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AGENDA

Committee CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

Date and Time of Meeting TUESDAY, 12 JANUARY 2016, 2.30 PM

Venue COMMITTEE ROOM 4 - COUNTY HALL

Membership Councillor Richard Cook (Chairperson)
Councillors Boyle, Chaundy, Gordon, Joyce, Morgan, Murphy,
Dianne Rees and Lynda Thorne

Mrs P Arlotte (Roman Catholic representative), Carol Cobert (Church in Wales representative), Ms Catrin Lewis (Parent Governor Representative) and Mrs Hayley Smith (Parent Governor Representative)

Time approx.

1 Apologies for Absence 2.30 pm

To receive apologies for absence.

2 Declarations of Interest

To be made at the start of the agenda item in question, in accordance with the Members' Code of Conduct.

3 Minutes

To approve as a correct record the minutes of the previous meeting held on 8 December 2015.

4 Cardiff Schools Annual Report (Pages 1 - 82) 2.35 pm

This report provides the Committee with details of the performance of the Schools as well as an analysis of results across ethnic groups and gender.

(a) Councillor Sarah Merry (Cabinet Member for Education) will be in attendance and may wish to make a statement;

(b) Nick Batchelar, Director of Education and Lifelong Learning and

Angela Kent (Head of Achievement and Inclusion) will present the report and be available answer any questions Members may have;

Also in attendance, Hannah Woodhouse, Managing Director of Central South Consortium Joint Education Service and Marc Beli (Head Teacher, Bishop of Llandaff High School), Joanne Colsey (Head Teacher, Stacey Primary School and Kevin Tansley (Head Teacher, Ty Gwyn Special School).

(c) Questions from Committee Members;

The way forward for this item will be considered at the end of the meeting.

5 Consortium draft Self Assessment and draft Business Plan 2016/17 (Pages 83 - 108) 3.45 pm

To provide the Committee with an opportunity to review and comment on the work of the consortium.

(a) Hannah Woodhouse, Managing Director of the Central South Consortium Joint Education Service, will present the two reports, and will be available to answer any questions Members may have;

(b) Nick Batchelar, Director of Education and Lifelong Learning may wish to provide comments on the self assessment and draft business plan and will be available to answer any questions Members may have;

(c) Questions from Committee Members

The way forward for this item will be considered at the end of the meeting.

6 Prevent Strategy (Pages 109 - 196) 4.15 pm

To provide the Committee with a verbal briefing on its key objectives and projects covered by the strategy.

(a) Carl Davies – Home Office Prevent Coordinator, will make a presentation on the Prevent Strategy, and will be available to answer any questions Members may have;

(b) Questions from Committee Members.

The way forward for this item will be considered at the end of the meeting.

7 Social Services and Well Being Act (Wales) 2014 Briefing Paper 4.45 pm
(Pages 197 - 228)

This report enables the Committee to be updated on the progress being made to implement the requirements of the Act, its regulations and guidance.

- (a) Tony Young, Director of Social Services, will introduce the briefing and be available to answer questions;
- (b) Questions from Committee Members.

The way forward for this item will be considered at the end of the meeting.

8 Play Service Briefing Paper (Pages 229 - 246) 5.15 pm

This report provides the Committee with a briefing on a new operating model for Children's Play in Cardiff which enables a greater emphasis on partnership, community ownership of the Play agenda and a clear pathway allowing a targeted response to those in need based on clear evidence providing integration with existing Council provision for young people.

- (a) Councillor Peter Bradbury, Cabinet Member Community Development, Co-operatives & Social Enterprise, will be in attendance and may wish to make a statement;
- (b) Andrew Gregory, Director City Operations and Malcom Stammers, Operational Manager, Leisure and Play, will introduce the briefing and be available to answer questions;
- (c) Questions from Committee Members.

The way forward for this item will be considered at the end the meeting

9 Way Forward 5.45 pm

10 Date of next meeting

The next meeting of the Children and Young People Scrutiny Committee is the Budget Meeting on Tuesday 16 February 2016 at 10.00 am.

Marie Rosenthal

Director Governance and Legal Services

Date: Wednesday, 6 January 2016

Contact: Mandy Farnham,

029 2087 2618, Mandy.Farnham@cardiff.gov.uk

This document is available in Welsh / Mae'r ddogfen hon ar gael yn Gymraeg

CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

8 DECEMBER 2015

Present: Councillor Richard Cook (Chairperson), Councillors Boyle, Chaundy, Gordon, Joyce, Murphy and Dianne Rees

Co-opted Members: Mrs P Arlotte (Roman Catholic representative) and Carol Cobert (Church in Wales representative)

50 : APOLOGIES FOR ABSENCE

Apologies were received from Councillors Morgan and Thorne and from Ms Catrin Lewis.

51 : DECLARATIONS OF INTEREST

The Chairperson reminded Members of their responsibility under Part 3 of the Members' Code of Conduct. There were no declarations of interest.

52 : MINUTES

The minutes of the Committee Meeting of 10 November 2015 were approved as a correct record and signed by the Chairperson.

53 : ESTYN INSPECTION - SIGNIFICANT IMPROVEMENT VISIT LETTER

The Chairperson welcomed Clive Phillips, Assistant Director, Estyn and Huw Davies, Estyn Inspector.

There had been a second monitoring visit during October 2015. The purpose of that visit was to address Recommendations 2 and 4 arising out of the initial visit, namely to reduce exclusions and reduce the proportion of young people who are not in education employment or training post-16 and to improve the effectiveness of joint planning across the range of partnership working respectively.

Verbal reports of the findings were provided at the conclusion of the monitoring visit. Written details have now been provided by letter of 30 November 2015.

Mr Davies advised the Committee that the outcome of the monitoring visit was positive. Whilst there is still some variation in the level of exclusions in schools it is something about which the Directorate is fully aware and the issues are being addressed. In relation to the 5 step approach that is provided to schools by the local authority the visit highlighted that schools are generally unclear as to how to access the specialist external provision (step 5).

The Committee were advised that whilst there has been a reduction in the number of young people not in education, employment or training (NEET). The monitoring visit

highlighted that the variation across Wales is too great, however a trainee programme has recently been implement.

