

# Education Services Directorate Performance Assessment

## 2022-23 Year End Update

Please select a section of your choice:

Directors Self-assessment



Self-assessment Actions



Priorities



Performance



Customer Intelligence



Resources



Risks



Well-being Objectives



Conclusion



# Directors Self-Assessment - 2022-23 Year End



## General Summary

This has been another very challenging year for the Directorate and I would like to place on record my thanks to all staff for the incredible contribution they have made throughout this very difficult period. In spite of those challenges, there has been some fantastic successes and it is important that we celebrate those fully as well as continue to refine and improve the areas that we have identified as needing improvement.

The Education Directorate has a strong and well established self evaluation process that has been developed over many years. The process ensures that every aspect of the service remains under review and challenge by a wide range of stakeholders. This process provides learning and opportunities to tweak and refine practice on an ongoing basis throughout the year and these processes have helped us to continually improve our approaches over time.

The performance of the Education Directorate and our schools is generally good. There have been a significant number of Estyn Inspections this academic year as our regulators begin to recover some of the ground that was lost during the pandemic. Our Inspection profile has been largely positive with many of the Caerphilly schools that have been inspected performing well and some having elements of good practice recognised within Estyn Case Studies. At present the Council has one secondary school in Significant Improvement and one Primary in Special Measures and recovery work is progressing well.

Improving attendance across our schools remains a challenge. Some improvements have been seen this year and the Council's national ranking has improved as a result, but there remains much work to be done to get back to pre pandemic levels. Whilst there has been an increase in challenging behaviour among pupils nationally since the pandemic, the number of exclusions in Caerphilly remain too high. Work is underway with the schools to address this and improve our performance.

The Council has now published its new Education Strategy, Pursuing Excellence Together. The Strategy builds on our self evaluation, our learning throughout the pandemic and has been shaped directly by a very wide range of stakeholders. Much of the areas of improvement identified within this self evaluation are addressed within the Strategy.

## What went well and why?

In general, most performance measure indicators (represented across this document) indicate good progress towards recovery following the Covid-19 pandemic. This is due to strong self-evaluation processes, clear priorities identified in the education strategy and accompanying service improvement plan, alongside strong collaboration within and across teams.

In general, Estyn inspections since the start of the academic year have highlighted good practice across a range of settings. This has also led to case studies based on a number of areas. Support for pupils with ALN has received particular recognition. The Local Authority works proactively with schools where early intervention is required. Officers work productively with schools in Estyn follow-up categories offering bespoke and appropriate levels of support. This ensures that these schools make accelerated progress towards meeting their recommendations. The high levels of trust and mutual respect between officers and senior leaders in these schools is a key reason why strong progress is made.

The Local Authority continues to increase its awareness of the strengths and challenges for schools following the Covid-19 pandemic. Professional discussions, supported self-evaluation activities and thematic reviews all contribute to our knowledge of support required in individual settings and trends across the Local Authority. This evidence base allows us to target support appropriately.

The work of the youth service continues to be a strength of the service. This has recently been recognised by achieving the Bronze Mark accreditation. Officers working with the youth service have a clear understanding of the needs of young people across Caerphilly and have remodelled provision based on need.

A Welsh Government and Estyn audit of digital provision for learners identified a number of areas of good practice. The implementation of the LA digital strategy (contained within the education strategy) has promoted closer partnership working between the education and digital teams, alongside the EAS curriculum team. This has provided a sharper focus for priorities over the next twelve months.

There has been good collaboration between The Local Authority and Governing Bodies in securing effective leadership in schools. Recruitment of new headteachers has been a robust and successful process. Additional rigour has been added to the recruitment of deputy headteachers, alongside an additional programme of support. Newly-established collaborations between schools are proving effective. Some Governing Bodies have started to indicate an intention to formally federate.

# Directors Self-Assessment - 2022-23 Year End



## What did not go well and why?

There is one secondary school and one PRU in Significant Improvement, one primary school in Special Measures and two primaries in Estyn Review.

Pupil attendance remains a main priority for the Local Authority. Although there have been some improvements over the last twelve months, figures remain significantly below pre-covid levels. There is also a significant differential for attendance between FSM and non-FSM learners. Therefore, schools are being encouraged to review processes to ensure disadvantaged learners receive additional focus. Persistent absenteeism has also reduced but also remains too high. The current attendance figure up to 31/03/23 is slightly below the national average (89.1% v 89.5%).

Exclusion rates remain too high across a range of indicators. Additional evaluation and adaption of current strategies are required to ensure that accelerated progress is made in this area.

Permanent exclusion rates generally have increased since 2018. Permanent exclusions for Autumn term 2022 showed an increase compared with Autumn term 2021. Permanent exclusions for the Spring term 2023 are on par with Spring term 2022. Fixed term exclusions have increased since 2018. There is an increase when comparing Autumn Term 2022 and Autumn 2021, and Spring term 2023 and 2022.

Exclusions for young people in EOTAS settings represent a very few of the exclusions issued within the LA

Although, NEETS figures for 2021-22 were within the 3% target, they remain too high. Additional partnership work with teams across the LA and with Careers Wales is required to reduce the number further.

Plans to reduce surplus places has been an ongoing issue across the Local Authority for a number of years.

## What difference are we making? what are we learning? (How do we know)

The performance measures outlined in the directorate performance assessment indicates a period of improvement following the covid pandemic (see performance information tab). However, scrutiny of data indicates that the programme of recovery will need to continue over the life of the education strategy.

# Directors Self-Assessment - 2022-23 Year End



**What actions do we intend to take in the next period to ensure that we are meeting our performance requirements?**

Review the impact of the Service Improvement Plan for 2022-2023

Ensure the work of the education directorate prioritises the main objectives identified in the education strategy.

Continue to maintain and refine our process of self-evaluation and strategic planning to ensure that all actions result in improved performance.

Continue to work effectively across the education directorate and with other directorates to maximise resources and expertise.

Continue to promote effective partnership working with the school improvement service (EAS) and other external partners to maximise performance.

# Directors Self Assessment - Actions



Actions Carried over from the previous Self-Assessment (year end 2022-23)	By Whom	By when	Update
<p>Revise the education education sub-objectives to reflect the newly implemented education strategy. Indicators to include:</p> <ul style="list-style-type: none"> <li>- Attendance and exclusion data inc. additional information relating to persistent absenteeism, attendance of FSM learners, looked after pupils.</li> <li>- Early Years/non-maintained data.</li> <li>- Increased set of data relating to Youth Service.</li> <li>- Progress against the implementation of the new curriculum (qualitative themes).</li> <li>- increased focus on customer satisfaction (including parents, children and young people).</li> <li>- data indicating the progress of the Edtech initiative.</li> </ul>	<p>Paul Warren, Ros Roberts + SMT</p>	<p>September 2022</p>	<p>The education strategy was agreed following a robust challenge session with scrutiny and cabinet. The indicators referenced in the 'actions' column were added to the strategy document as an appendix. The majority of the indicators also feature within this document as a performance measure. The number of performance measures and data have increased for most education services, most notably Youth and Early Years.</p>
<p>Progress with the Band B Phase 2 proposals for the establishment a new replacement Plasyfelin Primary School on the existing school site, the amalgamation of Llancaeath Junior and Llanfabon Infants School to establish a Primary School on the existing Llanfabon Infants School site and the establishment of a new Centre for Vulnerable Learners (PRU) on the former Pontllanfraith Comprehensive School site. Continue to deliver the schemes indentified for the Welsh Medium Grants and Capital investment. In addition the team will be continue to monitor school capacity, pupil projections and surplus places.</p>	<p>Sustainable Communities for Learning</p>	<p>September 2024</p>	<p>Sustainable Communities for Learning Programme (£78 million):</p> <p>Ysgol Gymraeg Cwm Gwyddon expansion and relocation The new school is currently being built on the former Cwmcarn High School site. Andrew Scott Ltd are the building company on site and have been working closely with the school staff, pupils and authority as the build progresses. They are currently on track for an Autumn 2023 completion date.</p> <p>Trinity Fields School expansion On the 5th October 2022, Cabinet approved a revised alternative design for the school which involves a 2 storey extension in the school grounds and minimal impact to the surrounding area. Willmott Dixon is a construction company and is working together with us and the school as our delivery partner for the scheme. We are now at full planning application stage with a view to completing the extension works by Autumn 2024 subject to planning approval.</p> <p>Centre for Vulnerable Learners (Pupil Referral Unit) at Pontllanfraith This scheme involves a reutilisation of the existing grammar school building and a new sports facility to support the specialist needs of the pupils. We are in the process of awarding the contract with a view to the building works progressing shortly.</p> <p>Llancaeath Junior/Llanfabon Infants amalgamation to form a new Primary school provision on the existing Llanfabon Infants school site This scheme is currently working its way through the planning process. We are in regular talks with the school to update them on progress and are still on track to deliver the new facility by Autumn 2025.</p> <p>Plasyfelin Primary School replacement on existing school site This will be our first Net Zero Carbon school so discussions are in progress between Welsh Government, Education and Building Consultancy as to how best achieve this scheme with a projected occupation target of September 2025.</p> <p>For more information on the progress of all our schemes, visit our website.</p>

# Directors Self Assessment - Actions



Actions going forward (Include any actions that may come from CMT and the CPA)	By Whom	By when	Update

Feedback / Recognition / Any feedback from CMT	By Whom	By When	Update

# Strategic Objectives (Education Strategy - Pursuing Excellence Together)



Table 1 showing summary count and status of service priorities

Count	Progress R A G Status	Status reference	Count Priorities specifically linked to Equalities or Welsh Language Strands
0	Black	Not yet started or too early to report any progress (achievements/changes)	0
2	Red	Started but not progressing well	0
10	Amber	Started with reasonable progress achieved	0
1	Green	Going well with good progress	0
0	Blue	Completed	0
13	Total		0

Table 2 showing a list of service priorities and their status

		Sep-22		
Name of Priority	Completion Date	Progress Status <small>select from drop down list</small>	Progress - Achievements - Comments	How does the priority relate to any actions in the Council's Strategic Equality Plan 2020-2024 or/and compliance with the Welsh Language Standards? <small>Please explain...(IIAs)</small> <a href="#">Select from drop down list</a>
Strategic Objective 1				
Continue to provide robust approaches to <b>safeguarding of children and young people</b> based on emerging needs and demands as an outcome of the Covid-19 pandemic.	Due to the ongoing need to prioritise safeguarding, there is no completion date in this area.	Green	Following the pandemic there has been a steady increase in the number of practitioner concerns allegations, physical interventions, operation encompass alerts, and cases presented to MARAC; this may be a result of the impact of the Pandemic itself, where there is a significant rise in concern about staff and pupil wellbeing, however staff are more aware of their responsibilities for safeguarding through relevant and increased training opportunities, hence the rise in the number of safeguarding queries and subsequent referrals submitted. Safeguarding remains a priority; all service areas across the Education Directorate have reflected upon recent events and considered how the service should be re-shaped to address current and future challenges. The LA focus on 'Pursuing Excellence Together' as identified in the Education Strategy 2022-25 has help to shape goals to strengthen safeguarding responsibilities. Linked to the SIP, policies have been reviewed and updated, training and workshops are ongoing, and a half termly bulletin is provided for schools.	

# Strategic Objectives (Education Strategy - Pursuing Excellence Together)



Strategic Objective 2			
Equip <b>leaders</b> with the skills to have a significant impact on progress, attainment and provision and wellbeing.	No completion date would be set for this objective. There is an ongoing requirement for leadership training to support current and future leaders across the Local Authority.	Amber	<p>Recent focus has placed additional emphasis on training for Governors in order to effectively fulfil their role. The programme of training planned for the 2023-24 academic year has become more comprehensive. This includes training on governance responsibilities for Looked After children, update on relationships and sexuality education, the National Music plan, an overview of applications and allocation of school places, Governors roles and responsibilities in responding to complaints, links between schools and library services, legislation linked to school exclusions, the statutory requirement for the religion, values and ethics (RVE) curriculum, Governors' roles and responsibilities for safeguarding, supporting pupils through implementation of ALN reform, Governors' roles and responsibilities in promoting high school attendance, reducing the risk of pupils leaving school without education, employment or training (NEET) through the Inspire project. This more coordinated approach across all education departments has led to a much more robust programme of professional learning, complementing the offer by EAS colleagues. A key challenge for the Local Authority is to ensure that as many Governors as possible access this training.</p> <p>28 headteachers in Caerphilly are engaging in system leadership across the region as School Improvement Partners, compared to 24 the previous year. 3 schools in Caerphilly have contributed to school improvement case studies on turnaround leadership and the success of the Learning Network School provision. 6 Schools in Caerphilly are continuing to provide holistic support for leadership and teaching to other schools across the South East Wales region. Headteachers find this engagement in supporting the wider system very beneficial. Across the region, 49 senior leaders are currently accessing the National Senior Leader Programme, 16 (33%) are from Caerphilly. The Local Authority and EAS have supported headteacher recruitment in 7 schools during this academic year.</p>
Strategic Objective 3			
Ensure the effective implementation of <b>Curriculum for Wales</b> .	Completion date is the lifetime of the strategy - August 2025.	Amber	<p>Implementation of Curriculum for Wales continues across Caerphilly schools. Professional Discussions held between the Local Authority, Education Achievement Service and senior leaders in schools in the Autumn term 2022 indicate improved levels of confidence in delivering an authentic and purposeful curriculum. Although there are many examples of best practice across the Local Authority, some schools do require additional support on their curriculum reform journey. Schools across Caerphilly generally engage well with professional learning opportunities provided by the Education Achievement Service or other providers. For example, nine clusters across Caerphilly CBC are engaging with the action research programme with Prof. Mick Waters focused on curriculum reform. A number of schools have also engaged with supported self-evaluation activities with their school improvement partner in order to verify judgements and evaluations made by senior leader teams. This ensures that priorities for improvement are based on reliable evidence and are appropriate to secure future success.</p> <p>In the Autumn term 2022, 11 schools were inspected by Estyn. Outcomes were mixed. Two schools were asked to produce best practice case studies. However, one school was placed in special measures, two in significant improvement and one in estyn review. The Pupil Referral Centre was also inspected and placed in the category of requiring significant improvement. Post-inspection action plans have been completed for all schools in follow-up categories. Progress against the recommendations is monitored closely to ensure that schools make accelerated progress and receive the right level and range of support.</p>
Strategic Objective 4			



