will be used as part of the local authority's ongoing self-evaluation and improvement planning cycle. The indictors will hold services to account and identify priorities. The data will be presented to scrutiny and cabinet committees to consider the impact of the strategy.

Service	Performance indicators	Links to the education main areas for development:
Adult/Community Education	Total participation Total number of participants currently engaging Gaining a qualification Work experience/volunteering Participants gaining employment following vol. placement Gaining employment Engaged in job search upon leaving	Improve **digital skills** for all learners
ALN	Number of Statements issued within statutory timescales (including exceptions) – academic year Number of IDPs issued within the statutory timescales (including exceptions) – academic year Number of Dispute Resolution meetings held in an academic year Number of Appeals to Educational Tribunal for Wales (ETW) each academic year Tracking of Accelerated Learning Programmes against each learner The proportion of out of county placements compared to in county	Accelerate the **progress of vulnerable** learners. Implementation of the **ALN Act.** Reach the target of 26% of year 1 pupils in **Welsh medium** by 2031

	No of pupils with ALN in specialist placement against those attending mainstream provision Transition / Amendments to Statements / IDPs within statutory timescales (Statements)	
Attendance	% Attendance of all pupils % Attendance FSM % Attendance CLA % Attendance persistent absenteeism	Accelerate the **progress of vulnerable** learners Improve pupil **attendance** and reduce **exclusions**, with particular focus on vulnerable groups Close the gap in attainment between those **learners from low-income backgrounds** and those who do not live in poverty
Children Looked After (CLA)	Number in post 16 in education KS4 outcomes – qualitative statement Qualitative Statement, stakeholder feedback	Ensure the effective implementation of **Curriculum for Wales** Accelerate the **progress of vulnerable** learners
Early Years	Number of families we worked with Number and percentage of families we made a difference for Number and percentage of children who started school nursery at the right time Number and percentage of families receiving support in a timely manner Qualitative satisfaction survey results	Accelerate the **progress of vulnerable** learners Close the gap in attainment between those **learners from low-income backgrounds** and those who do not live in poverty Reach the target of 26% of year 1 pupils in **Welsh medium** by 2031 Ensure the most vulnerable families including those in **poverty**, can access support to give their child the **best start to their early years**
Educational Psychology	Qualitative statement – impact of support on service Pre-and post-measures of pupil wellbeing following interventions Qualitative statement on behaviour (based on behaviour reviews in schools)	Accelerate the **progress of vulnerable** learners Improve pupil **attendance** and reduce **exclusions**, with particular focus on vulnerable groups

EOTAS	Attendance at EOTAS in comparison to in school Progress at EOTAS provision - qualitative Number of pupils successfully reintegrated into schools Number of NEETS leaving EOTAS provision	Ensure the effective implementation of **Curriculum for Wales** Accelerate the **progress of vulnerable** learners Accelerate the progress of pupils who receive education outside a mainstream setting (**EOTAS/EHE)**
Finance	Review School balances	Close the gap in attainment between those **learners from low-income backgrounds** and those who do not live in poverty
Healthy Schools	% of schools that have achieved the National Quality Award 'School Health Research Network' health and wellbeing data for the authority % of schools engaged with Young Carers provision	Ensure the effective implementation of **Curriculum for Wales** Support pupil wellbeing by improving attitudes to **healthy food choices and active fitness**
Impact of the implementation of the new curriculum on standards and provision	Impact of the new curriculum – qualitative statement Emerging themes from ESTYN inspections SDP priorities across all schools (EAS focus) Outcomes from thematic reviews	Equip **leaders** with the skills to have a significant impact on progress, attainment and provision and wellbeing Ensure the effective implementation of **Curriculum for Wales** Close the gap in attainment between those **learners from low-income backgrounds** and those who do not live in poverty Improve **digital skills** for all learners Reach the target of 26% of year 1 pupils in **Welsh medium** by 2031
Inclusion	Number of permanent exclusions Number of fixed term exclusions Number of days lost Number of pupils receiving fixed term exclusions	Accelerate the **progress of vulnerable** learners Implementation of the **ALN Act** Improve pupil **attendance** and reduce **exclusions**, with