Members were advised by Clive Phillips that there has been a positive improvement in partnership working; there has been a shift in culture in the relationship between schools and the local authority.

The Committee were advised that the relationship between the local authority and the consortium had also improved. However, the Committee needs to continue to scrutinise the work of Challenge Advisors on the level of exclusions and NEET's.

The Chairperson invited questions and comments from the Committee:

- Members queried the lack of involvement of Headteachers with NEET's and were advised that more focussed work is now being done; careers information, signposting and work with those likely to become NEET prior to their leaving school;
- Partnership working has had a positive impact on trying to reduce the percentage of NEET's. There is positive involvement with Further Education Institutions and Youth Support in helping to identify, support, mentor and coach those who are at risk of becoming NEET;
- Members were advised that not all Challenge Advisors discuss concerns over exclusions of NEETS with schools despite being provided with the information;
- Members were advised that it is still the vulnerable or those with special needs who are statistically more likely to become NEET;
- The vulnerability assessment profile is important and is being used within schools - it does help in the identification of those at risk.

Members were advised that the final monitoring visit will take place on 25 January 2016 at that time recommendation 1; the raising of standards, particularly at Key Stage 4, and progress against all recommendations will be considered. Information will be provided at that time as to whether or not monitoring is still required.

The Chairperson thanked Mr Davies and Mr Phillips for attending their attendance at the meeting and answering Members questions.

Sarah Merry, Cabinet Member for Education and Nick Batchelar, Director Education and Lifelong Learning were present during the presentation. The Cabinet Member wishes to thank the Director and staff for all their continued hard work in relation to the Estyn visits.

AGREED: That the Chairperson, on behalf of the Committee, writes to the Assistant Director, Estyn. [View letter](#)

54 : CHILDREN'S SERVICES - QUARTER 2 PERFORMANCE REPORT

The Chairperson welcomed Councillor Sue Lent, Cabinet Member, Early Years, Children and Families, Deputy Leader, and Tony Young, Director Social Services and Irfan Alam, Assistant Director Children's Services.

The report set out performance data outlining progress against the objectives aligned to the social theme for the quarter ending 30 September 2015 and the annual outturn for 2014-15.

The Director presented the report advising Members that Quarter 2 has consolidated the positive improvements achieved in Quarter 1. However, there had been slippage in progress relating to the Child Sexual Exploitation Strategy. Members were assured by the Director that that strategy will be in place at the beginning of 2016.

Members were informed that the new Personal Education Plan process had not improved the timely completion and quality of those plans.

Finally, Members were advised of the current difficulties with the Enhanced Fostering Scheme and the distinct likelihood that the contract with Core Assets will be terminated. The Director advised Members that in the circumstances it was unlikely that the £780,000 budget saving would be realised.

The Chairperson invited questions and comments from the Committee.

The Committee queried the decision to award the contract. Members were advised that there were two bidders for the Enhanced Fostering Scheme, one a private company who were able to provide results more quickly and the least expensive option and the other a company involved was a charity. The scoring was in favour of the private and as a consequence they were awarded the contract. As a result of performance issue concerns were raised with the provider, their reaction to the issues raised was positive and there was a clear indication that they intended to address the issues. However, the issues were not addressed and the contract is to be terminated.

Members questioned the caseloads of Social Workers and whether they were too heavy particularly if a crisis arose. Officers advised that there is supervision and monitoring of case loads, Social Workers with more serious cases do not have as many cases to deal with, however, they are used to prioritising cases, managing their cases and balancing the needs of those whom they are trying to help.

Members expressed their concerns about the continued low performance in completing Personal Education Plans. Whilst they understood there are issues with timeliness they were concerned and disappointed that quality has not yet improved. They were advised that there are now weekly updates on performance.

Further to a question from the Committee, Officers advised that whilst there should be a more 'joined up approach' in relation to young people not in education, employment or training, Nick Batchelar, Director Education & Lifelong Learning is the lead. There is a determination to improve the education of and maximise the lifetime chances of Looked After Children.

The Committee questioned the number of referrals and whether or not, if there was a spike in those referrals, targets would remain achievable. Officers advised that the Project Manager, Multi-Agency Safeguarding Hub (MASH) is now in post providing greater confidence that targets can be met. Officers advised that there has been an increase in the complexity of cases, but at this point it is not possible to identify particular trends. However, Officers did identify issues such as Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM) and the complex needs of Eastern European migrants.

Members queried the figures provided in relation to the percentages of children in out of the area placements. Officers explained that for some children placement outside the authority is in their best interests.

Members queried why Foster Carers have migrated toward the independent agencies. Officers advised that data has shown that the overriding reason for this is the lack of support provided. It was noted that recently a new strategy has been launched to increase the number of Foster Carers, and an offer of direct care involvement. Social media has been used to get the recruitment message across. Members were advised that recently Foster Carers are returning to the authority and have been expressing concern at the 'money making ethos' of the independent agencies.

The Cabinet Member advised that the work of a great deal of people has resulted in the change in the Looked After Children figures and she wished to thank all those involved and praised the 'Safe Families' Scheme which has been developed by the Service. Reference was also made to the Campaign Briefing Paper produced by the Assistant Director.

Members were provided with information in relation to a number of inspections:

- A youth offending service inspection commenced on 30 November, involving a number of inspectorates. Feedback from that inspection is expected on 18th December.
- A CSSIW inspection of Children's Services is due to commence on 11 January 2016, there are to be 6 inspectors examining 60 cases. Feedback is expected during the week of the 25th January.
- There is a Fostering Service inspection due to commence at the end of January 2016.

The Chairperson thanked the Cabinet Member and officers for attending the meeting, their presentations and for answering Members questions.

AGREED: That the Chairperson, on behalf of the Committee, writes to the Cabinet Member highlighting the issues raised during the way forward discussion. [View Letter](#)

55 : BUDGET MONITORING PANEL - MONTH 6 BUDGET MONITORING REPORT

Martyn Hutchings, Principal Scrutiny Officer, presented this report and updated the Committee on the outcome of the second meeting of the Budget Monitoring Panel.

AGREED: That the reports recommendations were approved.

56 : COMMITTEE BUSINESS REPORT

This report was presented by Martyn Hutchings, Principal Scrutiny Officer.

