



## EDUCATION FOR LIFE SCRUTINY COMMITTEE

MINUTES OF THE MEETING HELD AT PENALLTA HOUSE, YSTRAD MYNACH  
ON TUESDAY, 4TH NOVEMBER 2014 AT 5.30 P.M.

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PRESENT:

Councillor W. David - Chair  
Councillor J. Pritchard - Vice-Chair

Councillors:

P.J. Bevan, Mrs A. Blackman, H.R. Davies, C. Durham, C.J. Gordon, D.M. Gray, D. Havard,  
Mrs G.D. Oliver, D.W.R. Preece, R. Saralis, Mrs M.E. Sargent

Cabinet Member for Education and Leisure: Mrs R. Passmore

Together with:

S. Aspinall (Acting Deputy Chief Executive), B. Hopkins (Assistant Director 21st Century Schools), T. Maher (Assistant Director Planning and Strategy), K. Cole (Manager, Learning, Education and Inclusion), M. Donovan (21st Century Schools Project Manager), G. Evans (Interim Manager Community Education), J. Garland (Service Manager, Social Inclusion), E. Lewis (Connecting Communities Manager), J. Jones (Democratic Services Manager) and R. Barrett (Committee Services Officer)

Co-opted Members: Mr A. Farina-Childs (Parent Governor), Mrs A. Goss (Parent Governor)  
Mrs P. Ireland (NUT)

### 1. APOLOGIES FOR ABSENCE

It was noted that Councillor Martyn James was recovering following a recent hospital stay and had offered his apologies for the meeting. Members requested that their best wishes for a speedy recovery be conveyed to Councillor James.

Apologies for absence were also received from Councillors G. Johnston, M.P. James and J.E. Roberts, together with Mrs E. Ashton (UCAS), Mrs S. Evans (Caerphilly Governors Association), Mrs J. Havard (NUT), Mr P. Jones (NAHT), Mr J. Short (NASUWT) and Mr M. Western (Cardiff ROC).

### 2. DECLARATIONS OF INTEREST

There were no declarations of interest received at the commencement or during the course of the meeting.

**3. MINUTES – 18TH SEPTEMBER 2014**

RESOLVED that the minutes of the Education for Life Scrutiny Committee meeting held on 18th September 2014 (minute no. 1 – 6) be approved as a correct record and signed by the Chair.

**4. MINUTES – 23RD SEPTEMBER 2014**

Subject to it being noted that Mrs P. Ireland had been present at the meeting but had been recorded as having given her apologies, it was

RESOLVED that the minutes of the Special Education for Life Scrutiny Committee held on 23rd September 2014 (minute no. 1-10) be approved as a correct record and signed by the Chair.

**5. CONSIDERATION OF ANY MATTER REFERRED TO THIS COMMITTEE IN ACCORDANCE WITH THE CALL - IN PROCEDURE**

There had been no matters referred to the Scrutiny Committee in accordance with the call-in procedure.

**6. REPORT OF THE CABINET MEMBER FOR EDUCATION AND LIFELONG LEARNING**

Councillor Mrs R. Passmore, Cabinet Member for Education and Lifelong Learning, informed Members that Caerphilly County Borough Council had been highlighted for excellence in its strategic planning of Public Library Services. It was explained that on Wednesday 22nd October 2014, the Welsh Government's 'Expert Review of Public Libraries in Wales 2014' endorsed Caerphilly County Borough as a model Welsh Local Authority for its planning of library provision and its adoption and utilisation of strategies to take this area of provision forward.

Members were informed that at the Cabinet meeting of 29th October 2014, it was agreed to proceed with the proposal to rationalise Abertysswg and Pontlottyn Primary Schools into one new primary school, which will be based on the Rhymney Comprehensive School site. A consultation document will be circulated in the near future. It was explained that this arrangement would not include Fochriw but that Cabinet agreed to consider federation arrangements for Fochriw Primary School for the future.

The Cabinet Member updated Members on the Connecting Communities strategy, with it explained that the Council had recently provided a £25,000 grant towards funding the provision of a fitness suite at Bedwas High School. A further 20% of the overall costs of £30,000 is also being sought to enhance this provision. A partnership was established between the school, Bedwas RFC (who were eligible to make the application) and the Connecting Communities Manager to complete the funding application. It was explained that once the facility is opened, it would provide an excellent teaching and fitness resource for pupils and an invaluable training facility for the rugby club and local community groups.