	Number of exclusions spilt into gender	particular focus on vulnerable groups.
	Number of exclusions for pupils in receipt of free school meals	
	Number of exclusions for pupils with ALN	
	Number of exclusions for pupils with 'looked after' status	
Libraries	Welsh public library standards (WPLS)	Improve **digital skills** for all learners
NEETS	% of 'at risk' NEET young people with a destination at the point of leaving compulsory education Number NEETS identified as free school meals and/or looked after	Accelerate the **progress of vulnerable** learners Reduce the number of young people post-16 without access to education, employment or training (**NEETS**) Close the gap in attainment between those **learners from low-income backgrounds** and those who do not live in poverty
Music	Accreditations Participation of pupils in receipt of free school meals Engagement with more able and talented activities	Ensure the effective implementation of **Curriculum for Wales** Close the gap in attainment between those **learners from low-income backgrounds** and those who do not live in poverty
Post 16	Annual recruitment into the 6th Form Retention rates – year 12-13 Destinations MAT pupils attending universities Standards of achievement post 16	Accelerate the **progress of vulnerable** learners Further improve provision and support for young people (**post-16)** Close the gap in attainment between those **learners from low-income backgrounds** and those who do not live in poverty Reach the target of 26% of year 1 pupils in **Welsh medium** by 2031

Youth service	Number of young people engaged in the service Number of contacts with the registered young people projects – average contact per person across the service % of YP that achieve local accreditation % of YP that achieve national accreditation % of young people who express satisfaction with quality of service	Accelerate the **progress of vulnerable** learners Close the gap in attainment between those **learners from low-income backgrounds** and those who do not live in poverty
Additional stakeholder feedback	Headteacher survey Stakeholder feedback linked to education strategy Youth forum priority progress	

What are the practical arrangements for monitoring?

Annual cycle of monitoring and evaluation takes place – involves senior management, CMT, scrutiny, middle management and wider stakeholders.

How will the results of the monitoring be used to develop future proposals?

When is the proposal due to be reviewed?

Annual review (with x3 during the year linked to the annual service improvement plan)

Who is responsible for ensuring this happens?

Senior management team

11. **Recommendation and Reasoning** (delete as applicable)

- **Implement proposal with no amendments**
- **Implement proposal taking account of the mitigating actions outlined**
- **Reject the proposal due to disproportionate impact on equality, poverty and socio-economic disadvantage**

    Have you contacted relevant officers for advice and guidance? (delete as applicable)
- **Yes**

12. **Reason(s) for Recommendations**

(Provide below a summary of the Integrated Impact Assessment. This summary should be included in the "Summary of Integrated Impact Assessment" section of the Corporate Report Template. The Integrated Impact Assessment should be published alongside the Report proposal).

7.1 The approach being developed keeps children at the centre, promotes equality of opportunity, and reinforces the importance of partnership working to achieve our ambition.

7.2 The information gathered and reviewed as part of the Integrated Impact Assessment and through the consultation process supports the benefits of developing the approach to supporting children in this way.

7.3 Therefore, Members are asked to consider this Integrated Impact Assessment alongside this Scrutiny Report in support of progressing to implementation from the Autumn Term 2022.

13.   Version Control

(The IIA should be used in the early stages of the proposal development process. The IIA can be strengthened as time progresses to help shape the proposal. The Version Control section will act as an audit trail to evidence how the IIA has been developed over time) (Add or delete versions as applicable)

➢ **Version 1**

Author:-

Brief description of the amendments/update:-

Revision Date:-

➢ **Version 2**

Author:-

Brief description of the amendments/update:-

Revision Date:-

Integrated Impact Assessment Author
Name:- Paul Warren
Job Title:- Strategic Lead for School Improvement
Date:-01.10.22

Head of Service Approval
Name:-
Job Title:-
Signature:-
Date:-