The Committee received copies of correspondence sent and received in relation to matters previously scrutinised by this Committee.

Members had decided to scrutinise the Corporate Plan 2016-17 and the Budget Proposals 2016-17. The proposed date for that meeting is 16 February 2016 @ 10.00 am with any Members of the Public being invited to attend at the beginning of the meeting.

AGREED: That the correspondence be noted and confirm that the Budget Scrutiny Meeting is to take place on 16 February @ 10.00 am.

57 : DATE OF NEXT MEETING

The next meeting will be held on Tuesday 12 January 2016 @ 2.30 pm in Committee Room 4.

The meeting terminated at 6.20 pm

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**CITY AND COUNTY OF CARDIFF
DINAS A SIR CAERDYDD**

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

12 January 2016

**THE PERFORMANCE OF CARDIFF SCHOOLS 2014 / 15– Draft Cabinet
Report & EDUCATION QUARTER 2 CORPORATE PERFORMANCE**

Background

1. When considering its work programme for the year, the Committee agreed to receive a series of performance reports which would focus on the impact of actions to address the recommendations made by Estyn in a monitoring visit in February 2014 and which would also include the Annual Performance of Schools report for 2014 / 15.
2. This report provides the Committee with the opportunity to consider a draft copy of the Cabinet report “The Performance of Cardiff Schools and the Youth Service in 2014 / 15” due to be considered by Cabinet on 21 January 2016 (copy attached as **Appendix A**). Together with the Education and Lifelong Learning Directorate’s quarter 2 performance report (copy attached at **Appendix B**).
3. The publication of the Schools Annual Report is considered best practice and is produced to help inform elected Members, schools and school governors on the progress being made to improve performance across all schools in Cardiff.
4. The Committee agreed at its September 2014 meeting that in future certain sections of the Annual Report would be considered separately by Members. This will enable the Committee to consider the information in a more detailed

and timely manner. To this end the Committee has already received reports on:

- National categorisation of Schools March
- Needs June
- Provisional School Results September
- Performance in Literacy and Numeracy November
- The outcomes of School Inspections November

Corporate Performance Quarter 2

5. The Council's Performance Management Framework includes the regular reporting of Quarterly Performance by Directorate. The Quarter 2 Education Performance reports, attached at **Appendix B**, cover:

- Progress against Corporate Plan commitments
- Progress against Directorate Plan Actions
- Progress on challenges previously identified
- Service delivery issues
- Key Performance Indicator data
- Corporate risks.

6. The report provides the Committee with information about the context that these services are operating in, performance information and the management actions that are being taken to address performance issues. The report also provides an explanation of the progress being made in addressing the challenges identified in each quarter.

Issues

7. The Director of Education and Lifelong Learning has included, at the beginning of the Cabinet report, a commentary on the performance of Cardiff's Schools. This includes an overview of the performance data, identified areas of positive improvement, as well as aspects of continuing concern.

8. The report provides an initial analysis of educational outcomes for the academic year 2014-15 and identifies the main strengths and shortcomings in performance. Overall results are final, based upon actual performance data published by Welsh Government. Results in all phases for Free School Meal pupils are also provisional, pending publication by Welsh Government.

Scope of Scrutiny

9. This report will provide the Committee with an opportunity to review the Draft Cabinet report “Performance of Cardiff Schools and the Youth Service in 2014/15” to enable the Education Service and partners to achieve their principal responsibility to raise education standards and improve outcomes for all learners. It will also enable Members to enquire as to:
 - i. How have Cardiff schools performed in achieving their responsibilities to all learners?
 - ii. What can be learnt from the analysis of the results and what actions have been taken to address any issues?
 - iii. What actions have been implemented to ensure improvements in provision in areas achieving below target?
 - iv. What actions are being implemented to ensure that Cardiff’s Schools have high quality leadership and teaching?

Way Forward

10. The purpose of this report is to provide Members with a copy of The Performance of Cardiff Schools in 2014/15 (copy attached at **Appendix A**). Councillor Sarah Merry (Cabinet Member for Education) may wish to make a statement. Nick Batchelar, Director of Education and Lifelong Learning and Angela Kent, Head of Achievement and Inclusion will make a presentation, and both are available to answer any questions Members may have.
11. The following people have also been invited to contribute to the Committee’s consideration of the report; namely:

- Hannah Woodhouse (Managing Director) of the Central South Consortium Joint Education Service – to present an account of the role of the Consortium in raising standards and the Consortium’s plans to further strengthen the impact of its work.
- Marc Beli (Head Teacher, Bishop of Llandaff High School), Joanne Colsey - (Head Teacher, Stacey Primary School) and Kevin Tansley – (Head Teacher, Ty Gwyn Special School) have also been invited, and will be available to provide a sector perspective on the performance report.

12. Members may wish to review the information contained in the Draft Cabinet report *The Performance of Cardiff Schools and the Youth Service in 2014/15* report (**Appendix A**) and in the officers’ presentations and answers to Members’ questions, and to consider highlighting any issues for further investigation or more detailed monitoring over the next year.

Legal Implications

13. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct legal implications. However, legal implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to Cabinet/Council will set out any legal implications arising from those recommendations. All decisions taken by or on behalf of the Council must (a) be within the legal powers of the Council; (b) comply with any procedural requirement imposed by law; (c) be within the powers of the body or person exercising powers on behalf of the Council; (d) be undertaken in accordance with the procedural requirements imposed by the Council e.g. Scrutiny Procedure Rules; (e) be fully and properly informed; (f) be properly motivated; (g) be taken having regard to the Council's fiduciary duty to its taxpayers; and (h) be reasonable and proper in all the circumstances.

Financial Implications

14. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct financial implications at this stage in relation to any of the work programme. However, financial implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to Cabinet/Council will set out any financial implications arising from those recommendations.

RECOMMENDATIONS

Members are recommended to:

- Consider the information contained in this report and *The Performance of Cardiff Schools in 2014/15* report and provide any comments, concerns or recommendations to the Cabinet Member or Director of Education and Lifelong Learning, prior to its consideration at Cabinet on 22 January; and
- Identify any issues for further consideration or investigation.