The Scrutiny Committee thanked the Cabinet Member for her update.

**7. CABINET REPORTS – ISLWYN WEST SECONDARY SCHOOL UPDATE – 1ST OCTOBER 2014**

This Cabinet report was brought forward for discussion at the meeting.

The Cabinet Member for Education and Lifelong Learning, together with Martin Donovan, 21st Century Schools Project Manager, summarised the report and explained that its purpose was to provide Members with an update on the new Islwyn West Primary School. The report included progress on the development of the design, a Programme Plan for delivery of the project, roles and responsibilities, an Initial Cost Plan, the appointment of a construction contractor, and project issues to be addressed.

The report highlighted that the initial cost plan is in excess of the approved budget of £18 million to £18.5 million and Members sought clarification on the matter. It was explained that at this stage, the cost plan is based on high-level costs which are subject to refinement. The external Project Manager and Cost Consultants, AECOM, are working closely with Building Consultancy to identify the first stages of possible value engineering to bring costs down and are also exploring options with Education to help reduce the current estimated costs.

These deliberations will continue once the construction contractor is on board, and AECOM will lead detailed negotiations with the contractor to reduce the price to the lowest possible level. It was explained that the final costs of the project would be determined before the contract is signed which is expected to be some time in March/April 2015.

Members queried the project completion date and it was explained that AECOM have prepared a programme timetable which currently shows completion of the school by December 2016 with occupation in January 2017. The programme represents a realistic worst-case position and is being constantly reviewed to identify ways that the completion date can be brought forward. However a range of issues such as bad weather can affect the timetable.

In response to Members' queries, it was confirmed that the provisional governing board of the new secondary school were being kept informed of developments and that Officers would be meeting with them in the next week or so with the latest project update.

Members queried the additional capacity requirements of the new school and it was confirmed that the school has been flexibly designed to accommodate 1100 pupils in the Autumn Term 2016, in order to allow for the pupil bulge that has arisen whilst catchment area changes become fully effective. Longer term the pupil numbers will be managed down to 900, and in addition there will be a 50-place Additional Learning Needs Unit. Officers also clarified the location of the new school, which will be sited on Oakdale Plateau 3.

## **REPORTS OF OFFICERS**

Consideration was given to the following reports.

### **8. SERVICE IMPROVEMENT PLANS AND IMPROVEMENT OBJECTIVE 2014-2015 – 6 MONTH REVIEW**

Sandra Aspinall, Acting Deputy Chief Executive, introduced the report, the purpose of which was to update Members on the mid-year performance of the Education and Lifelong Learning Directorate against the improvement actions set within the Service Improvement Plans 2014-15 and the performance against national and local performance indicators.

The report also updated Members on the progress of Improvement Objective IO3 (Develop an effective an accessible Youth Service that supports the personal and social development of young people) between April and September 2014 and provided the service's evaluation of whether the Improvement Objective is currently being delivered successfully. Members were asked to note the content of the presentation before determining if they agreed with the Service's evaluation of their performance to date.

Members were encouraged to suggest improvements following the presentation of the data. It was explained that there were several references to Health and Safety within the report, which now falls under the remit of the Education and Lifelong Learning Directorate.

With the aid of a slide presentation, Elizabeth Lewis, Connecting Communities Manager, presented detailed information on the Service Improvement Plans for the Education and Lifelong Learning Directorate. These consisted of four main areas: Directorate Priorities, Improvement Action Plan Updates, Directorate Risks and Scorecards.

The four Directorate Priorities were summarised as follows: Raise standards of attainment for all learners, develop a multi-agency approach to address the impact of poverty on pupils and their communities to enhance regeneration, reduce the gap in attainment between pupils in advantaged and disadvantaged communities, and transform education opportunities for learners by providing improved learning environments.

Members were informed of the Improvement Action Plans which identified 5 improvement actions for the Learning, Education and Inclusion section of the Directorate and 12 improvement actions for the Planning and Strategy section. These actions were summarised within the report, with the specifics of each of the improvement actions (incorporating success criteria, timescales, financial resources and progress made against individual targets) detailed within Appendix A of the report.