# Strategic Objectives (Education Strategy - Pursuing Excellence Together)



<p>Accelerate the <b>progress of vulnerable</b> learners. In particular: Accelerate the progress of pupils who receive education outside a mainstream setting (EOTAS/EHE)</p> <p>Reduce the number of young people post-16 without access to education, employment or training (NEETS).</p> <p>Implementation of the ALN Act.</p>	<p>Completion date is the lifetime of the strategy - August 2025.</p>	<p style="text-align: center; background-color: #FFD700;">Amber</p>	<p>The LA has a range of universal services which aim to reduce the risk of children and young people becoming vulnerable. These include support to schools ensuring compliance with process and promoting early intervention and identification of need. Partnership working and clear communication is a core value thus enabling concerns to be raised and addressed early. Across the Directorate professional learning is available for staff linked to the performance process and priorities of the Directorate and Council. The LA works alongside the Education Achievement Service (EAS) to ensure good understanding of roles and responsibilities and the role of EAS in supporting universal provision in schools. The impact of professional learning can be identified through a change in knowledge and skills of the adults, a change in practice of adults, and an impact on children and young people in terms of areas such as engagement, wellbeing, attendance, exclusions and academic outcomes.</p> <p>EHE - Between the years of 2020 and 2023, the number of pupils known to be electively home educated in Caerphilly has continued to increase. In line with data across Wales, there appears to be a greater number of EHE pupils within KS3-4.</p> <p>The LA has a robust systems in place and adopt a multidisciplinary approach. There are agreed principles and process charts for all pupils who are EHE to receive timely support that ensures their needs are met and they are able to make progress in line with the principles of the 'curriculum approach' they follow. The EWS continue to closely monitor changes in school registration to ensure that any pupil who is removed from a school roll has a destination planned and does not become EHE without notification to the LA.</p> <p>WG grant funding has been used to make a temporary appointment of an EHE Officer since November 2021. A draft EHE policy will be finalised in line with the release of new statutory Welsh Government EHE guidance this term. Work is ongoing to ensure the EHE and ALN policies align and that all statutory processes are correctly followed. It is a priority for the LA to improve, enhance and develop our monitoring and engagement with and from EHE families to ensure the suitability and efficiency of the education provided. It is our ambition to provide more support in relation to the family's ability to provide a rich and wide-ranging educational experience for their children, within the philosophy and approach that they have chosen.</p> <p>EOTAS - Analysis of standards has highlighted the need to develop consistent assessment processes across the Portfolio Provision. Whilst not uniform in nature as the needs of the young people vary, each provision has developed its own methods to track progress, enabling them to report on this to the Management Committee, Headteacher of the Portfolio PRU and most importantly, the young person and their family. Whilst this is in its infancy, it is already helping with process to re-integrate some young people back to a mainstream setting.</p> <p>Implementation of ALN Act - LA has focused on compliance throughout the first and second year of the implementation of the Act through the development of a unified online case management system (CMS). Alongside this work the LA have reviewed and renewed internal processes around the new statutory framework for supporting children and young people with additional learning needs. The LA has worked collaboratively with pupils, parents, advocacy services, schools and health in the planning and monitoring of services to deliver early, timely and effective interventions. LA moderation sessions continue to support schools in the implementation of the Act and identifying training needs.</p>	
---	---	---	--	--

# Strategic Objectives (Education Strategy - Pursuing Excellence Together)



Strategic Objective 5			
<p>Improve pupil <b>attendance and reduce exclusions</b>, with particular focus on vulnerable groups.</p>	<p>Completion date is the lifetime of the strategy - August 2025.</p>	<p>Red</p>	<p>We have continued to work with schools on returning to pre-pandemic attendance processes and ensuring that non-attendance is challenged appropriately / back on everyone's agenda. Data is shared on a monthly basis to encourage peer working and sharing best practice. Involving all stakeholders has been key here - headteachers, attendance officers, school governors, parents and pupils, as well as wider Inclusion teams; a multi-agency approach has been used. The LA has supported schools in the re-introduction of fixed penalty notices, and also continued to carry out their own statutory duties of prosecution for those cases where all interventions have failed. As well as carrying out work with school's to take ownership of attendance, the education welfare service have been working as a team to increase presence in focused schools which has been highly successful</p> <p>The LA has a robust system in place to ensure that parents who have notified their school that they wish to educate their child at home will provide 'suitable and efficient' education. WG grant funding has been used to make a temporary appointment of an EHE Officer since November 2021. There has been a recent change of staffing but a seconded EHE officer will be in post from June 2023 until August 2024 to discharge the LA's statutory duties in relation to EHE.</p> <p>Overall the number of permanent exclusions across secondary schools remains too high and the rates of fixed term exclusions and number of days lost are also too high. The number of children in vulnerable groups receiving exclusions is a concern. LA officers are working with Secondary Head Teachers to develop a revised agreement regarding managed moves and with all schools to develop the approaches to addressing needs in relation to behaviour, wellbeing, and engagement with an aim of impacting on exclusion rates. LA officers will revisit the implementation of the Inclusion Compendium to support schools with a more proactive approach to addressing needs and explore the development of an LNS model of support between schools. Support to targeted schools through a team around the school's model will be developed thus enabling scrutiny of approaches used by schools to develop provision, and impact on outcomes, engagement, and attitudes to learning. Attendance for both primary and secondary school has improved this period. See the performance tab.</p>
Strategic Objective 6			
<p>Further improve provision and support for young people (<b>post-16</b>)</p>	<p>Completion date is the lifetime of the strategy - August 2025.</p>	<p>Amber</p>	<p>The Upper Rhymney Valley Sixth Form Partnership held their joint Sixth Form Open Evening event at Ty Penalta on 16 February. There was a very good turnout of Year 11 pupils and parents from the four schools. Staff from all the schools were available to talk to parents and pupils in subject bases throughout the ground floor. The Careers Advisers from Careers Wales covering the four schools were all in attendance as well as representatives from the Universities of Bath, Cardiff, Exeter, South Wales and Network 75. All reported a busy evening talking to parents and pupils. Also dropping into the event were CCBC's Chief Executive, Cabinet Member for Education, Corporate Director and Chief Officer for Education, several members of the SMT and the four Headteachers. All reported positively on the evening. Exit interviews with parents and pupils reported that they had found the event very useful and gathered lots of information. The URVP Partnership has agreed to run a similar event in February 2024 plus an additional marketing event in November 2023.</p> <p>The URVP and Caerphilly Basin partnerships have collaborated on a joint options offer and worked to meet the aspirations of the students in their areas. There is a collective agreement to set out a partnership calendar for the 2023-24 academic year and make sure this is reflected in the calendars of each school. This will include all the key events for Year 11 along with parents evenings and monitoring of progress in Years 12 and 13.</p> <p>The Secondary Heads of 11-18 schools have agreed on the expenditure of the LA 3% retained element of the post-16 grant. This includes covering the cost of Alps reports, Unifrog and the Brilliant Club for each school. The last provide support and guidance for young people looking to move on to HE and Higher/degree apprenticeships. They will also be made available to pupils in the 11-16 secondary schools. The Brilliant Club is particularly focused on pupils from deprived backgrounds or are first generation to aspire to university.</p> <p>There was also agreement on continued support for the Caerphilly Pathways website which provides information and access links to a wide range of information and guidance on both academic and vocational pathways as well as support for wellbeing. A monitoring and evaluation report for SMT on the use of the website is in preparation.</p>
Strategic Objective 7			

# Strategic Objectives (Education Strategy - Pursuing Excellence Together)



<p>Close the gap in attainment between those <b>learners from low-income backgrounds</b> and those who do not live in poverty.</p>	<p>Completion date is the lifetime of the strategy - August 2025. To be reassessed at this point.</p>	<p>Red</p>	<p>A Community Focused Schools' Manager appointed within the Local Authority to develop the community focused schools' model, focused target within the Idris Davies cluster of schools. Working closely with SLT to develop the community focused schools' model to tackle attainment, attendance, health, and wellbeing within the high socio-deprived area whilst also promoting equity for all, understanding the barriers to parental and community engagement.</p> <p>School and Parental surveys have been produced, and sent out to SLT members and families to gather baseline data on barriers, and recommendations in needs of support to help develop the community focused schools initiative further.</p> <p>Additoinal Welsh Government funding for community focused schools' has been used to support schools within Caerphilly County Borough Council to support schools and develop family and community engagement. Examples of this the use of funding to professionally develop family engagement officers through a range of PL programs, and developing areas within the school to close barriers for families and communities. Funding has also been used to support the Idris Davies cluster of schools to undertake the Foundation of Community Engagement accreditation, providing them with an audit tool that will allow senior leaders taking on these responsibilities to audit their community needs and develop and action plan that will feed into their school development plans. A cluster approach training session has taken place to develop understanding of the audit tool further.</p> <p>Mapping of key stakeholders such as family, local community groups, businesses and multi-agency groups developed to provide a key document of the community initiatives that schools can access.</p> <p>Policy development of the community focused schools' initiative is currently in progress, linking to areas of the education strategy and MARMOT principles.</p>	
<p>Strategic Objective 8</p>				
<p>Improve <b>digital skills</b> for all learners.</p>	<p>Completion date is the lifetime of the strategy - August 2025.</p>	<p>Amber</p>	<p>The Local Authority and EAS undertook a thematic review on provision and digital skills in Autumn 2022. Findings from the review were shared with Welsh Government and Estyn.</p> <p>Leaders in a majority of schools in Caerphilly agree that digital skills development in their schools is very important. Nearly all schools in Caerphilly have a working digital / ICT policy. The proportion of schools in Caerphilly is greater than the rest of the region. Many schools have referred to digital skills in their current school development plan. A majority of schools have developed a digital vision. Where this is effective, the head teacher and senior leaders share a clear strategic digital vision which is well-known to all stakeholders, links with the whole-school vision and reflects Curriculum for Wales.</p> <p>Many schools in Caerphilly have built the progressive application of digital skills into the Monitoring, Evaluation and Review cycle. Monitoring activities mainly focus on portfolio / book looks, learning walks and listening to learners. Reviews involve a range of personnel including senior leaders, the digital lead, teachers, governors and pupils. Support staff and parents are less likely to be involved in reviews. Where effective practice was identified, in addition to tracking and monitoring digital provision and skills, learner progress is also tracked. In one school sampled, learner reviews are used to identify whether learners are making the expected progress in the DCF alongside their literacy and numeracy skills.</p> <p>Where leaders have prioritised the development of digital provision and skills, regular professional learning opportunities are provided for staff, enabling them to share their digital expertise and supporting them to develop their digital knowledge and skills. Leaders have also given high priority to resourcing IT, investing in hardware and software. Leaders have also ensured the DCF is well-embedded. In these schools, learners are confident users of a range of hardware and software and there is a positive impact on the skills of many learners.</p>	
<p>Strategic Objective 9</p>				

# Strategic Objectives (Education Strategy - Pursuing Excellence Together)



<p>Reach the target of 26% of year 1 pupils in <b>Welsh medium</b> by 2031</p>	<p>Completion date is the lifetime of the WESP 2022-2032</p>	<p>Amber</p>	<p>The minimum target of 26% for learners in year 1 by 2032 is set by Welsh Government in order to meet the 1 million Welsh speakers by 2050 target. The previous baseline figure was 18.1% so in order to meet this ambitious target, we will need to build a new Primary School and expand other to create the places. In addition, we will need a communication plan to increase the take up of those places and our starting point will need additional provision in Ti a Fi and Cylchoedd in the early years, as well as an increase in our Welsh speaking workforce across both Welsh medium and English medium provisions.</p> <p>The 5year action plan has been developed to enable scrutiny and accountability of our journey towards the 26% target by 2032. The targets and tasks in the action plan will demonstrate if we will be able to achieve the target within the lifetime of the plan.</p> <p>The Welsh Education Forum meets termly to monitor progress towards actions and has identified the need for an ongoing task group under the forum to drive forward and coordinate activities around communication and promotional work linking to the Welsh Language Strategy and forum.</p> <p>The latecomer immersion unit is being developed in Ysgol Gynradd Gilfach Fargod with the support of the Welsh medium cluster of Primary school head teachers and one of the senior leadership team in Ysgol Gyfun Cwm Rhymini. The development is based on the learning from other language units who have also shared resources to support language immersion for our children.</p> <p>The communication task group has redeveloped the Becoming Bilingual booklet and is currently developing the animation to support promotion and marketing to complement the Welsh Government marketing materials with local videos. The Early Years and Childcare website is being updated using feedback from families.</p> <p>Flying Start Childcare is being expanded and there is a requirement to develop more Welsh medium or increase the Welsh language access in childcare settings. The Early Years team is working with Mudiad Meithrin and local Cylchoedd to develop and expand provision. In addition, the Early Years team is working closely with Menter Iaith to implement the Road to Bilingualism to move English medium settings along the Welsh language continuum to offer more Welsh language to children in their care.</p>	
<p>Strategic Objective 10</p>				
<p>Support pupil wellbeing by improving attitudes to <b>healthy food choices and active fitness</b></p>	<p>Completion date is the lifetime of the strategy - August 2025. To be reassessed at this point.</p>	<p>Amber</p>	<p>All Primary Schools were invited to take part in the School Health Research Network (SHRN) survey this year. Previously this has only been offered to Secondary Schools. The SHRN team won't provide names of schools who took part, but Caerphilly will receive an LA report highlighting key findings and trends across the Borough during the Summer Term. A SHRN working group will be set up in the Autumn Term to address some of these issues.</p> <p>Links with Sports Development and Healthy Schools have been developed. Lloyd Stone is the main link for Healthy Schools going forward. Schools were invited to take part in the School Sports Survey, and 66 of 69 Primary Schools and 12 of 13 Secondary Schools took part and received an individual report. In total 10,438 pupils across Caerphilly completed the survey. Findings included 36% of pupils in Caerphilly participated in extracurricular sport (i.e., lunch time or after school club) frequently (at least once per week) in the 2021-22 school year, compared to 37% across Gwent and 40% across Wales.</p> <p>As a result of a previous action to provide professional learning on the teaching of Physical Activity for NQT's and those who required refresher training, Community Focused Schools have now appointed a practitioner to fulfil this role starting in September.</p> <p>The Healthy Schools Team organised a PSE day for all Primary Schools on May 3rd with the focus on Nutrition and Physical Activity. 24 schools attended, and guest speakers included Richard Shaw (Cooking Together) Kate Thomas – Food poverty (Children in Wales) Marianne Manello Use of School grounds for play (Play Wales) 16 evaluation forms were submitted and most schools rated the event as very useful.</p> <p>Community Focused Schoos grant funding has also been used to employ an additional officer to promote fitness and healthy lifestyles across the Local Authority.</p>	