Marie Rosenthal
Director of Governance
and Legal Services

Nick Batchelar
Director of Education and
Lifelong Learning

6 January 2016

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Directorate: Education & Lifelong Learning

Director: Nick Batchelar

Councillor: Sarah Merry

Q2 2015/16

Budget	Projected Outturn	Variance	Variance (%)
£234,661,000	£234,661,000	-	-

Number of Employees (FTE)	750
Sickness Absence YTD (Days Per Person)	3.1
PPDR Initiation Stage (Permanent Staff)	89.9%

Target Savings 15/16	Projected Savings	Variance	Variance (%)
£2,621,000	£2,357,000	£264,000	10.07%

Q2 Progress against Corporate Plan Commitment Actions 2015/16 (Total No. 23)

Green 70% (16)

Amber 30% (7)

Q2 Progress against Directorate Plan actions (Core Business Priorities) 2015/16 (Total No. 50)

Green 52% (26)

Amber 42% (21)

Red 6% (3)

Progress on Challenges Identified Q1 (previous quarter)

1. Changes to the challenge adviser team - The Consortium and Local Authority have arranged a training and induction programme for new challenge advisers. The senior challenge advisers are undertaking joint visits with new challenge advisers to support the transition arrangements.
2. Appointing governors to schools causing concern - Additional governors have successfully been appointed to schools which have been subject to local authority intervention and also to schools where governor vacancies existed.

Q2 Service Delivery

Directorate Delivery Plan

An Initial View of School Performance – Academic Year 2014/15

In both the Foundation Phase and Key Stage 2, the rate of improvement has increased in Cardiff in each of the past three years. Cardiff is now at least in line with the national average in all the main indicators in the primary phase.

At Key Stage 3 performance is still improving, albeit the rate of improvement has slowed.

Cardiff's results at Key Stage 5 compare positively with the national figures for both Wales and England. The proportion of students achieving the level 3 threshold this year is 97%, a slight increase on 2014 at 96.8%.

Provisional performance data for Key Stage 4 illustrates:

- An improvement of 5 percentage points at the level 2+ threshold, from 54.04% in 2014 to 59.06% in 2015. This is the biggest improvement in the Consortium region and performance is now above the Wales average of 57.58%. However, this means that four out of every ten pupils did not achieve five good GCSEs including English/ Welsh and mathematics. In five schools more than half of the pupils failed to reach the level 2+ threshold, and in three schools it was more than seven out of every ten pupils.
- Eight of eighteen Secondary Schools met or exceeded their expected performance at the L2+ threshold.
- An improvement of 4.96 percentage points at the level 2 threshold, from 76.03% in 2014 to 80.99% in 2015. However, on this wider measure of attainment, performance remains below where it should be given the very low standards previously and below the Wales average of 83.43%.
- A decrease in the level 1 threshold, from 93.19% in 2014 to 92.06% in 2015. Performance is below the Wales average of 94.32%.

Provisional Key Stage 4 data is currently being verified by schools. Final performance data will be available in December 2015 and will be presented in the Quarter 3 report.

School Organisation Programme: Significant progress has been made in the implementation of projects within the 21st Century Schools Programme. This includes the completion of the extension to Mount Stuart Primary School, the completion and opening of the starter class and nursery of the new Howardian Primary School and the completion of the new Pontprennau Primary, community focused school. Design of the new Eastern High School is complete and planning permission has been submitted. Demolition of buildings on the site is on course for completion by late Spring 2016 with Wilmott Dixon due to take possession of the site by 5th May 2016, to deliver the new school by September 2017. Consultation will commence for the new high school in the West in October 2015.

Challenge Cymru Schools: A new Head teacher has taken up post at the Michaelston Glyn Derw Federation.

Eastern High School, Michaelston Glyn Derw Federation and Cantonian High School have structured partnerships with high performing schools.

Self-Improving School System: Improvements in school performance data this year suggest that there will be an increase in the number of green schools in Cardiff when national categorisation data is published in January 2016.

In July, Cardiff hosted a major international conference on international school to school partnerships under the EU Erasmus programme.

Through the Education Development Board, Secondary Head teachers are also leading a programme to improve teaching and learning in core subject areas, commencing with Mathematics. This will be further developed in collaboration with the Consortium.

School Governance: As at the end of September 2015, the % of governor vacancies has increased slightly to 9.35% (179 governors) from 9.14% at the end of the last quarter. This is expected due to academic year end turnover. The % of LA governor vacancies has decreased to 6.92% (27 governors). The Communications campaign 'Education is Everybody's business' has been launched. A full training programme is now available covering all mandatory training.

Youth Guarantee: Guidance outlining the expectations of schools to offer Impartial Careers Advice and Guidance has been issued to schools and the majority of schools have uploaded their courses onto the Common Area Prospectus. All schools are being followed up to ensure 100% completion. Careers Wales are offering training to upskill school staff and the LA and Careers Wales are re-instigating a Careers Co-ordinators forum in Cardiff to support progress.

NEETS and the Vulnerability Assessment Profile (VAP): Of the 366 young people leaving Year 11, who were identified as at risk of becoming NEET, 61% had a positive destination as at the end of September 2015. Those without a destination are being prioritised for follow up in the neighbourhoods. Impact will not be fully assessed until the Careers Wales Destinations Survey is undertaken mid November 2015.

Looked After Children Delivery Plan: A 'virtual school' data tracking system for all Looked After pupils is now live and provides a profile of every child to include end of Key Stage attainment data, attendance and exclusions. A learning mentor has been appointed to focus on KS4 attainment and wellbeing. The Looked After Children KS4, L2+ indicator for 2014/15 has increased from 10% to 17% - an increase from 3 to 6 pupils achieving this indicator. The Joint Education and Children's Services Looked After Children's Education Delivery Plan has been integrated into the Corporate Parenting Strategy and will be monitored through the Strategy's implementation plan and processes.

Youth Services: The commissioning process has been undertaken and 10 neighbourhood grants have been issued. 5 areas have not been allocated. The second round grant process is closing in October 2015 and will ensure more focus on those areas not covered from bids in round 1. Disposal of buildings has progressed with five buildings remaining surplus to requirements. Plans are in place to remove a further two in the short term. An Investment plan is being considered for retained buildings. Work is progressing on slotting and matching to the new Youth Service Structure, for implementation by March 2016. 24 student placements have been agreed with Cardiff Met for October 2015.