The key areas of improvement were outlined to Members, with it explained that education statistics at Key Stage 2 and Key Stage 3 continue to improve. Provisional Key Stage 4 data indicate improvements at Level 1, Level 2 and Level 2+. With regard to the Improvement Objective for the Youth Service, several key successes had been noted in this area, including the introduction of an early intervention process within schools, and 112 young people engaged within this programme to date. In regard to Adult Community Learning, 344 learners achieved basic skills qualifications during 2013-14, which is 39 learners above target. Library Services were another key area of improvement, achieving 8 out of the 9 National Library Standards.

The report referenced the review of the Public Library Service and Community Centre Service and the future delivery options for these areas, outlining the reports that have been presented to date relating to Medium Term Financial Plan savings and efficiencies.

Areas for development were detailed to Members, including the continuation of work on the 21st Century Schools programme and School Places. Further work regarding exclusions within secondary schools was also identified as an area for development, together with the aim to increase nationally accredited outcomes in line with the expansion of youth work methods.

Members were directed to Appendix B of the report which provided a review of the service risks identified within the Service Improvement Plans, and provided an update on their current rating. The report also summarised the results of a number of scorecards, which contained an update on performance against key service local and national indicators. Performance against these indicators was outlined to Members, with the majority of these indicators displaying signs of improvement and exceeding the set target, with a smaller number below target. It was explained that several indicators were awaiting finalised data in order for this information to be populated.

Further detailed information regarding scorecards was contained within Appendix C of the report and Members' attention was directed to several specific areas that displayed improvement for 2014/15, including Schools Finance, Health and Safety, Libraries and the Youth Service.

The presentation also detailed progress against Improvement Objective IO3 and outlined the six key priorities, including: consultation, publication and implementation of the Youth Service Strategy, increasing engagement with young people, working closely with schools to provide youth work in schools, increasing the numbers of young people securing non-formal learning qualifications, improving equality of access to Youth Service provision, and refining method of data collection to better evidence Youth Service outcomes.

Work has started on each of these actions with a summary provided in Appendix D of the report. Particular reference was made to the number of Young People achieving national accreditations, which showed marked improvements against previous years. It was explained to Members that one area highlighted for improvement was the number of young people with nationally recognised accreditations gained within the Youth Service as a percentage of all young people registered. This had shown a decrease in 2012/2013 and it was explained that there were a number of reasons for this, including changes relating to funding arrangements. It was explained that this had now been established as a priority, with a number of educational projects starting to move forward and it was anticipated that there would be an improvement in this area in the next educational year.

It was explained that at the midyear point, all actions have progress listed against them, with each one progressing in a timely manner for completion in March 2015. For this reason the Education and Lifelong Learning Directorate have classed the current status of Improvement Objective IO3 as successful.

Members thanked the Connecting Communities Manager for her detailed presentation and discussion of the report ensued. A query was raised as to the target for the performance indicators relating to school exclusions and it was explained that this was set as zero in line with national indicator target calculation methods. Particular reference was made to performance indicator EDU/009a (the average number of school days that permanently excluded pupils did not receive an offer of full-time appropriate education during the year). It was explained that this indicator had been affected by the number of Year 11 pupils that had received a permanent exclusion during the 2013-14 Academic Year. Officers explained that it is more complex to allocate full time provision to pupils of this age due to the variation in timetabling, as a result of differing curriculum demands.

Members queried the mechanisms for dealing with challenging pupils and behaviour relating to school exclusions and it was explained that this would be explained later in the evening within the presentation of the Behaviour Strategy for 2014-16.

With regards to the Learning, Education and Inclusion Improvement Actions, a query was raised as to the status of Action 4 (Complete the Additional Learning Needs (ALN) Review and implement recommendations). Officers clarified that Phase 1 of the Review had been completed, with a number of implementation recommendations made, and Phase 2, which incorporated interviews with head teachers and governing bodies was currently being progressed. The success criteria of Phase 2 would be reported upon once completed. The duration of the Phase 2 timescales were queried and Officers explained that it was essential to ensure that a complex review of ALN provision across the county borough was thoroughly completed. It was estimated that this action would be completed in April 2015.

Reference was made to a decrease in free school meal entitlement and take-up, and Members queried the reason for this reduction and the methods being undertaken by the Authority to encourage take-up. It was explained that promotional initiatives had previously been undertaken, with the Authority producing information leaflets and writing to eligible parents to inform them of their free school meals entitlement.