# Strategic Objectives (Education Strategy - Pursuing Excellence Together)



Strategic Objective 11			
Ensure the most vulnerable families including those in <b>poverty</b> , can access support to give their child the <b>best start to their early years</b> .	Completion date is the lifetime of the strategy - August 2025, and to be reviewed in line with any changed programme for government following the election.	Amber	<p>The Flying Start programme expansion Phase 1 has been completed enabling access to families in the New Tredegar community. The Flying Start Childcare expansion phase 2A and 2B has been implemented and publicised to families. While take up is currently lower than anticipated at just under 40%, the start date was 17th April 2023 and take up seems to be slowly increasing as families realise it is available more widely and become newly eligible for funded childcare (greater take up in those not already in childcare rather than from those about to transition to school).</p> <p>The Childcare Offer has been expanded for working families and students in further or higher education. It has moved on to the national Digital Platform although families already accessing the Childcare Offer remain on the legacy system operated by the LA. Access has been widened to support more families with the cost of childcare while they work or study.</p> <p>Early Intervention support is offered across the borough for vulnerable families with children 0-3year under Flying Start outreach or for families with children aged 4-7years under Families First funding. However, working as a single integrated team is supporting families to access a seamless service where they only need to tell their story once, relevant information is shared, and they are supported with What Matters to them as a family.</p>
Strategic Objective 12			
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.	Completion date is the lifetime of the strategy - August 2025. To be reassessed at this point.	Amber	<p>The Sustainable Communities for Learning Programme (formerly known as the 21st Century Schools Programme) is a long term joint Capital Investment programme, delivered in partnership between the Local Authority and Welsh Government to create a generation of 21st Century Schools in the Borough.</p> <p>When we bring forward any proposals to reconfigure school provision, we must follow the Welsh Government's School Organisation Code 2018. This document sets out the policy context, general principles and factors that should be considered when developing proposals as well as how we must undertake our Statutory consultation and engagement. Each individual proposal is considered on its own merit and prioritised accordingly to enable delivery and meet the needs of our communities, so this can mean that some proposals progress faster than others as we need to ensure each step in the process is followed accordingly.</p> <p>The current Band B programme, which runs up until 2026, focusses on the improvement of the condition of our school buildings and maximising community use. £78 million has been secured in principle from Welsh Government to deliver the Band B programme across Caerphilly and to date around 85% of the budget has been committed in delivering schemes such as a new enlarged replacement Ysgol Gymraeg Cwm Gwyddon in Abercarn, the expansion of Trinity Fields Special School in Ystrad Mynach, a new Centre for Vulnerable Learners (Pupil Referral Unit) in Pontllanfraith, the amalgamation of Llancaeath Junior School and Llanfabon Infants School to create a new Primary provision in the Nelson area and a new replacement Plasyfelin Primary School which will be our first Net Zero Carbon School in the Caerphilly basin. Further information about how each scheme is progressing and when we expect them to be open can be found on our website, but we are committed to delivering them all by the end of 2025.</p> <p>We are currently considering the next set of proposals to put forward for endorsement/approval by our Education Scrutiny Committee, Cabinet and Welsh Government, which we will publish at the right stage in the process.</p> <p>In addition to delivering the Sustainable Communities for Learning Programme, the Local Authority has also been successful in securing a further £32 million over the past few years from a number of Welsh Government and Local Authority Grant programmes to deliver additional improvement works to schools including the expansion of 5 Welsh Medium Primary Schools, additional facilities to support pupils with Additional Learning Needs, improved outdoor and recreational spaces such as 3G pitches and wider community usage.</p>
Youth Forum Priority Issue			
Work to improve mental health support for young people in communities and schools	Dec-22	Amber	<p>In response to the the priority issue for 2022, as identified and voted for by young people, the youth forum project group worked closely with staff from the EP department to write and design an educational booklet for young people. This booklet is now used to inform young people of ways to care for their mental health and where/how to access support.</p> <p>2000 bilingual copies of the booklet were distributed to schools and youth provisions in January 2023, and it continues to be used as a resource to inform and support young people across the borough .The young people involved have benefited from the experience of meeting with professionals, holding discussions to consider what will make a difference to young people in the borough, gathering research to inform the writing of an educational booklet, experienced decision making and problem solving and team working. Young people have also improved their confidence in themselves and acquired a greater knowledge around the topic. The young people feel very proud to be involved in developing this resource and are happy to be able to support other young people who may be affected by mental health. <b>Impact Assessment:</b> In a survey completed with young people to assess the impact of the work to address the priority issue, 50% of respondents felt that the work of the youth forum had 'lots of influence', 29% felt it had 'quite a lot of influence, 17% 'some influence, and 4% 'a little influence'.</p>

# Strategic Objectives (Education Strategy - Pursuing Excellence Together)



Directors Priorities - Corporate Performance Assessment				
---	--	--	--	--

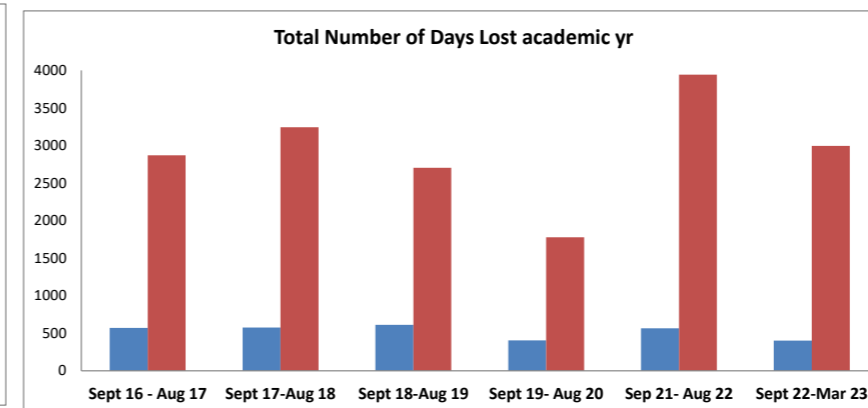
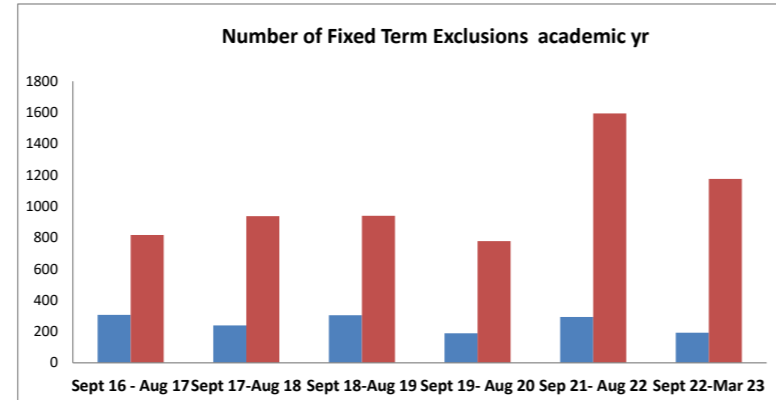
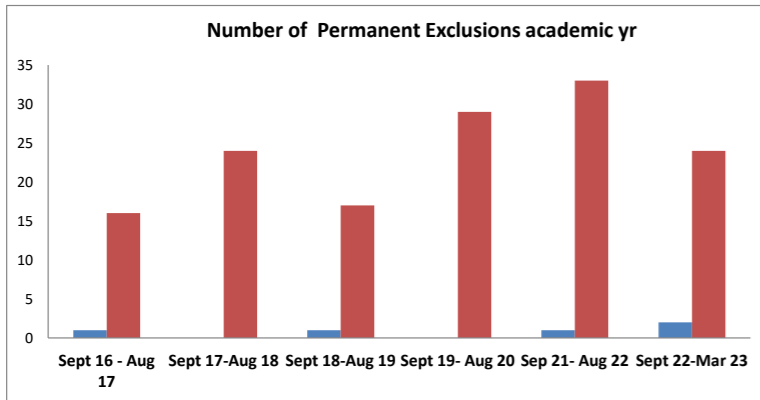
# Performance