Partnerships: Additional Learning Needs/Special Education Needs – The ALN/SEN provision strategy is being implemented and will guide the review and development of provision in Cardiff. The SEN funding formula is also under review in partnership with schools.

Exclusions- Good progress has been made in reducing fixed term exclusions in the majority of schools. However, year-end targets were not met due to exclusion rates in eight secondaries and a small number of primary schools. The service is continuing to re-shape provision to enable schools to build capacity to manage pupil behaviour and to access appropriate services for extreme cases, whilst managing financial pressures.

Education Development Board – The Board has been reconstituted and has developed a new work programme which will focus upon 1) developing the capacity of schools to lead and support their own improvement 2) developing more effective partnerships to improve outcomes for children and young people 3) developing a vision and strategy for excellent education in Cardiff to 2020.

Core Support Services:

There has been significant progress for all the Education services in reaching a balanced financial position for this financial year. Each of the education traded services will be able to finance all their costs through generating sufficient income. Much work has been done in examining other models of delivering these services. All the school SLAs have been refreshed and have now adopted a consistent format and moved to an academic year trading basis.

During the summer term a new ICT scheme of work for both primary and key stage 3 settings was completed with the help of a number of school settings. This will be rolled out during the autumn term.

Finalised reports on alternative delivery models will be examined early in the Spring term.

Performance and management information reporting arrangements continue to improve. Opportunities for greater collaboration with the Consortium and individual local authority performance and data teams are being pursued, to increase capacity to respond to both local and regional information requirements.

Progress has been made to present educational information for Looked After Children via the Education Management System, through the development of a 'Virtual School' tracking system. Opportunities to extend the model to other vulnerable groups will be considered in the months ahead.

Management (PPDR, Sickness and Health & Safety)

Whilst PPDR compliance has improved this quarter, there remains scope to increase participation within timescales.

Work is also ongoing to continue to enhance the quality of the PPDR process, through consistent alignment on

individual objectives with directorate priorities.

Directorate: Education & Lifelong Learning

Key Performance Indicator Data – Q2 2015/16

Q2 Progress against Performance Indicators (Corporate & Delivery Plans) 2015/16

(Total No. 19 reportable in Quarter 2, (CP) = Corporate Plan KPI P = Provisional Result NYA- Not Yet Available)

Green 37% (7)

Amber 21% (4)

Red 42% (8)

Performance Indicator	Result Academic Year 13/14	Target Academic Year 14/15	Result Academic Year 14/15	Target Academic Year 15/16	RAG
% pupils achieving Foundation Phase Outcome Indicator	83.70%	85.8%	86.73%	86.4%	Green
(CP) % pupils at Key Stage 2 achieving the CSI	85.11%	86.5%	87.76%	88%	Green
(CP) % pupils at Key Stage 3 achieving the CSI	81.51%	79.3%	83.40%	82%	Green
(CP) % pupils at Key Stage 4 achieving Level 1 threshold	93.19%	94.5%	92.06% (P)	96%	Red
% pupils at Key Stage 4 achieving Level 2 threshold	76.03%	81.15%	80.99% (P)	82.3%	Red
(CP) % pupils at Key Stage 4 achieving L2+ threshold (inc. English/Welsh and Maths)	54.04%	60%	59.06% (P)	65%	Green
(CP) Average point score Key Stage 4	476.6	497	464 (P)	525	Red
(CP) % point gap between eFSM / non FSM at Key Stage 2 CSI	17.50%	16.22%	14.3% (P)	15%	Green
(CP) % point gap between eFSM / nonFSM at Key Stage 4 L 2+	33.29%	30%	34.37% (P)	27%	Red
(CP) Number of LA maintained schools placed in 'Special Measures' or 'Significant Improvement' in previous year	2	0	6	0	Red
(CP) % pupils leaving with no qualification (Yr 11)	1.1%	0.3%	NYA	0.15%	Black
(CP) % Looked After Children leaving with no qualification (yr 11)	6.25%	2%	NYA	2%	Black
(CP) % pupils entering volume equivalent to 2 A Levels achieving Level 3 threshold	96.8%	97.5%	97%	98%	Amber
(CP) Attendance at Primary School	94.9%	94.6%	95.3% (P)	95.4%	Green
(CP) Attendance at Secondary School	93.8%	94.1%	93.86%	95%	Amber
(CP) The percentage of pupils assessed at end Key Stage 3, receiving teacher assessment in welsh.	11.22%	11.3%	11.8%	11.9%	Green
(CP) % Year 11 Leavers NEET	4.26%	2.5%	NYA	2.3%	Black
(CP) % Year 13/14 Leavers NEET	4.71%	3%	NYA	2.5%	Black
Number fixed term exclusions in primary schools 5 days or fewer (per 1000 pupils)	13.19	8.5	9.16	8	Amber
Number fixed term exclusions in primary schools 6 days or more (per 1000 pupils)	0.3	0.25	0.3	0.2	Amber
Number fixed term exclusions in secondary schools 5 days or fewer (per 1000 pupils)	95.9	55	76.73	55	Red
Number fixed term exclusions in secondary schools 6 days or more (per 1000 pupils)	3.7	3.3	4.7	3.1	Red
% School Governor Vacancies	9%	5%	9.35%	4%	Red
(CP) % final statements of special educational needs issued within 26 weeks (excluding exceptions)	100%	100%	Calendar year –report Dec	100%	Black
(CP) % final statements of special educational needs issued within 26 weeks (including exceptions)	70.5%	72%	Calendar year – report Dec	73%	Black

N.B. This set of KPIs supports the Directorate to manage performance in line with academic year cycle.