Officers outlined the examination process relating to the decrease in take-up, which had been undertaken by cross-examining data within other departments as such Housing Benefits, with Officers thus able to isolate areas of drop-off in free school meals take-up. It had been established that reasons for these decreases were often due to changes in circumstances,

such as parents claiming Working Tax Credit or returning to work. It was confirmed that further cross-departmental work would continue in order to encourage take-up of free school meals entitlement.

Discussion also took place in regard to the criteria used to assess the success of the Improvement Objective and Officers elaborated on the aims of the priorities and the progress detailed therein. Officers also outlined further information relating to performance targets and indicators. Reference was made to National Accreditation and Officers clarified the awarding bodies involved, such as the Duke of Edinburgh Award and WJEC.

Following consideration of the report, the Scrutiny Committee thanked Officers for their presentation and noted the progress made to date in meeting the actions of the Service Improvement Plan. The Committee also agreed with the Officer assessment of Improvement Objective IO3, and noted that at present progress could be judged as successful.

## **9. UPDATE ON SCHOOL PLACES – PRIMARY AND SECONDARY**

Bleddyn Hopkins, Assistant Director 21st Century Schools, presented the report, which updated Members on the provision of school places across the Council.

Members were informed that the provision of school places had been identified by means of an updated School Places Plan, which had been produced for the period 2013/14 - 2023/24 and was attached as Appendix 1 to the report. The plan included details of population projections (2008-2033), CCBC pupil projections to 2019 (Primary) and 2023 (Secondary), distribution of school sizes (Primary and Secondary) and an analysis of projected surplus places (Primary and Secondary). It was explained that this Plan will assist with the formulation of future key strategic decisions, including size and viability of schools, future projections, current and future levels of surplus school places and school type, including age ranges.

Members were advised that updated Property condition surveys are being completed for schools and these will impact upon school place planning for the future, in conjunction with the capital programme and 21st Century Schools developments.

Officers summarised the data and findings contained within the School Places Plan, which identified a number of key issues, including an increasing need for Welsh-medium education in both primary and secondary schools, consideration around future phases of secondary rationalisation and bid proposals for the future Band B of the 21st Century Schools Programme. It was confirmed that a number of reports addressing these issues would be presented to Members in the near future.

The Assistant Director was thanked for his presentation and discussion of the report ensued. Reference was made to the increasing need for Welsh-medium education and a query was raised by Members as to the feasibility of transferring English-medium school sites, in certain areas, to Welsh-medium provision, in order to address the shortfall in Welsh-medium school places. It was advised that the matter had been given consideration but it had been determined that such action would not be feasible given the complexity of the issues and decisions involved in such a process.

Reference was made to the proposed closures of Pontllanfraith Comprehensive School and Pontllanfraith House, and the possibility that the land that could subsequently become available could be used for new housing developments in the future. Concerns were raised in regard to the impact that this could have on the local population and the availability of school places and it was explained that these considerations had been incorporated into the Authority's Local Development Plan, which took account of future planning approaches and land usage.

Following consideration of the report, Members noted the updated details contained within the School Places Plan 2013/14 - 2023/24 and the key issues identified for future consideration.

## **10. PUBLIC LIBRARY STANDARDS IN WALES – ANNUAL LIBRARY UPDATE REPORT 2013-14**

Gareth Evans, Interim Manager for Community Education, presented the report to Members, prior to its consideration by Cabinet on 12th November 2014. The report informed Members of progress made by the County Borough Library Service in seeking to meet the 4th Framework of Welsh Government Public Library Standards and Performance Indicators during 2013-14 the final year of the improvement scheme in its present form.

It was noted that the Library Service had met or exceeded 8 of 9 Welsh Government Public Library Standards in 2013-14, an improvement of 2 Standards on that achieved in 2011-2012 and 2012-13. Details of standards met or partially met were listed within the report and further information was contained within the Welsh Government's Public Library Standards Annual Report 2013-14, which was included as Appendix 1 to the report. Further details of the WG's Public Library Standard Reference Group assessment of this performance were contained within Appendix 2 of the report.

This performance is deemed above average when compared to Wales as a whole, with this attainment commended by the WG assessor and peer led Reference Group in the Annual Report for Caerphilly 2013-14, as 'significant and sustained', the result of 'careful planning and the implementation of a development plan'

In regard to the 4th Assessment Framework for Welsh Public Library Authorities, the Library Service was commended for achievements linked to the 2009-14 Five Year Development Plan, its Library building improvement programme, and the adoption of a new service strategy for 2014-17 that focuses on 'reading together', 'e-digital services' and the requirements of the County Borough Medium Term Financial Plan.