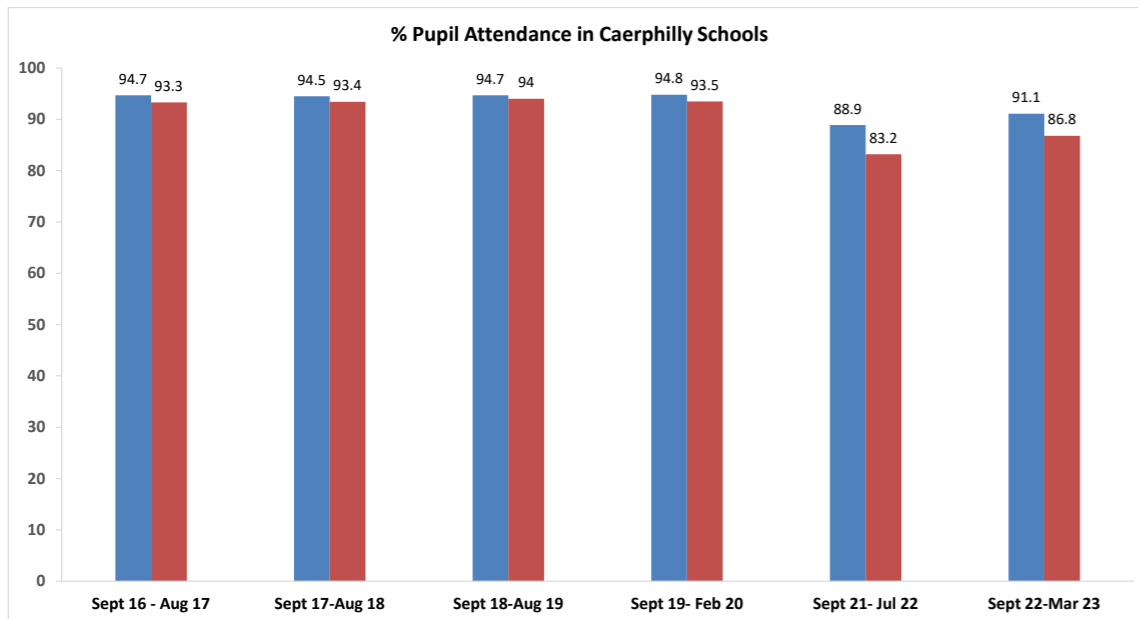
## Exclusion Rates

Primary Schools

Secondary Schools



## Attendance rates



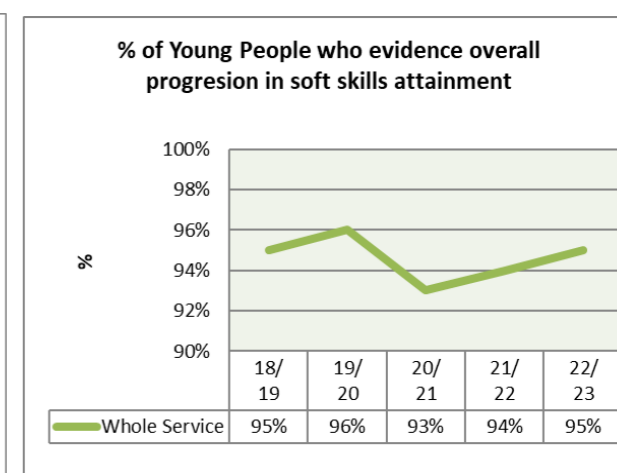
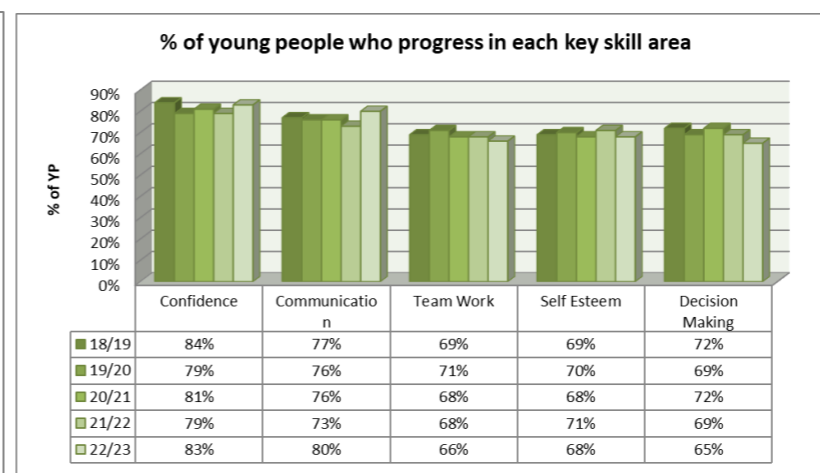
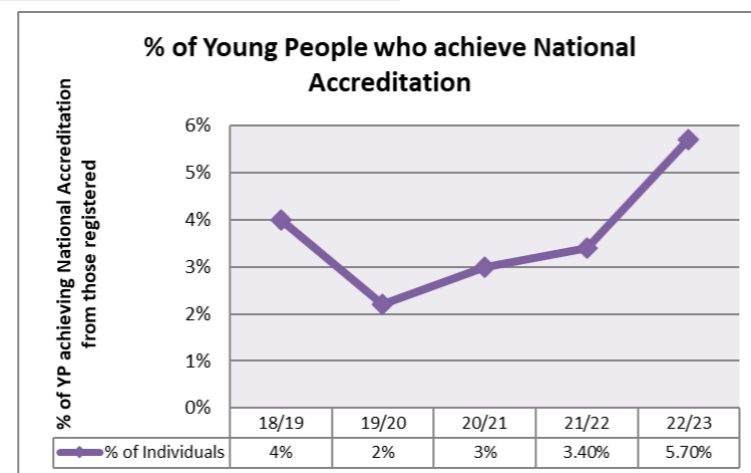
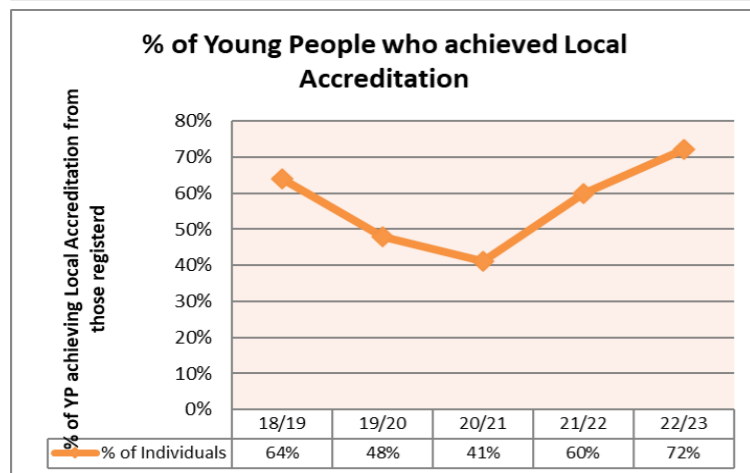
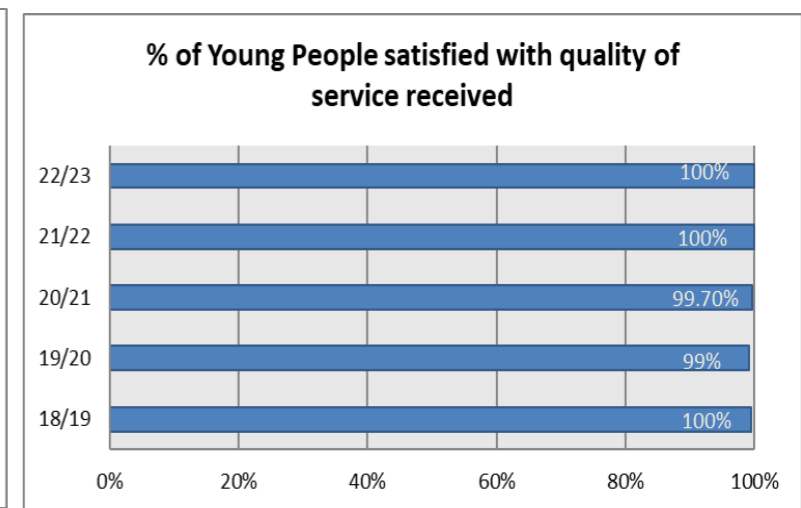
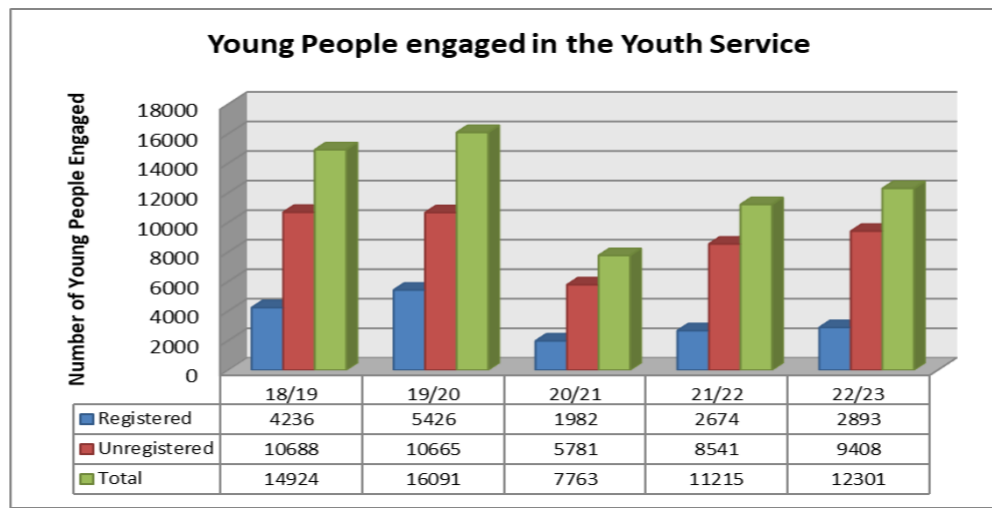
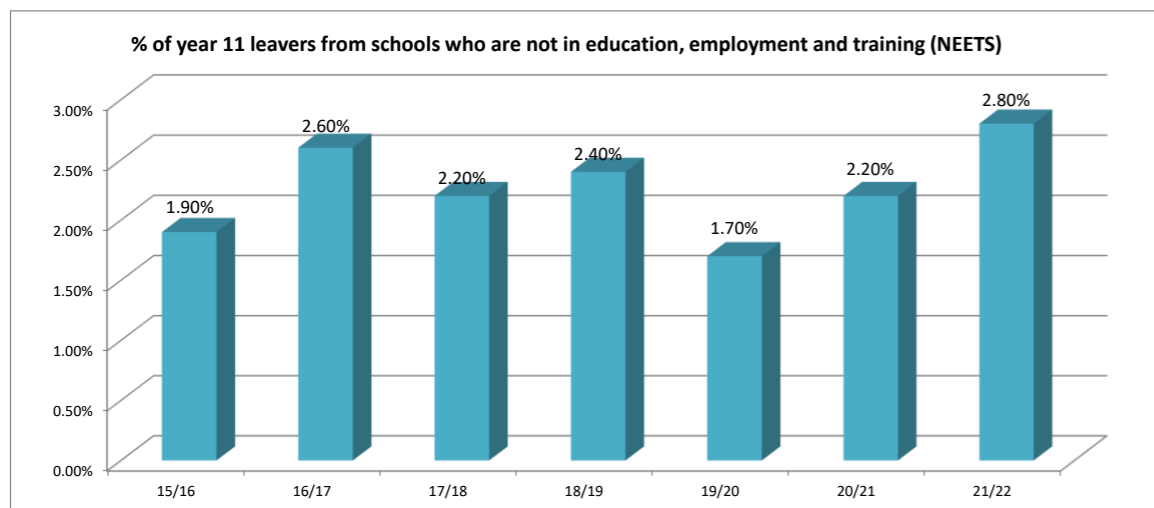
	All		FSM		Non-FSM						
	%	<=80%	%	<=80%	%	Auth	Unauth	<=80%			
Secondary	86.8%	20%	2123	79.8%	37%	833	88.7%	7.4%	3.9%	4.0%	1290
Primary	91.1%	9%	1129	87.0%	19%	634	92.6%	6.2%	1.1%	3.2%	495
All	89.1%	14%	3291	84.1%	27%	1488	90.7%	6.8%	2.4%	6.4%	1803

Explanations on performance for these indicators can be found on the Priorities tab

### Attendance 22-23 up to 31st March 2023

Note: Higher is better

**Youth Service Indicators (NEETS data for 2020-2021 published May 2022, Youth Service Performance Measures finalised May 2023)**



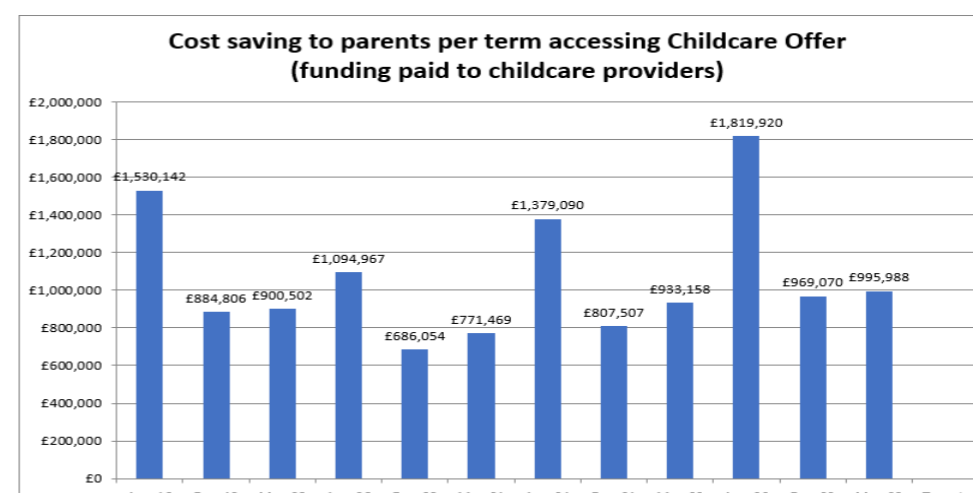
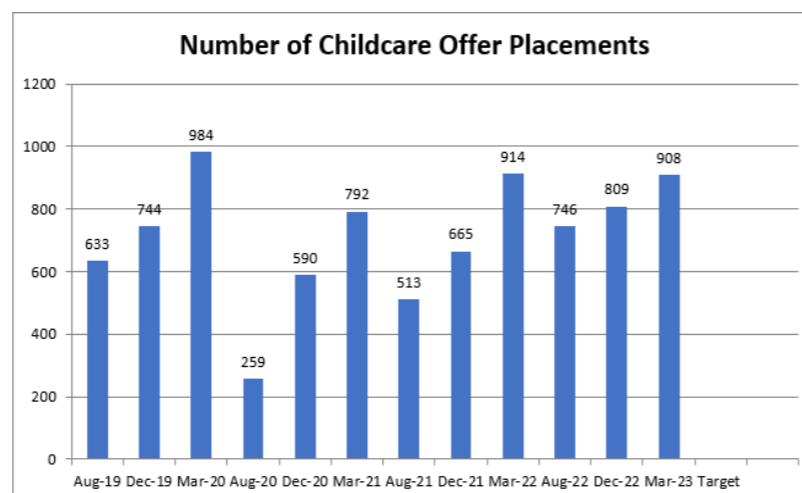
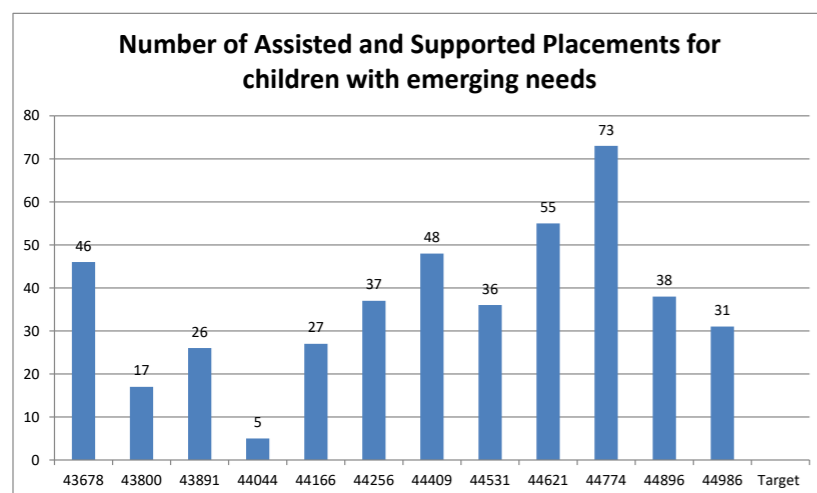
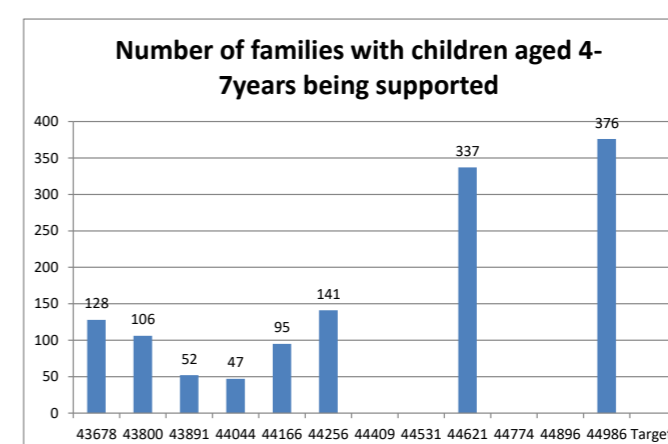
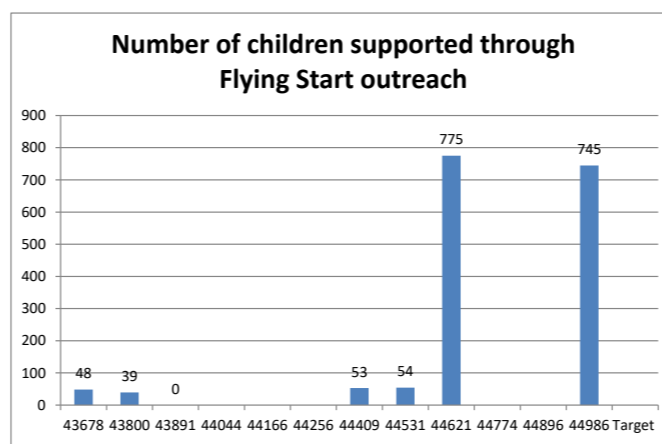
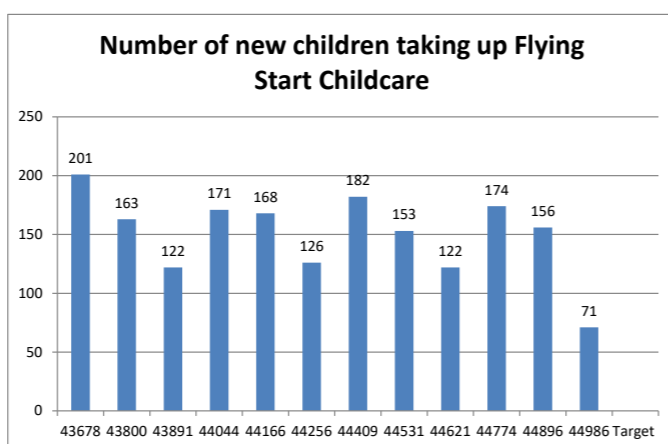
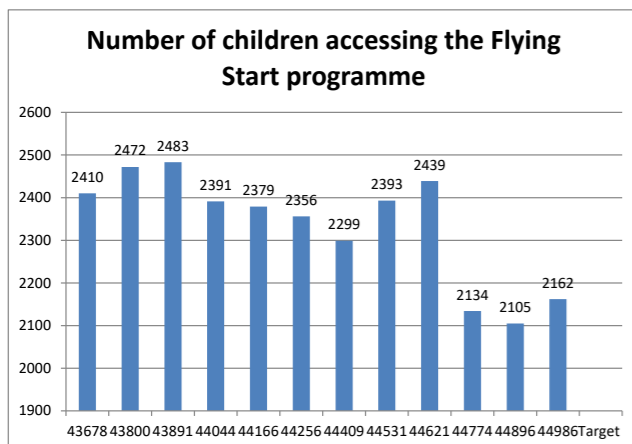
**What is the performance information about the Youth Service telling us?**

Performance in all outcome areas for the Youth Service has improved during 2022/23, with all targets met and exceeded. The number of young people who registered to receive a service increased by over 8%, and the service worked with a total of 38% of the youth population, the highest figure over the past 3 years. All young people expressed satisfaction with the quality of the service they received, and 95% of service users progressed in at least one skill area, with most young people showing an improvement of all five key skills areas used to assess soft skills attainment. The percentage of young people achieving local accreditation increased to 72% compared to 60% in the previous year, and almost 6% of young people achieved one or more nationally accredited qualifications, exceeding the 4% target set for the service.