Q2 Challenges Identified

Q2 Actions being taken

<ul style="list-style-type: none"> - Improving outcomes for vulnerable learners, to be informed by more intelligent data analyses. - There is a need to broaden the role of the challenge advisers to ensure a focus on underachievement and well-being. 	<ul style="list-style-type: none"> - Ensuring challenge advisers are challenging schools on the appropriateness of their provision for these learners. - Redesigning management information reports in key areas. - Liaison with the Consortium to appropriately engage challenge advisers in the broader inclusion and well-being agenda. - Better information sharing with challenge advisers.
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Q2 Risk Update

Corporate Risk				
Risk Description	Inherent Risk	Residual Risk	Mitigating Actions	Risk Owner
The Central South Consortium does not deliver effective services that challenge and support Cardiff schools to improve and Educational Attainment does not improve at the required rate.	Red/ Amber	Amber	Ensure the agreed commissioning arrangements are delivered and make a positive impact on the performance of schools.	Angela Kent
Large scale programme with tight timescales for delivery, in context of very rapidly growing primary age school population.	Red	Amber	Ensure consistent monitoring and reporting of all risks to Schools Programme Board. Strengthen capacity in team.	Janine Nightingale
Schools Delegated Budgets. Secondary schools with deficit budgets do not deliver agreed deficit recovery plans, impacting on the overall budgets for all schools.	Red	Amber	The revision of the protocol for responding to schools in deficit, the alignment of LFMS Officers and Challenge Advisers, the intervention in three secondary school Governing Bodies is beginning to have a positive impact on the ability of the Council to ensure schools meet the targets set out in their deficit recovery plans.	Neil Hardee

Emerging Risks Identified this Quarter

Risk Description	Inherent Risk	Residual Risk	Mitigating Actions	Risk Owner
The Careers Wales destination survey in November 2015 will determine the number of Year 11 Leavers who are 'NEET' this year. This is a key performance measure for the directorate, whereby we aim to reduce the % of young people NEET from 4.3% in 2014 to 2.5% in 2015.	Red /Amber	Amber	Those young people who were identified as at risk of becoming NEET using the VAP are being closely tracked, monitored and supported by the Youth Service and Neighbourhood Panels to secure appropriate destinations.	Angela Kent

Update on Previous Quarters Emerging Risks

Risk Description	Inherent Risk	Residual Risk	Progress	Risk Owner
School budget reductions leads to challenges in raising standards and improving the quality of provision	Red	Amber	Collaboration between schools is being maximised. The School Budget Forum is to review the local funding formula.	Angela Kent

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**CITY OF CARDIFF COUNCIL
CYNGOR DINAS CAERDYDD**

CABINET MEETING: 21 January 2016

The Performance of Cardiff's Schools in 2014/15

REPORT OF Director of Education & LLL AGENDA ITEM:

PORTFOLIO: Education and Lifelong Learning

Reason for this Report

1. To update Cabinet on the performance of schools in 2014/15.

Background

2. Following a previous pattern of unacceptably low standards in too many Cardiff schools, and an overall picture of attainment in the city which had not improved at a sufficient rate over a number of years, results in 2014-2015 demonstrated acceleration in the rate of improvement on most measures, building on the improvements seen in 2013-2014.
3. Estyn inspected Cardiff Local Authority in 2011 and whilst judging provision to be 'adequate' placed the authority in Estyn monitoring. In the February 2014 monitoring visit Estyn judged that Cardiff Local Authority required 'significant improvement'. Estyn noted the limited rate of improvement in attainment at age 16 over the previous three years, the marked variation between schools in similar contexts, an unacceptably wide gap between the attainment of pupils eligible for free schools meals and the rest, and the need for improved provision, including performance management, partnership working and the support and challenge provided to schools.
4. The Central South Consortium had been established from September 2012 with the remit to deliver, through the role of professional advisers, support and challenge to schools, and to deliver programmes of development to improve teaching and leadership in schools. Against the picture of 2013 attainment Estyn added a specific recommendation to strengthen support and challenge to schools in February 2014. Since then there has been significant reshaping of the focus and consistency of the work of the consortium with Cardiff schools, alongside the development of a peer to peer, 'schools led', improvement strategy, the Central South Wales Challenge.
5. In response, the local authority set out in its Education Development Plan, and an Estyn Action Plan, a programme of improvement action, focusing on improving

standards, provision and leadership in schools, and addressing the six recommendations made by Estyn in February 2014.

6. In the monitoring visits in March 2015, Estyn reported that since February 2014 the authority has begun to strengthen its capacity in delivering school improvement services and made improvements to its performance management processes and its scrutiny arrangements for education services for children and young people. However they reported that these improvements are still relatively recent and the local authority still faces many significant challenges, in improving educational performance, particularly in a minority of its secondary schools.
7. In October 2015 they reported that overall, improvements in partnership working were contributing to better outcomes in schools. However, they also commented that the authority has been less effective in working with partners to reduce exclusions and increase the proportion of young people who are engaged in education, employment or training.
8. This report provides an initial analysis of educational outcomes for the academic year 2014-2015 and identifies the main strengths and shortcomings in performance. Overall results are final, based upon actual performance data published by Welsh Government. Results in all phases for FSM pupils are also provisional, pending publication of final FSM outcomes by Welsh Government in December 2015.

Commentary

9. The results for the 2014-2015 academic year build on the improvements seen last year. They indicate that the actions put in place to address longstanding shortcomings in provision are now having a positive impact on improving outcomes for learners. Standards of attainment continue to improve in all key stages and in many indicators at a faster rate than across Wales as a whole. Despite this strengthening picture, outcomes at the end of each key stage are not yet high enough.
10. There has been positive improvement in a number of areas:
 - In the primary phase, at the end of the Foundation Phase and Key Stage 2, improvements have continued at a faster rate than across Wales as a whole. The proportion of pupils achieving the Foundation Phase Indicator (FPI) and Core Subject Indicator (CSI) is in line with national averages;
 - The outcomes for pupils eligible for free school meals (eFSM) are improving at a faster rate than their peers in the primary phase and at Key Stage 3;
 - At Key Stage 4 there has been further significant improvement (4.9 ppt) in the Level 2 inclusive threshold to 60%. This has halved the number of secondary schools where less than 40% of pupils achieve five GCSEs grades A*-C including English or Welsh and mathematics from six to three;
 - The 4.5ppt increase in the outcomes of eFSM pupils in the Level 2 inclusive threshold is greater than the 3.5ppt improvement across Wales as a whole. Cardiff's eFSM pupils' performance at this key stage is now slightly higher than the national average;

- Minority ethnic pupils as a whole at Key Stage 4 perform at least in line with White UK pupils following further increases in their attainment overall; and
- An increase in the number of schools in the highest benchmarking quarter (top 25%) and a reduction in the number of schools in the lowest benchmarking quarter.