Achievements against the Welsh Public Library Performance Indicator were also detailed, with the number of people using the Library Service per 1,000 resident population increasing by 19.6% in 2013-14, and overall increases in customer satisfaction levels recorded. Targets identified for improvement included areas relating to book borrowing and the percentage of Internet terminals within library buildings in continuous use.

Discussion of the report ensued and Members were pleased to note the progress made against the 4th Framework of Welsh Government Public Library Standards and Performance Indicators. A query was raised in regard to the number of computers within the Authority's libraries and accessibility to wireless internet. It was explained that there are 250 computers available for public use across the Authority's network of computers and wireless internet access is provided in libraries open for 30 hours or more per week.

Following consideration of the report, it was moved and seconded that the recommendations in the report be forwarded to Cabinet for approval. By a show of hands this was unanimously agreed.

RECOMMENDED to Cabinet that:-

- (i) The information received from the County Borough Library Service with regard to its performance for 2013-14 in working towards achieving the 4th Framework of Welsh Government Public Library Standards and Performance Indicator Set for 2011-14 be noted;
- (ii) The Welsh Government's Public Library Standard Reference Group assessment of this performance be noted, with the Authority's attainment of 8

Public Library Standards, above the median for Wales of 6.5 of particular note and the subject of the assessor's formal commendation;

- (iii) The Welsh Government Public Library Standards Annual Report 2013-14 be endorsed.

## **11. THE BEHAVIOUR STRATEGY 2014-16**

Keri Cole, Manager for Learning, Education and Inclusion, and Jackie Garland, Service Manager for Social Inclusion, presented the report, which outlined the key aspects of the Behaviour Strategy and demonstrated plans for implementation over the next two years.

With the aid of a slideshow presentation, Officers outlined the rationale behind the Behaviour Strategy, together with detailed information regarding the four critical aspects of the strategy. The report outlined how the Strategy would be monitored and evaluated and the next steps to be undertaken in order to progress the Strategy.

Officers outlined the background and rationale surrounding the Strategy and the challenging circumstances experienced by many headteachers today in regard to pupil behaviour, with the strong links between behaviour and communication explained to Members. Managing challenging behaviour successfully has always been an issue for schools, in that it underpins teaching and learning and has a significant impact on levels of wellbeing of pupils, staff, families and the local community. It was explained that in order to achieve success, all stakeholders need to work together to ensure consistency in approach and share examples of good working practice which currently exist within schools.

It was advised that referrals for additional support and hours of support have increased significantly in the last year, and therefore demonstrate an increasing need for support for schools. Members were informed that there were a number of complex reasons behind this increase, with a need for a cautious approach in addressing challenging behaviours. It was acknowledged that there are some pupils' behaviours that will always require specialist support and provisions because of their complexity. Requests for input and support are regularly made to the Authority which are deemed urgent and immediate, with it explained that meeting such demand is unrealistic and counterproductive in the long term, with a need for a proactive approach therefore identified.

Reference was made to recent media headlines as an example of the higher expectations placed on schools in relation to the management of challenging pupil behaviour. It was explained that the Strategy aims to support the building of capacity within schools and settings in order to attain sustainable progress in behaviour management.

In order for the Strategy to be successful, it was explained that there was a need for the four critical aspects identified to be strengthened. These aspects consisted of leadership and management, teaching and learning, support for families and the community, and support for specialist services. Members were informed that these four essential elements needed to interact with each other in order to influence good attitudes and behaviours and ensure that schools build a capacity for dealing with challenging behaviours. It was explained that implementing this Strategy would require a major cultural change and an overhaul of existing policies and processes in order to establish a consistent approach and expectation to managing challenging behaviour in schools across the Authority. In this respect it was explained that the ALN review referenced earlier in the meeting was timely in that it promotes self-evaluation, which interacts with the ethos of the Behaviour Strategy.

Further detailed information was then provided in regard to each of these four critical aspects. In relation to leadership and management, the characteristics of good leadership were outlined to Members and the positive links between this, communication and good behaviour explained. It was expected that good leaders would implement a graduated approach to

meeting challenging behaviour, positively reinforce staff for good working practices, set and maintain the standard for adult behaviour, and reinforce behaviour standards in everyday interaction. In order to support this aspect, it was explained that an ambitious training programme would be developed, together with guidance and advice given for reviews of policies, procedures and protocols, with bespoke training for governing bodies.