The Neets figure of 2.8% represents 55 individuals. The NEETs figure relates to those at the end of their compulsory education without a known 'destination' (even though in many cases they have one but we don't find out until after the cut off date of the measure which is Oct. 31<sup>st</sup>). The measure cannot easily be used to compare performance with other LAs given that no two LA areas are alike in size, socio-economic profile, school exclusion cultures, etc. Each LA's NEETs result does not allow for the total number of young people whose NEETs status is unknown. When evaluating our strategy to reduce the number of NEET pupils, we take this additional figure into account.



**Early Years Indicators**



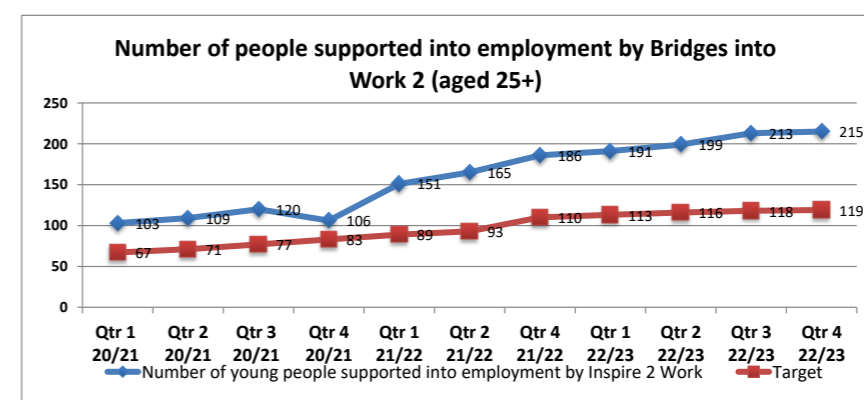
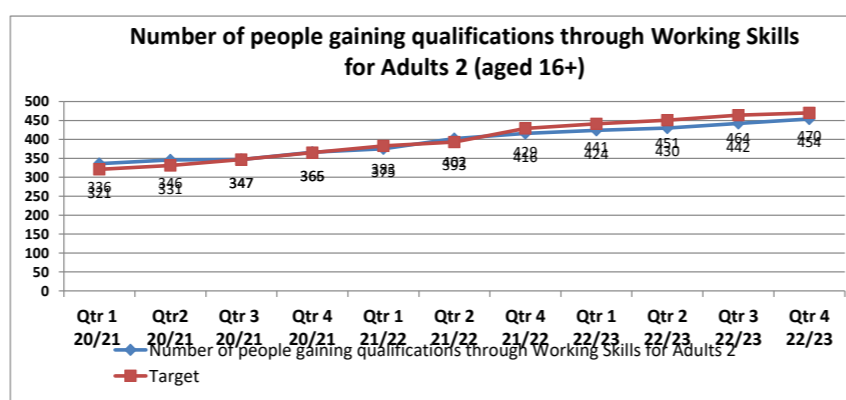
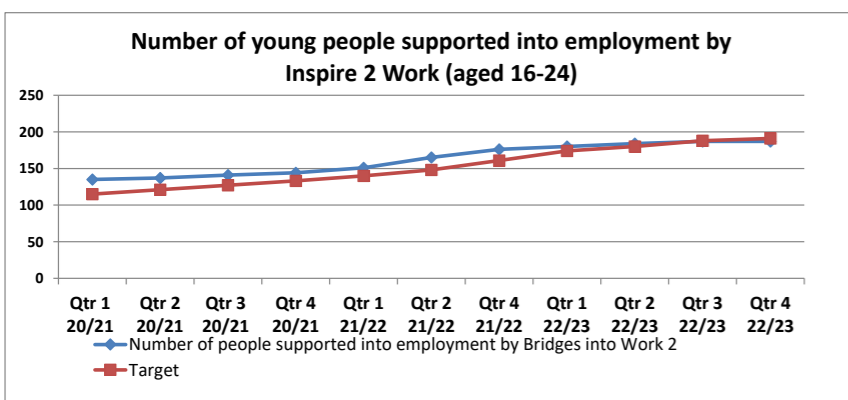
There is a decreasing birth rate within Flying Start areas and the number of 0-3s accessing the support from the Flying Start programme is therefore decreased. However, there is a growing need for support for children aged 0-3 living outside the Flying Start postcodes as seen by the increased demand for outreach support for early intervention (family support, early language and child development through Join in and Play). There is also an increasing number of families of children aged 4-7years asking for support (primarily from the family support team). 376 families were supported with children aged 4 and above (no children under 4) which comprised 830 individuals. Flying Start remains a focussed programme on the most disadvantaged areas although Flying Start outreach enables vulnerable families outside of the postcodes to access early intervention. With the announcement of the expansion the funded Flying Start childcare will also be expanded into new communities from April 2023.

The Childcare Offer moved to the digital platform from September 2022 and so only the families on the legacy system remained on our reporting. However, this still totalled 691 placements in the autumn term and 677 placements in the spring term 2023 saving families on the legacy system £1.74 million in the autumn and spring terms. This remains essential in the cost of living crisis and is frequently raised by families feeling challenged by the cost of childcare required when they are working.

The Early Years team works collaboratively with partner organisations to expand the reach and support to vulnerable families. This has been evidenced by the significant increase in requests for support outside of the traditional Flying Start postcode areas and age range. Aligning funding streams has enabled a wider reach of support to families while appropriately reporting indicators to the correct grant funding scheme.

The Early Years team has worked with non-maintained childcare providers to deliver on the contract for funded childcare placements and expanded the number of settings delivering Flying Start placements to nearly 50 settings by April 2023 in preparation for the expansion to newly eligible families. This has been challenging and a large amount of work remains to expand further to meet the increasing demand including small and medium sized capital projects.

**Adult/communities education**



**What went well**

Employment team - The team have successfully achieved many challenging targets as demonstrated in the attached graphs bringing the ESF projects to a close earlier than anticipated and following the impact of the Pandemic. The team have achieved many of the end of project targets significantly sooner than expected ( originally aiming for March 2023), and since the beginning of February 2023, staff have transitioned across into the new SPF People and Skills pillar to continue to support our Caerphilly residents with their employability journey, alongside the Communities for Work team.

The NET Project ( Nurture, Equip, Thrive) has been very successful in supporting our underemployed Caerphilly residents to improve their employment situation. NET employability support included finding alternative or additional employment for those in temporary or fixed term contracts. NET support also included support residents with work limiting health conditions. Examples of successful support include working with the Track,Trace and Protect team to source alternative employment.

During the last year, the ESF team have also supported our economically inactive Caerphilly residents via the pilot CELT project which ran up to December 2023. The CCBC CELT Project was CRF funded and was considered a precursor to the SPF. Support focused on engaging economically inactive participants with the aim of referring them to the employability projects and Community Educations classes, or any other appropriate services to move participants towards the labour market. CELT successfully engaged with 94 economically inactive participants across the Borough since the beginning of April 2022. This exceeded the original end of project target of 75.

**What impact have we made and how do we know**

As evident from the attached targets - the employment team have very successfully provided a varied range of employment support, including supporting hard to reach unemployed and economically inactive participants into work, as well as supporting with upskilling; meeting and exceeding end of project targets. The team have also successfully supported a number of under- employed residents to improve their labour market situation as well as supporting residents with work limiting health conditions to find appropriate or alternative employment. The team, have also successfully transitioned a number of participants to continue with their employment support journey through the Shared Prosperity Fund.

**Employment Performance**

ESF staff delivered a range of online qualifications and face to face courses in house and through our procured providers to participants across the ESF projects. The WSFA project supported 454 participants to gain a relevant work related qualification above level 2.

The Bridges into Work team have supported 475 people to gain a qualification against a target of 470.

Inspire 2 Work supported 305 young people to gain qualifications above level 2 against a target of 298.

Despite the participant targets across all projects being significantly affected by the pandemic, which had an impact on the referral numbers into both the Bridges Into Work and Inspire 2 Work Projects, the team worked incredibly hard to get back on track and virtually exceeded the end of project targets for supporting participants into employment. BIW supported 186 participants into employment, I2W supported 215 young people into employment against a target of 119

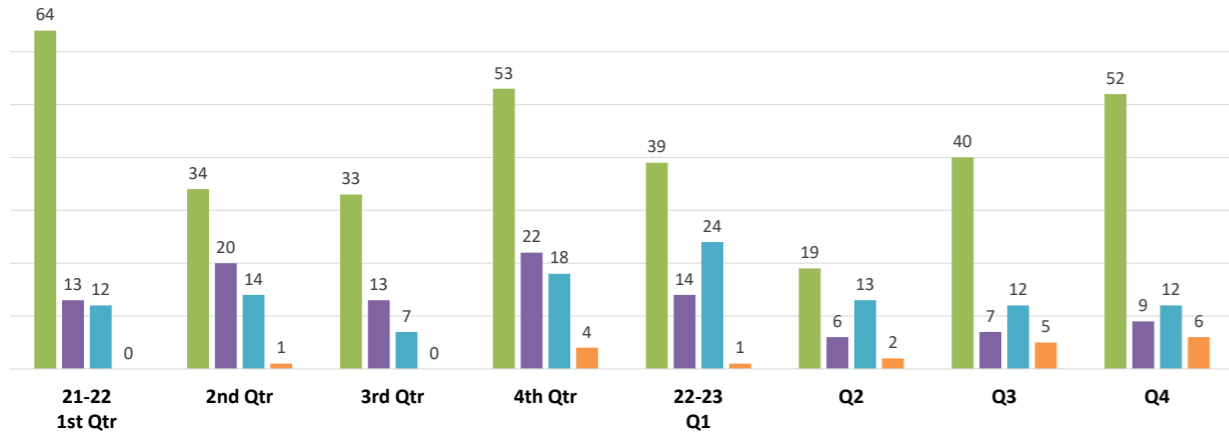
**What didn't go so well**

WSFA qualification figures were very slightly below the end of project target but well within the tolerance level ( -2.6%). 454 qualifications achieved against a target of 470. Working participants were reluctant to attend face to face courses during and following the Pandemic and this was difficult to completely recover this. The team successfully ensured that many participants continued with access to online courses but unfortunately we were unable to claim these as outcomes under WSFA. Many participants struggled with confidence levels and motivation following the Pandemic and we are still seeing the impact of mental health issues, even now.



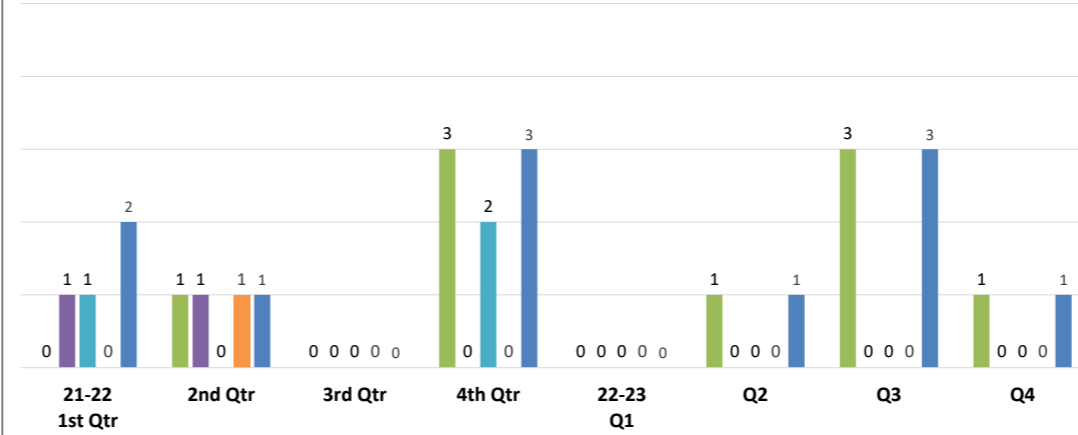
### Complaints Received directly into Education

■ Schools ■ Cllr/MP ■ Education Support ■ Compliments



### Complaints Received into Corporate system

■ Stage 1 ■ Stage 2 ■ Escalated to Stage 2 ■ Upheld ■ Not upheld



### 2022-23 Compliments

We received Compliments on our Libraries, for example "Very impressed by the library, the team, and the passion they all show and would like to continue working with Bargoed Library in a few different ways in the near future". Blackwood Library - Excellent library staffed by the very best library staff around. The staff are a credit to CCBC. There were similar levels of praise for Risca Library too. Angela Graham (author) has posted a detailed compliment on her website following a recent visit to Bargoed library. Please follow this link for full details: <http://angelagramham.org/2022/12/bri-liant-bargoed-library/>

In Quarter 4, the types of compliments were "Excellent library facilities at Caerphilly. Brilliant staff and a lovely place for my grandson to play/learn. Someone rang to make a payment on his account and asked to pass on a message to the Meals On Wheels team that the service he receives is amazing, the food is delicious, and the staff who deliver his meals are wonderful. A similar visit occurred at Rhydney Library received a visit from a Cardiff based Walking Group, who were complimentary and excited about the new plans for the library.