11. Aspects of continuing concern:

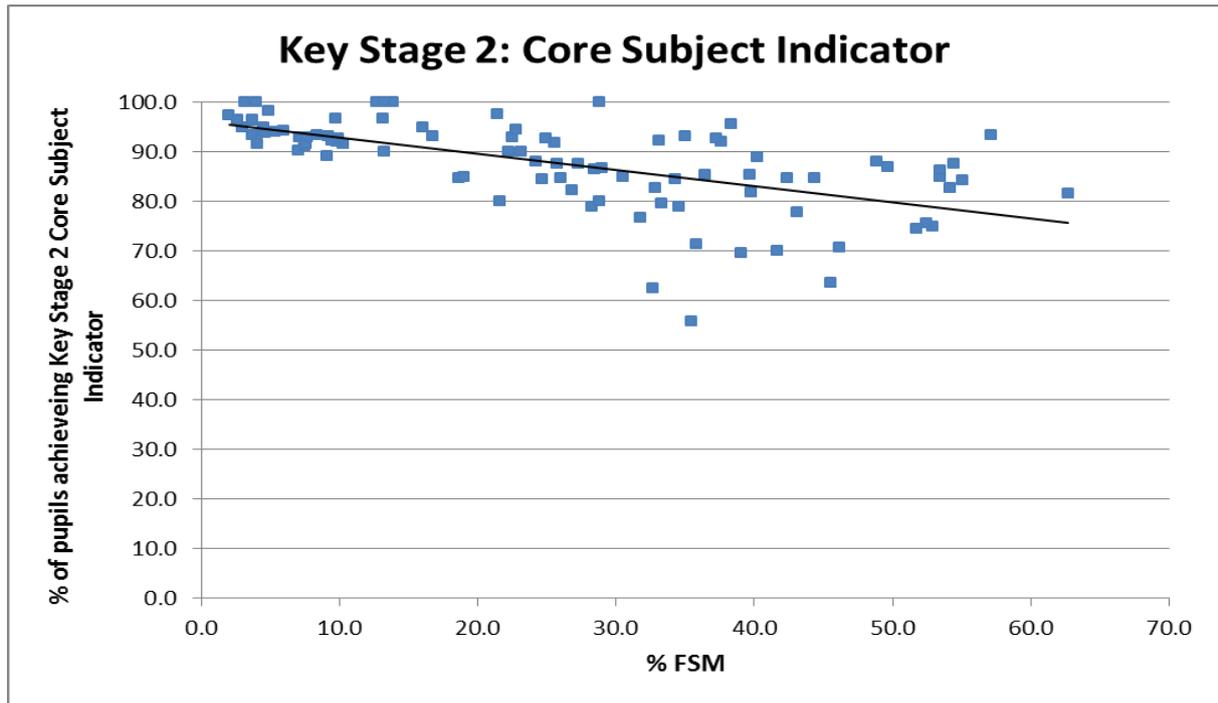
- The variation in standards achieved by schools with comparable pupil populations in both the primary and secondary sectors;
- The markedly low performance in three secondary schools which has had a negative impact on the city's overall attainment, attendance and exclusion figures;
- The continuing impact of poverty on standards of attainment; despite the improvements in performance of pupils eligible for free school meals, the gap remains too wide;
- The underachievement of some groups of learners, in particular some Minority Ethnic groups, White UK pupils in schools in deprived areas of the city and looked after children;
- The proportion of pupils who are NEET and the related under achievement of vulnerable pupils, particularly at Key Stage 4 in the Level 1 threshold; and
- Leadership, including governance, in a number of schools where progress has been limited.

Performance continues to improve but there remains too much variation between schools, particularly in the secondary sector.

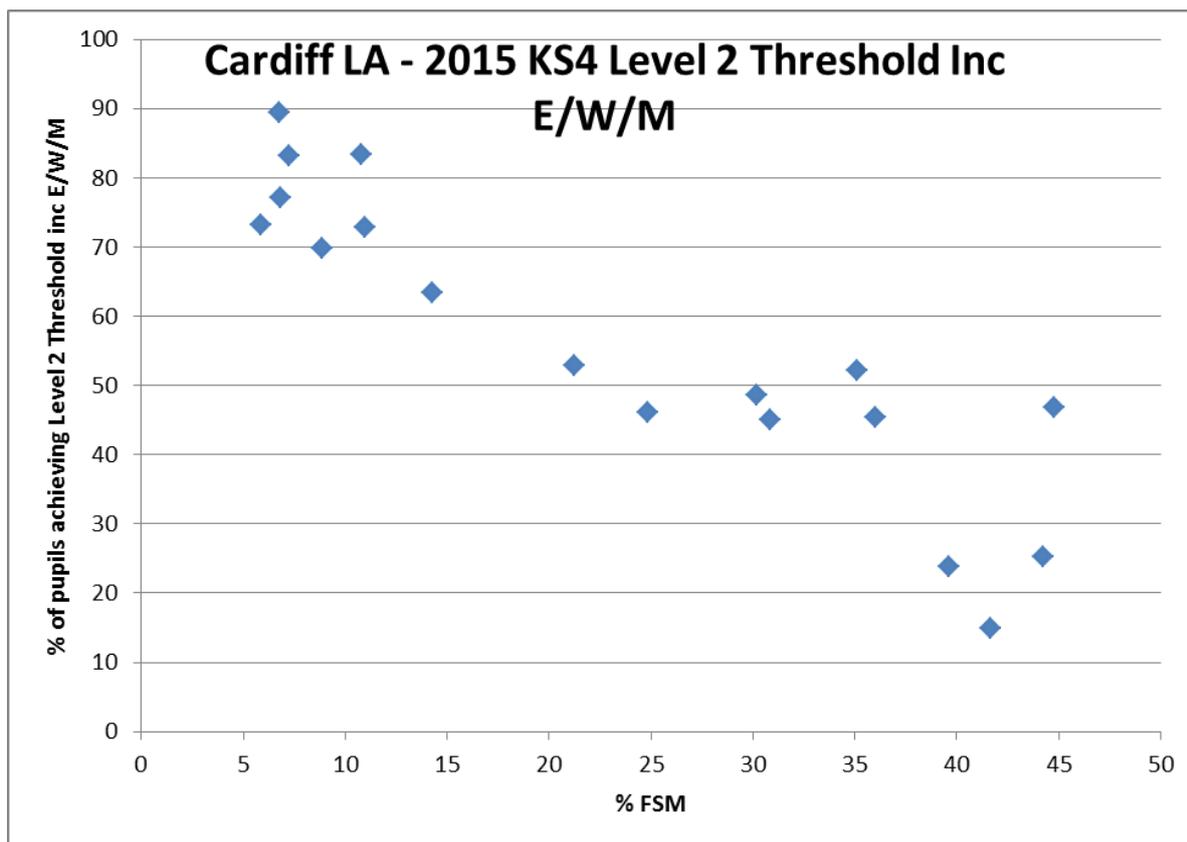
12. In the Foundation Phase and Key Stage 2 the rate of improvement has increased in Cardiff in each of the past three years, whilst across Wales the rate of improvement has slowed. Cardiff is now at least in line with the national average in all the main indicators in the primary phase.
13. At Key Stage 3 performance is still improving albeit the rate of improvement has slowed. At this key stage, in the CSI, Cardiff's performance continues to be above the modelled expectations – the expected performance at any given FSM level based on the statistical relationship between FSM and achievement.
14. At Key Stage 4, outcomes improved in nearly all the main indicators. In the level 2+ threshold Cardiff's performance increased again, making a 9 percentage point (ppt) improvement over the last two years. Whilst there has also been improvement in the wider level 2 measure, the rate of improvement on this and on the level 1 measure, which decreased slightly overall in 2015, are of continuing concern in a number of secondary schools.
15. Action to address weaknesses in poorly performing schools, through the work of challenge advisers, the systematic review of progress where standards are low, and where appropriate by the use of formal warnings from the local authority, are now being delivered at an earlier stage but there is a need for continued rigour in