The next critical aspect outlined related to teaching and learning, with good characteristics incorporating an appropriate curriculum and learning pathway, and high quality learning experiences. It was explained that a variety of learning styles was key to quality teaching and learning in order to encourage continual engagement with children. Positive school cultures such as anti-bullying stances were also of high importance to teaching and learning, together with the promotion of personal and social skills in addition to educational qualifications. All school staff would receive training on this aspect, together with additional training for a nominated behaviour designate and bespoke training for particular groups of staff (such as support staff).

The third aspect of the Strategy focused on support for families and communities. It was explained that the development of good attitudes towards learning with high standards of behaviour is largely dependent upon a positive learning environment and support from the home. Characteristics of good support for families include positive and meaningful engagement between the school and parents in order to build a good relationship for dealing with difficult pupil behaviour, together with a consistency in approach to all adults. The ability to clearly direct parents to other services and information was also important, together with links to youth provision and multi-agency working. Training would include bespoke programmes for parents and families, with appropriate agencies working closely together to ensure a consistency in approach, with schools and settings receiving specialist advice on strengthening home-school links.

The final aspect of the Strategy related to interaction with specialist services, with the importance of clear roles and responsibilities and a need for a consistent and straightforward approach in dealing with these services outlined to Members. In order to support this aspect, and as part of the wider review of Additional Learning Needs, all relevant Learning, Education and Inclusion policies and protocols will be reviewed, with working practices of specific teams examined and adopted. The process for referrals for additional support will be reviewed and provision for special behaviour processes assessed for fitness of purpose.

Officers outlined the monitoring and evaluation processes to be used in regard to the Behaviour Strategy, and explained that it was vital that the impact of the Strategy is measured as it is implemented over the next two years in order for the necessary adjustments to be made. Success will be measured via a number of avenues, including feedback from stakeholders, inspection reports and questionnaires, number and classification of referrals, decreasing exclusion rates, improving standards of achievement, feedback from schools, appropriate responses to need of learners, reporting of discrimination incidents and case studies for sharing good practice. Regular reports will be made through Service Improvement Plan updates, with case studies collected so good practice can be shared, and regular updates will also be reported to the Education Achievement Service and to Headteachers through the scheduled meetings.

The next steps relating to the implementation of the Behaviour Strategy were outlined to Members, with procurement of the training providers almost completed. It was explained that the first priority would be to finalise and organise the training schedule and to develop policy, and to present the Strategy to the full Stakeholder Group.

Officers were thanked for their presentation and discussion of the report ensued. A Member voiced their concern regarding the marked increase in challenging behaviour in schools. The effectiveness of the new Strategy was queried and Officers were asked if there were sufficient resources available for it to be implemented.

Officers agreed that the scale of the implementation was extensive but that it was essential that this Strategy be introduced in order to provide much needed support to schools that were struggling to manage challenging pupil behaviour. It was also important to share the working practices of schools that already had an excellent track record in relation to managing challenging behaviour, and break the current reactive cycle of responding to support requests by introducing a range of proactive measures.

Discussion took place regarding the differences in support requirements relating to challenging behaviour at primary and secondary school level. It was noted that referrals were more prevalent at primary school level, in part due to earlier diagnosis of more complex issues such as additional learning needs. It was also explained there was a higher level of referrals within primary schools due to secondary schools often having an additional internal support infrastructure.

Members thanked Officers for their presentation and noted the content of the report and the plans for the implementation of the Behaviour Strategy.

## **12. REQUESTS FOR AN ITEM TO BE PLACED ON THE NEXT AVAILABLE AGENDA**

There were no requests received for future agenda items.

## **13. INFORMATION ITEMS**

The Committee noted the following items for information, full details of which were included within the Officers reports. They were not brought forward for review.

- (1) Budget Monitoring 2014-15.
- (2) Learning Caerphilly – An Update.
- (3) Childcare Sufficiency Assessment (CSA) 2014.
- (4) SACRE Minutes – 12th June 2014.

The meeting closed at 7.58 p.m.

Approved as a correct record, and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on 13th January 2015, they were signed by the Chair.

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CHAIR