Paediatric First Aid course and Early Years said how fantastic the tutor was fantastic. "It was a very informative course made easier to learn with how it was put across. The venue is fab because it's close to home".

Adult Community Learning - "Thank you so much. We all really enjoyed the course and the member of staff was amazing, made it really engaging".

### Complaints 2022-23 received during Q3 and Q4

Please note – The above figures for Cllr/MP/AM and Education Support Services include both informal and formal complaints. Details of the complaints dealt with in-line with the Corporate Complaint's Policy are provided further in this report.

**Schools** - Point to note, 'School' figures only capture complaints that have come through to the LEA. Schools have their own complaints policy/process that must be dealt with by the school. School complaints received by the LEA are a direct result of individuals believing school-based concerns are dealt with by the LEA. However, we will provide advice and guidance on the school-based policy but direct them back to the school for response. Figures are recorded to enable the LEA to identify themes. This enables the LEA to identify where intervention may be required for a specific school. In such cases, these are brought to the attention of the appropriate head of service. For example, if the LEA receives a number of concerns regarding bullying at a particular school, the Chief Education officer is notified so appropriate can be steps taken. The LEA does not record complaints that have been made to the school directly.

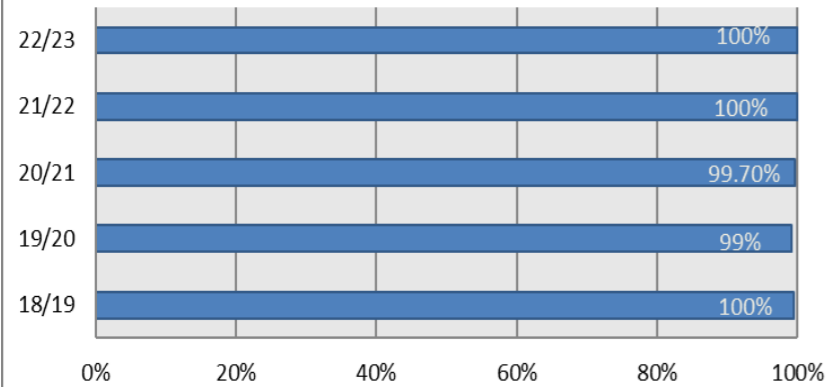
A number of concerns raised as a result of the new Relationships and Sexuality Education (RSE) Curriculum for Wales framework (mandatory for all learners). Figures also include bullying, exclusions, how to make a complaint against the head teacher and/or class teacher, school closure due to inclement weather, overgrown tree on school premises, fireworks display organised by school etc. The Increase in quarter 4 as a result of school closures due to the inclement weather.

**Education Support Services** – Two Stage 1 complaints (details below). The overall figures captured include requests for dyslexia assessments (something the LEA does not undertake), observation that only 1 minute silence was held on Armistice day at one of our libraries, refused Early Years placement, missed December payment for Free School Meals and advice on a potential complaint.

**Cllr/MP/AM** – The overall figure captured includes parents/carers approaching their local MP/Cllr/AM with admission concerns. For example, if their child has not been allocated their first-choice school or the family has not been successful with their appeal for a school place/transfer. The same applies for school transport requests. For example, a child does not meet the distance or Additional Learning Needs (ALN) criteria for free transport. While school-based complaints must be dealt with by the school directly. Parents/carers approach their local MP/Cllr/AM with these concerns and as a result, contact is made with the LEA.

**For Stage one and two complaints**, none were 'upheld' for Quarter 3 and 4. The type of areas investigated were for example a complaint that the LEA had refused dyslexia testing or that information provided by the school that a Pupil had not been referred to an Education Psychologist due to budget cuts and not meeting a criteria. Detailed investigations by a range of officers from Additional Learning Needs, Senior Educational Psychologists and Statutory Officers. Whilst the complaints were not 'upheld' we always want to see if we are able to learn lessons, so we will have due consideration to differences of opinions to the points raised in meetings and allow opportunities for all stakeholders to voice those opinions.

### % of Young People satisfied with quality of service received



### Satisfaction - Youth Service (annual survey undertaken March 23)

Satisfaction - Youth Service (annual survey undertaken March 23)  
Satisfaction levels remain at 100% (respondents selecting Good /very good/excellent).  
Though further quality measures/investigations are currently under way via the service's internal quality and performance management process, the service had recently successfully applied for the Bronze Youth Work in Wales Quality Mark and the related assessment commentary confirmed high levels of quality and support for young people throughout and since the Covid period.

**Library Service 2022-2023: Core Performance comparisons to 2021-2022 , 2020-2021 (During COVID) and 2019-2020 (Pre-COVID)**

Library Service Performance Area	2019-2020	2020-2021	2021-2022	2022-2023	Commentary
The percentage of adults who think the Borough Library Service is 'very good' or 'good' overall	98%	98%	98%	98%	Based on most recent Adult PLUS survey undertaken in 2019: delayed in 2021 due to COVID. The Adult PLUS Customer Satisfaction survey will be conducted during October 2023.
Average child satisfaction score with their local library out of 10	9.4	9.4	9.4	9.5	The Child & Young Adult CIPFA+ survey was conducted in February 2023. The results of the average child satisfaction score has increased from 9.4 to 9.5. We can gauge from the survey comments that users feel the library is safe - the stock support school topics - staff are helpful and supportive
Percentage of adults who think that the customer care they received from their local library is 'very good' or 'good'	99%	99%	99%	99%	Based on most recent Adult PLUS survey undertaken in 2019: delayed in 2021 due to COVID. An Adult PLUS Customer Satisfaction survey will be conducted during October 2023 providing us with updated data for adult customers satisfaction levels.
Total number of visits to library premises for the year 2022-2023	650,881	N/A	136,956	462,128	Whilst not yet at pre-pandemic visitor level note important caveats to this figure for this reporting year: - Deri Library has been closed since February 2022 with a small, temporary location available - Llanbradach Library closed due to fire damage for 6 weeks - Continuing faults with the electronic visitor counters at Bargoed, Caerphilly and Newbridge Libraries (estimated visitor numbers can only be provided) - From April 2022 the Customer Services Team have not returned to a number of library sites except for a weekly pre-arranged appointment. - Rhymney Library site closed on Monday 20th March 2023 for refurbishment works. The visitor total this year I believe is positive and provides us with an excellent benchmark figure and a true reflection of visitors using a library setting for library services and partner organisations (without the need for CCBC Customer Services). Monitoring quarterly visitor numbers during 23/24 is essential.
Total number of active borrowers during the year	37,120	N/A	14,388	18,902	The Active Borrowers report was a new report created for the All-Wales LMS Consortia during reporting year 2021/2022. We can correctly assume the reporting figure of active borrowers of the service is correct due to the continuing COVID restrictions placed on the service during 2021/2022. We have seen an increase of active users during 2022/2023 in line with the increase of visitors and library stock issues from the previous year.
Total loans for the year (adult and child)	452,211	38,874	195,949	356,842	Previous loan statistics from 2019/20 combined item issues and stock renewal figures. On 1/4/20, Caerphilly moved to the Welsh Consortia Library Management System called Symphony. During COVID-19 closures, it was agreed by the Wales Consortia that items would be automatically renewed by the system, this means the 21/22 figure includes issues only and no renewal figures. Libray services returned to the normal 3 week loan process on 01/04/22 where issues and renewals have both been counted as per pre-COVID. Whilst the library stock issues are not at pre-pandemic levels, the same caveats as those mentioned in the 'Total Number of Library Visits' section remain in place.
Total loans for the year (adult and child downloads)	49,275	80,836	52,404	59,153	Post-COVID, we continue to see an increase during 2022/2023 of the loan of eBooks, eAudiobooks and eMagazines - an annual increase of 6,749 (11%). We need to discount the figure for 2020/2021 - an anomaly caused by the Welsh Government's agreed method of reporting and the move from the WFHowes supplier platform to Overdrive. This change of reporting had a detrimental affect all 22 Welsh Library Services. The Borrowbox platform offering eBooks and eAudiobooks continues to report excellent usage and a rise of eMagazine downloads can be seen.
Number of Welsh Government Core Entitlements achieved in full or part	12/12	N/A	N/A	TBC	A full WPLS Framework 6 return for 2022/2023 is due to be completed and returned to Welsh Government by July 2023. This data can be update when the report is completed.
Number of Welsh Government measurable Quality Indicators achieved in full or part	7 Full/ 1 Part/1 Fail	N.A	N/A	TBC	A full WPLS Framework 6 return for 2022/2023 is due to be completed and returned to Welsh Government by July 2023. This data can be update when the report is completed.

**Libraries April - End March 2023**

**What does this data tell us?**  
 Libraries are continuing to maintain excellent customer care to residents with children and young adults, reporting a more positive experience than previous years. Families report that libraries are safe, supportive and essential, 'my daughter struggled greatly with speech after lockdown. But attending the Lego Club, she has gain a lot of confidence by mixing with kids outside of school.'

The withdrawal of the Customer Service points at Bargoed, Caerphilly, Blackwood, Risca and Newbridge have as reported in last year's DPA return, impacted on the number of visitors to library settings. Combined with closures to Deri and Llanbradach Libraries due to building issues, the early closure of Rhymney due to its refurbishment and manual recording of visitors at key locations (issue still ongoing with CCBC IT to get them fixed), there is a 28% decrease. Whilst there is a decrease through a 12 month period, monthly library KPI's have shown us:

1. A huge spike in Library Enquiries through the year and especially the winter months of 2023:  
 April 2022 : 22,330  
 June 2022 : 26,089  
 Feb 2023 : 27,496  
 March : 31,656
2. The Society of Chief Librarians Wales have also reported a slow return of library customers to sites around Wales and stock issues not yet at pre-pandemic levels. Monthly stock issues are showing us a steady month-on-month rise of adult and children's books throughout the year.
3. Our Activities and Learning data tells us that residents are visiting libraries attending learning, education and cultural events such as stories and rhyme sessions, IT classes, author visits etc.
4. Increased visitors through the winter months has evidenced the library as a warm and welcoming space - residents view libraries as community anchors and a stepping stone for advice, guidance and safety.
5. During COVID, we saw a huge increase in use of the Borrowbox and Libby services :eDigital eBook, eAudiobook and eMagazines features. Post-COVID figures have shown us the demand and use of this service is still in demand and have in fact risen in issues (11% increase). This method of reading may suit a proportion of residents who would rather use online services than visit a branch.

Quantitative data such as visitor and issue numbers can no longer be viewed as measures of how 'good a service is doing' and should certainly not be viewed in isolation. The continued evolution of the public library service offers an opportunity to relook at this data for future years. SCL Cymru are working with the Welsh Government Culture Division to create the new 7th Framework of the Welsh Public Library Standards for use for the 2024/2025 data. Our hope is that this new Framework offers concise and relevant qualitative and quantitative data.

The 2022/2023 data provides the library service with an ideal statistical benchmark opportunity with the removal of a key face-to-face Customer Services offer, to the adaptions it will be making to the Community Hub model.

**What is our other customer intelligence telling us?**

[Could include Governor support survey or School / Pupil survey.](#)

**Feedback from parents accessing Early Years services:**

**Childcare**  
 "To whom it may concern  
 I am writing to you to give some feedback on my experiences with the flying start in my local community. I am the Dad of IC. I would like to firstly like to thank A and her team for all of the support and encouragement that they have provided to my daughter while at their sessions. My daughter had joined the sessions with very little communication skills and showing nonverbal communication skills. However, since she has attended the sessions with A and the team it's been overwhelming to see how far my daughter progress has come.

She has been undergoing Speech and language therapy and they have given us suggestions to use Makaton to help her communicate more effectively . Also, suggested discuss with flying start to see if they have any knowledge of this use of program to encourage speech. A was extremely helpful and explained that she has level 4 in Makaton . And expressed how she could implement this into the session with her to help her gain knowledge on Makaton to encourage her speech . Alongside this she has also been extremely supportive to myself and my partner in answering questions and supplying us with materials in regards to Makaton while keeping us in the loop with Makaton language she has used in the sessions with my child as well as Welsh language.

The communication between A and the team has also been really good . With phone calls explaining trips falls or if they have noticed anything with her behaviour, example not engaging as she normally would or if she's being difficult when coached to go to the toilet . I personally am grateful to everyone that has supported my daughter through her time at the setting . I'm devastated that she has to leave and move on to the next chapter as I feel she is extremely happy within the group and has taken a positive relationship with staff and children . I would also like to mention that I was hesitant on sending Imogen to the setting due to poor experiences in the past . I am looking forward to sending my other daughter to the group in hopes she will gain the same level of support and experiences that she has gained from attending the sessions.

I would recommend flying start to friends and family . But I would like too personally thank A for the dedication and time she put into her position . Following my meeting with A it was a great opportunity to discuss my child's progress as well as get a better perspective of A. From what I've observed of A this is more than just a job to her and she sees the children's individual strengths and weaknesses and does her upmost to ensure they are successful within life and not just within the group . I cannot express how Thankful myself and my partner are to A for her support and dedication she has to ensuring her group is giving the best possible opportunity and support to the children within it alongside giving tips and helpful resources and information to parents . I would also like to take the time to thank AI for her support with my child with using the Welsh language and for helping A with her Welsh .

I myself am a fluent Welsh speaker and my child will also be attending a Welsh medium school and she now has better understanding of the basic Welsh language. Should you need to discuss this further please do not hesitate to contact me on the number below. Thank you once again for all of the support and assistance you have given to us"

**Family Support**  
 "This is just to thank you for all your help over the past few months. These sessions have been invaluable in helping me understand my daughter's behaviour and supporting me to put tools in place when responding to her. I was feeling really hopeless, stressed and exhausted before we met, but I now feel so much more confident in understanding how my daughter might be feeling, and in judging the best ways to help her when she needs it. You have been nothing but kind and supportive, continuously reassuring me that I was doing a good job and making me really feel listened to. I now feel able to continue incorporating your advice by myself and keep dipping into the guidance we have looked at in The Parenting Puzzle book.Thank you again - I am mentally stronger for having been able to access this programme"

**Family Support**  
 "I hope you don't mind me emailing but wanted to send a message about how grateful I am for L's support over the last few months. I have been meaning to contact you for a while but a bit delayed due to moving house. I had my son in June and being a first time mum I felt completely overwhelmed. I found feeding hard as well as getting used to my new life. I was struggling emotionally and physically. I was allocated L which is when things started to change for me. She called and introduce herself and explained how she would be able to help. I immediately felt at ease. L reassured me that how I was feeling was normal and that we could work together to make some positive changes.

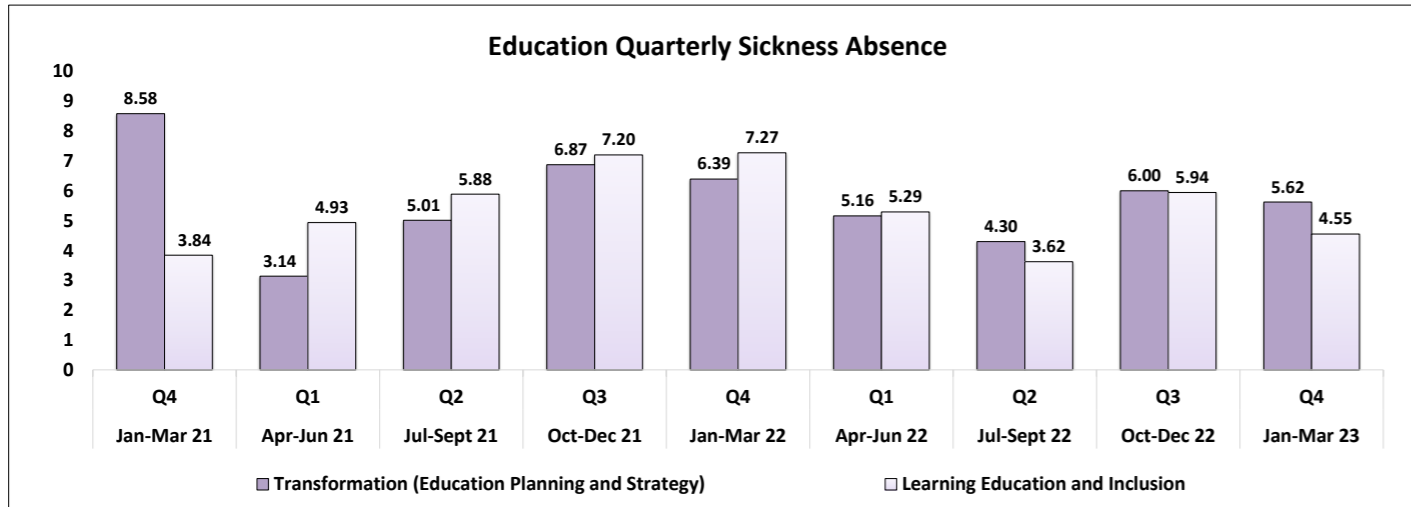
She attended my house on a fortnightly basis and allowed me to share my worries. She was always reliable, listened to what I had to say and was empathetic. She gave personal experiences about being a mum and gave advice around sleep for example which I could try with my son. L gave me tips and ideas about bonding with the baby, gave play and sensory ideas and provided local class timetables. As a result my son and I made some sensory bottles and I attended a class every Thursday morning. The class ensured I got out of the house which I was often quite nervous to do a nd allowed me meet other mums"

I am so grateful for L's help and support, without her positivity and active involvement and not sure where I would be today. During quite a dark time she was a shining light which I will always be grateful! Thank you for all you do with families and thank you to L for being so wonderful at her job"

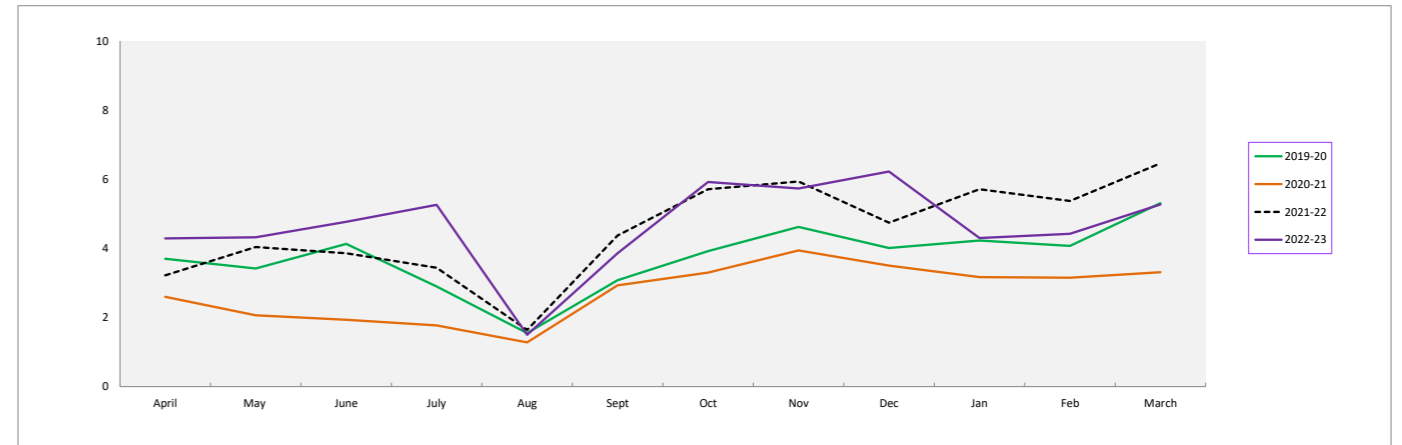


What is the workforce information telling us?

Waiting analysis



% Sickness - Year on Year Comparison Trends (by month) - Education & Corporate Services



Q3 Monthly Breakdown	Oct-22			Nov-22			Dec-22		
% Sickness Absence	Short Term	Long Term	Overall %	Short Term	Long Term	Overall %	Short Term	Long Term	Overall %
Early Years Service	4.86	2.72	7.58	2.74	3.16	5.90	4.12	3.93	8.05
Inclusion & Additional Learning Needs	1.61	3.11	4.71	1.76	2.39	4.15	2.46	2.34	4.80
School Improvement	4.64	0	4.64	5.00	2.84	7.84	3.45	3.39	6.84
Youth	2.62	2.85	5.47	1.55	4.67	6.22	1.72	4.49	6.22
<b>Learning Education and Inclusion Total</b>	<b>3.32</b>	<b>2.43</b>	<b>5.76</b>	<b>2.54</b>	<b>3.10</b>	<b>5.65</b>	<b>3.03</b>	<b>3.39</b>	<b>6.42</b>
Administration, Data and Information	0	0	0	0	0	0	0	0	0
Admissions and Exclusions	1.36	0	1.36	10.28	0	10.28	5.47	0	5.47
Adult Education	1.68	5.14	6.82	3.85	5.04	8.90	0.10	4.36	4.46
ESF Project Team	0	0	0	3.79	0	3.79	3.05	7.46	10.51
Library Service	5.57	0	5.57	1.47	0.08	1.55	2.69	0	2.69
<b>Transformation Services *</b>	<b>2.37</b>	<b>3.58</b>	<b>5.95</b>	<b>2.30</b>	<b>3.16</b>	<b>5.46</b>	<b>2.64</b>	<b>4.00</b>	<b>6.64</b>

Q4 Monthly Breakdown	Jan-23			Feb-23			Mar-23		
% Sickness Absence	Short Term	Long Term	Overall %	Short Term	Long Term	Overall %	Short Term	Long Term	Overall %
Early Years Service	2.02	3.22	5.23	2.18	3.34	5.51	4.08	3.87	7.95
Inclusion & Additional Learning Needs	2.76	1.80	4.56	2.05	1.75	3.80	2.05	2.04	4.09
School Improvement	1.30	0	1.30	1.05	0	1.05	0.84	0	0.84
Youth	3.55	2.84	6.38	2.25	2.77	5.01	1.18	2.80	3.98
<b>Learning Education and Inclusion Total</b>	<b>2.43</b>	<b>2.16</b>	<b>4.59</b>	<b>2.00</b>	<b>2.18</b>	<b>4.17</b>	<b>2.38</b>	<b>2.45</b>	<b>4.83</b>
Administration, Data and Information	0	0	0	0.78	0	0.78	2.73	0	2.73
Admissions and Exclu	0.61	0	0.61	2.00	0	2.00	0	0	0
Adult Education	0.36	3.51	3.87	2.24	1.85	4.10	1.61	0	1.61
ESF Project Team	0.75	5.64	6.40	0	0	0	0	0	0.00
Library Service	2.45	0	2.45	0.93	0	0.93	2.65	0	2.65
<b>Transformation Services</b>	<b>1.80</b>	<b>3.83</b>	<b>5.63</b>	<b>1.40</b>	<b>3.64</b>	<b>5.04</b>	<b>2.29</b>	<b>3.79</b>	<b>6.09</b>

\* From May 2022 Transformation Services includes sickness figures for Service Improvement & Partnerships and Catering. They are included in the Corporate Services DPA.

% Sickness Absence	Quarter 3			Quarter 4		
	Short Term	Long Term	Overall %	Short Term	Long Term	Overall %
Primary Schools	2.73	3.19	5.92	1.65	3.27	4.92
Secondary Schools	3.48	2.35	5.83	1.99	1.76	3.75
Other 1	4.10	5.53	9.63	3.27	5.47	8.74
Other 2	3.62	4.78	8.40	2.60	4.45	7.05
<b>Schools Total</b>	<b>3.10</b>	<b>3.05</b>	<b>6.16</b>	<b>1.89</b>	<b>2.88</b>	<b>4.77</b>

Number of Welsh Speakers	2019-2020			2020-2021			2021-2022		
Education	Total Staff	Welsh Speakers	%	Total Staff	Welsh Speakers	%	Total Staff	Welsh Speakers	%
Education Planning & Strategy	171.00	41.00	23.97	149	37	24.83			
Transformation Services (Learning Education & Inclusion)	463.00	96.00	20.73	462	85	18.39	460	91	19.78
<b>Total</b>	<b>634.00</b>	<b>137.00</b>	<b>21.60%</b>	<b>611</b>	<b>122</b>	<b>19.96%</b>			

Education Workforce Information 2022/23								
	Quarter 1		Quarter 2		Quarter 3		Quarter 4	
	Education	Schools	Education	Schools	Education	Schools	Education	Schools
Voluntary Leavers*	12	33	33	141	17	72	15	40
Other Leavers**	5	7	10	40	4	14	5	13
<b>Total Leavers</b>	<b>17</b>	<b>40</b>	<b>43</b>	<b>181</b>	<b>21</b>	<b>86</b>	<b>20</b>	<b>53</b>
New Entrants	21	55	41	210	45	55	33	71
Agency	145	N/A **	131	N/A **	149	N/A **		N/A **
<b>Headcount</b>	<b>1204</b>	<b>3325</b>	<b>1211</b>	<b>3364</b>	<b>1236</b>	<b>3359</b>	<b>1239</b>	<b>3335</b>
<b>FTE</b>	<b>646</b>	<b>2543</b>	<b>650.61</b>	<b>2584.88</b>	<b>670.36</b>	<b>2576.1</b>	<b>672.76</b>	<b>2852.23</b>
55 and Over	345	625	343	615	351	626	356	617
% of headcount	28.65%	18.79%	28.32%	18.28%	28.39%	18.63%	28.73%	18.50%

\*\* Data not available as Agency staff are employed directly by schools

**Resources-Finances outturn at year end 22-23 reported as part of the Authority's Outturn**

What is our Financial, People and and Asset Resource Information telling us at period at year end 23

Waiting information

<b>Education &amp; Lifelong Learning</b>			
<b>Service Area</b>	<b>Revised Budget 2022-23</b>	<b>Provisional Outturn 2022-23</b>	<b>(Overspend) / Underspend 2022-23</b>
	<b>£</b>	<b>£</b>	<b>£</b>
Individual Schools Budget	123,231,442	129,178,101	(5,946,659)
Other School Budgets and Central Education	25,034,740	22,501,101	2,533,639
Lifelong Learning	4,187,146	3,643,928	543,218
Home to School/College Transport	8,522,175	8,740,953	(218,778)
<b>TOTAL: -</b>	<b>160,975,503</b>	<b>164,064,083</b>	<b>(3,088,580)</b>

Any additional Asset information.

# Risk Register

Year ending (March Q4) 2022 - 2023

Select Risk Level from the cell drop-down list

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 - End Sept 2022 6 month (Are we mitigating actions reducing the risk or realising the opportunity?)	Risk Level 2021-22 Q1&Q2	Risk Level 2021-22 Q3&Q4	Risk Level 2022-23 Q1&Q2	Risk Level 2022-23 Q3&Q4	Does this effect the Well-being of Future Generations in our Communities?	FGA Risk Level
<b>Corporate Risk Register</b>										
CMT16	School Attainment	<p>1. The Covid-19 pandemic has impacted on the progress of learners. A number of ongoing barriers/issues that will impact on the recovery period include:</p> <ul style="list-style-type: none"> <li>- pupil wellbeing and behaviour;</li> <li>- pupil attendance is lower than pre-pandemic levels with high levels of persistent absenteeism, attendance of FSM pupils is lower than their peers;</li> <li>- exclusions are too high;</li> <li>- cost of living crisis.</li> </ul> <p>Failure to address the above will impact on attainment, employability, number of pupils leaving education at 16 without employment or training, etc</p>	<p>1. Utilisation of the educational welfare, inclusion and Youth services to support pupils with issues relating to wellbeing. Effective use of additional funding from Welsh Government to increase support to the most vulnerable.</p> <p>2. Monthly Partnership meetings with Education Achievement Service to consider the impact of school improvement support. Effective partnership with Education Achievement Service to maximise the impact of activities and ensure value for money.</p> <p>3. The implementation of the revised Education Strategy that aims to address the impact of the Covid-19 pandemic and ensure activities prioritise</p>	<p>Current development of a revised education strategy will endeavour to address concerns around the impact of Covid-19 on standards, progress and provision.</p> <p>A range of data suggests that we are starting to make progress in our recovery from the Covid-19 pandemic. This includes improved attendance, lower exclusions, positive feedback from Estyn inspections.</p> <p>However, there is still significant progress to be made across all areas. As an example, some schools that have been in receipt of an Estyn inspection have been placed in a follow-up category. Similarly, attendance remains below the national average and remains much lower than pre-covid levels.</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
<b>Education Directorate Risk Register</b>										
ELL001	MTFP	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	There were no issues with regards to MTFP savings requirements in financial year 2021/22. The Welsh Government Covid Hardship Fund continued until 31st March 2022 and supported significant additional costs. Particularly with regards to supply cover costs in schools.	Budget Proposals for 2022/23 agreed by Council 24th February 2022.	Medium	To be updated	To be updated		Medium Term	Medium
ELL002	Grant Funding	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. 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.	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.	The Directorate has continued to maximise grant funding and continues to highlight ongoing issues with Welsh Government. As this is stable at present it can be reduced to a medium risk.	Medium	To be updated	To be updated		Long-term	Medium
ELL003	Wellbeing, Behaviour and Exclusions	Schools have identified children's needs are become increasingly complex. This has implications for ensuring children access appropriate and effective provision to maximise outcomes. This may also impact on exclusions.	The Inclusion compendium focuses on wellbeing and developing positive relationships and provides a comprehensive toolkit to support behaviour and wellbeing. LA officers continue to work collaboratively with schools to address specific issues and ensure appropriate intervention and provision is in place.	Work to embed The Inclusion Compendium (and associated documents) is being revisited. Head Teacher working groups are The Eotas Strategy in also place and provision outside of school is in development linked to the EOTAs strategy.	High	To be updated	To be updated		Long-term	Medium
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. 1. No. of pupils requiring EOTAS provision is increasing. 2. The costs of external provision have increased. 3. High quality provision and appropriate destinations for these pupils is limited. 4. 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.	Officers will work with schools to continue to identify learners in a range of vulnerable groups and to ensure the LA is compliant with its statutory responsibilities and focus on supporting wellbeing. Compatible IT systems must be developed to ensure digital processes are in place. Highlight as a possible budget pressure for future.	The LA has developed an Inclusion Strategy which will be implemented from September 2021.	High	To be updated	To be updated		<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

# Risk Register

Year ending (March Q4) 2022 - 2023

Select Risk Level from the cell drop-down list

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 - End Sept 2022 6 month (Are we mitigating actions reducing the risk or realising the opportunity?)	Risk Level 2021-22 Q1&Q2	Risk Level 2021-22 Q3&Q4	Risk Level 2022-23 Q1&Q2	Risk Level 2022-23 Q3&Q4	Does this effect the Well-being of Future Generations in our Communities?	FGA Risk Level
ELL006	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. Review LA and school based provision. 2. Increase capacity in schools by supporting with a range of interventions. 4. Embed collaborative working between schools.	took effect from September 2021 and with mandated cohorts from January 2022. - What does this mean?	Medium	To be updated	To be updated		<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
ELL007	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	Work is ongoing with Welsh Government and locally to ensure the development of digital systems.  A thematic review was undertaken by the Education Achievement Service to consider digital provision across schools. Report was completed and shared with Welsh Government and Estyn. The report identified clear ways forward in terms of support for schools.	Low	Low	Low		Yes, lack of investment in our schools could impact our young people's opportunity for good education	High
ELL008	NEETS	Risk – NEETs are young people who are not in education, employment or training. This data started being recorded in 2012 when the rate was 5.8%. This figure reduced to 1.9% in 16/17. During the course of both the first period of Covid lockdown and the subsequent year of recovery in education, Engagement and Progression (NEETS reduction) activity resulted firstly in a lowest ever percentage of 1.9 and then a slightly elevated (due to continued disruptions to education) percentage of 2.2. Given the Covid legacy of disruption to post-16 destinations, a target for the past year was set at 3%. Largely due to a number of operational amendments, the out-turn result has been 2.8% and further operational improvements are being considered to reduce this figure further.	The Youth Service will continue to implement and refine its approved model of delivery as far as financial constraint allows, which, once realised, will offer some improved ability to engage more widely with those at risk of becoming NEET.	The latest reporting figure, though down in comparison to the previous 2 years, represents better than anticipated performance: The previous 2 years' performance reflects the accessibility of 'at risk (of NEET)' young people, given that many of them were isolated at home, which is no longer the case. In order to identify and engage young people, NEETS support arrangements are being further repositioned, including via the greater involvement of the post-European Inspire project, the Educational Welfare Service and the wider embedding of the Caerphilly Pathways destinations support website in educational practice and elsewhere.	Medium	Medium	Medium	Medium	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
ELL009	School Buildings Construction (CMT)	Changes to the supply and Demand Chain means rising cost of building and infrastructure materials as well as contractor cost and availability. The impact on material and contractor availability potentially has significant impact on the Directorates ability to progress key infrastructure and day to day building projects. Key areas affected in Education will include the Sustainable Communities for Learning Programme, LA Capital Maintenance Programme and Welsh Government Grants such as Capital Maintenance, Welsh Medium and Childcare. As Caerphilly adopts an internal design and architectural team, there is reduced risk as compared to Authority's which use a 2 stage tender process, although this is under regular review to ensure the needs of the Authority are met	1. Contingency Planning to accommodate rising costs and extended timescales need to be factored into programmes. 2. Continuous monitoring of the marketplace and cross-departmental information sharing to identify any risks early on. 3. Working closely with procurement and contractors in the industry to ensure continued value for money and access to all available avenues and frameworks to ensure tenders are returned 4. Working with Procurement and Legal to ensure contractual arrangement are flexible given the current climate situation to encourage tenders 5. Remain flexible and adaptable to reframe projects within programme envelopes as required.	To date the Sustainable Communities for Learning Team and Building Consultancy have identified an increase in tender costs returned based on the original estimated works. There has also been an impact on the number of tenders received which sometimes require re-tendering due to poor response. The teams are working closely with procurement and Welsh Government Officers in the Sustainable Communities for Learning Section to monitor the situation. Education Scrutiny Committee and Cabinet Members are being advised of progress on a project by project basis. In addition, improved engagement with contractors is ongoing to understand the challenges and barriers in this area.	High	High	High	Medium	This will have a direct impact on investment and infrastructure programmes central to the delivery of the Well-being objectives which is key to the Corporate Plan success. However, all mitigating measures will be utilised to minimise impact where possible.	High



# Risk Register

Year ending (March Q4) 2022 - 2023

Select Risk Level from the cell drop-down list

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 - End Sept 2022 6 month (Are we mitigating actions reducing the risk or realising the opportunity?)	Risk Level 2021-22 Q1&Q2	Risk Level 2021-22 Q3&Q4	Risk Level 2022-23 Q1&Q2	Risk Level 2022-23 Q3&Q4	Does this effect the Well-being of Future Generations in our Communities?	FGA Risk Level
NEW	Cost of living crisis	The impact of poverty on attainment has been well documented. The current cost of living crisis is causing an increase in the number of families that are living in poverty. This will have a detrimental effect on learners wellbeing and attainment levels.	1. Review the LA and school provision. 2. Engage schools with the Raising Attainment of disadvantaged Youngsters (RADY) programme.. 3.Raise awarness of RADY across the local authority	The Local Authority has utilised Welsh Government funding to appoint a Community Focused Schools manager. This role will specifically focus on support for disadvantaged pupils and families living in deprivation. In addition, funding has been utilised to appoint additional family liaison officers with specific skill sets; e.g. additional languages (Polish and Ukranian), music and sport. These additional skills will be utilised to encourage participation by reluctant pupils and families.		High	High			

Q1	Q2	Q3	Q4	Count Number and Category of Risks	Well-being Risk Level
1	1	1	0	Low	0
4	1	1	2	Medium	3
5	3	3	0	High	6
0	0	0	0	Not yet categorised	0
0	0	0	0	Unknown	0
0	5	5	0	To be updated	0
<b>10</b>	<b>10</b>	<b>10</b>	<b>2</b>	<b>TOTAL</b>	<b>9</b>



## Progress towards our Well-being Objectives 2022-23 - Final year of 5 years

### 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 (connects to priority 3,5.7 & 8)

### Progress 2022-23

We are now in the final year, year 5. Overall did we achieve in the last year and overall in the last 5 years?

#### What went well and why? in aiming to meet the outcomes

1. Aim to reduce the impact of poverty in the early years - During the last three years the Early Years Integrated Transformation Programme pilot has been completed and the regional model developed ready for full implementation during 2023/24.
  - Midwifery and Early Years Core Programme has been agreed regionally with delivery by integrated teams across health and local authority staff. Gwent Midwifery and Early Years Strategy has been developed and approved by PSB. Gwent Workforce Development Plan has been finalised and a workforce audit is now being undertaken.
  - Flying Start and Generic health visiting teams have come together as Early Years Health Visiting teams in preparation for full implementation of the Midwifery and Early Years Core Programme.
  - The Information Sharing Protocol has been developed as Gwent for the Health Board and the five Local Authorities which when approved will enable information sharing from the antenatal period onwards. Caerphilly Early Years registration form has enabled an interim information sharing arrangement.
  - Aligning funding streams has enabled the local authority teams and contracted teams to work across the borough responding to needs of families and away from the postcode nature of funding. There are funded part time placements for children with emerging developmental needs but funded Flying Start childcare placements remain postcode specific.
  - The Family Information Service has become the Early Years Hub and is the central point of contact for all enquiries and requests for support throughout the antenatal to 7 year period as well as wider links for older children and young people. There is one request for support form for early intervention which aims to ask What Matters to the family rather than what is on offer that they could fit to. Early intervention teams offer more bespoke packages of support to meet What Matters to the family and tackle root causes of need. There is a new Early Years website which connects to other relevant websites to offer support and information to families and professionals. Promotion to families and professionals throughout early years system has changed the ease of access to information and support.
  - There is an early language pathway of support from antenatal throughout the earliest years and on to specific language interventions in school nursery. There is a child development pathway of support for children with emerging or diagnosed additional needs. Family Support is offered antenatally and throughout the early years across the borough. Family Support team is linked to wider partners delivering more specific interventions including Supporting People, Llamau, Pobl, Citizens Advice Bureau, Employment Support teams, etc.
  - There is a shared chronology and data system internally in the local authority and a new electronic birth book for the health visiting teams. While they do not currently share information and would need duplicate entry for core programme contacts, there is a future potential to use PowerBI reporting tool to share information on a family if they are open to both early intervention and health teams. The data officers employed by the local authority have honorary contracts with the health board to enable them to use and access both data systems. However data is not shared across systems unless the registration form has been completed and sharing is therefore allowed.

•What Matters multiagency meetings enable information sharing in early intervention to enable the family to tell their story once, have it shared amongst relevant professionals, and coordinate services to meet the family needs according to their priorities and not what a professional thinks they need at a point in time.

2. Standards of attainment, following the covid pandemic, are currently being measured through a number of activities including:

- supported self-evaluation activities between school improvement partners and senior leaders in schools;
- holistic and intensive evaluations across all aspects of school improvement (CSSRs);
- professional discussion meetings involving headteachers, Governors, and representatives from the Local Authority and EAS;
- Intervention activities such as Team Around the School and/or Schools Causing Concern meetings.

In addition, the Local Authority utilises reports from Estyn inspections to understand individual schools alongside general themes and trends.

Generally, the covid pandemic has had a negative impact on standards in schools. However, schools are suitably focused on the progress that each individual learner makes on their school journey, based on starting points. There is strong evidence of recovery over the last twelve months. Schools that are not making the expected progress are encouraged to engage with additional support or professional learning through the EAS and Local Authority.

3. Support for disadvantaged learners remains a priority for the Local Authority, schools and settings. Schools are encouraged to engage with the 'Raising Attainment of Disadvantaged Youngsters' (RADY) programme to ensure that pupils from poorer economic background make the same level of progress as their peers. The LA has also taken advantage of Welsh Government funding to appoint a Community Focused schools manager to provide additional support to communities, encouraging links with other internal and external services. Impact of this initiative will also be measured by improvements in attendance and a reduction in exclusions.

The Youth Service has increasingly focused on a range of vocational local and national accreditations as part of their curriculum offer. In addition, the post-16 Caerphilly Pathways site offers support for parents in choosing the right vocational or non-vocational accreditation and/or course for young people. Feedback on the website has been favourable.

#### **What did not go well and why?**

1. Aim to reduce the impact of poverty in the early years - it has taken far longer than anticipated to change the culture in the teams to a more integrated way of working. The information sharing protocol has moved forward although has yet to complete even though it is anticipated to be completed and signed off in summer 2023.

2 The are some schools that have been identified as requiring additional and intensive support. These schools have been identified through our own internal processes (and verified by Estyn following inspection).

**What difference have we made and how do we know?**

1. reduce the impact of poverty in the early years - the case studies in the external views have shown the impact of changing the way services are delivered to a more bespoke approach to tackle root issues to resolve What Matters for the family.
2. Estyn inspections provide a helpful and objective evaluation of the impact of support and guidance from the Local Authority and EAS. Individual reports are available from the Estyn website.

**What are we learning ? from the above, is there anything we need to change from what we learnt?**

1. reduce the impact of poverty in the early years - While the first thousand days is important there are other key transitions into childcare and on into early years education that if not managed well, can be detrimental to the most vulnerable children. Hence, the whole early years system needed to be considered from antenatal to 7years to enable support through key transitions in the child and family's life course.  
The pilot was too small for ongoing sustainability and while moving to the whole borough was challenging, this was more beneficial to clarity of messaging and understanding for families and professionals, as well as morally the right decision to meet the needs of the most vulnerable families regardless of their postcode.  
The Early Years workforce is large and complex and requires both training, promotion and contacts re-emphasising to embed the behaviour changes needed in the new system – single point of contact, single request for support form, not requesting a service but identifying what matters to the family. The What Matters concept is fundamental to changing the way we work with families putting the child and family priorities at the heart of the process and shaping support to be more bespoke rather than a menu of support programmes which may not address the root issue. Moving to a self-improvement model and not seeing this as a final changed system is better for the wellbeing of families and professionals who can coproduce the ongoing improvement and not see themselves as being subject to a change management plan.  
It has taken time to align funding streams and develop appropriate data reporting to meet the needs of all funding bodies / funding requirements. However, the teams have found it more rewarding to not have to think of which funding stream or criteria would fit and to focus on working with the families to meet What Matters.