identifying causal factors in underperformance and acting promptly to ensure that these are addressed.

16. There remain concerns around some lower attaining schools in challenging contexts where results have fallen, or where outcomes continue to place the school in the lowest benchmarking quarter. Four primary schools still have fewer than 70% of their pupils attaining the core subject indicator at the end of Key Stage 2. In the secondary sector, eight schools still have fewer than 50% of their pupils achieving the level 2 inclusive threshold.



17. The significant difference between the highest and lowest performing secondary schools in the level 2 inclusive threshold is shown in the scatter graph below. The performance of each individual school in this measure is plotted against the school's proportion of pupils eligible for free school meals. The graph clearly illustrates the variation in performance between schools with similar FSM figures.



18. Action is being taken to support secondary schools in developing the new curriculum to ensure that potential decreases in outcomes resulting from these changes are minimised. The current performance indicators at Key Stage 4 are due to change in 2017, and a much more restrictive range of qualifications will be eligible for inclusion in the new measures. The extent of the challenge for schools depends upon the extent to which vocationally-based, inclusive qualifications, such as BTECs, have formed part of the curriculum offer in the past.

19. Weaknesses in standards, provision and leadership persist in mathematics, particularly in the secondary phase. Plans to strengthen leadership and its impact on provision and standards are being implemented by the consortium through a core training programme, in school support and network meetings.

The performance of primary schools overall is relatively stronger than secondary schools overall.

School Performance

20. The profile of examination, test results and teacher assessments, taken together with inspection judgements and the benchmark comparison of Cardiff schools with similar schools across Wales suggests that the quality of provision in Cardiff schools is improving and becoming more consistent in the primary sector at a faster rate than in the secondary sector. This is reflected in the national categorisation of schools where a greater proportion of the city's primary schools are in standards groups 1 and 2 than is the case in Cardiff secondary schools.

	2014-2015	2015-2016
Primary Sector	48.4%	70.5%
Secondary Sector	44.4%	55.6%

21. However, in the secondary sector, benchmark comparisons show that there are currently not enough schools with the highest quality of provision, judged to be excellent. There is a greater difference in performance between groups of pupils vulnerable to underachievement and their peers in secondary schools than in primary schools. In the secondary sector, at the level 2+ threshold, the average difference in performance between eFSM pupils and non-FSM pupils in schools is 21.8ppt.
22. The performance of three secondary schools at the end of key stage 4 is significantly lower than the performance of the other schools in the secondary sector. The local authority has taken formal intervention action in these schools which has resulted in strengthened leadership and governance and clear indications are that standards in 2015-16 are improving.

Categorisation 2014-2015

23. In the primary sector, the proportion of schools in the categories requiring least support (green and yellow), is in line with both the Consortium and Wales figures with around a third of schools in these two support categories. Cardiff has a greater proportion in the green category which means that a greater proportion of schools have the capacity to support other schools and are playing a significant part in developing school to school work.
24. In the secondary sector, the proportion of schools in the green and yellow categories is below both the Consortium and Wales figures with just under one half of Cardiff schools in these two support categories.

Support Category	Primary 2014-2015	Secondary 2014-2015
Green	25.3% 24 out of 95 schools	11.1% 2 out of 18 schools
Yellow	38.9% 37 out of 95 schools	33.3% 6 out of 18 schools
Amber	25.3% 24 out of 95 schools	22.2% 4 out of 18 schools
Red	10.5% 10 out of 95 schools	33.3% 6 out of 18 schools

Inspection Outcomes

25. The Estyn inspection outcomes of Cardiff's primary schools are stronger than across the secondary sector. The table below shows the comparative outcomes of school inspections requiring follow up activity over the last five years in Cardiff with Wales 2014-2015.

	Primary	Secondary
Cardiff	50%	72%
Wales	65%	69%

26. Of the 76 primary schools inspected in Cardiff, whose reports have been published, thirty eight (50%) have required a follow-up activity; fourteen (18%) have required Estyn follow-up monitoring; two schools required special measures and six significant improvements. Nine schools received a judgment of excellent in one or both of the overall indicators, sixteen (21%) schools required local authority monitoring.

27. Of the 18 secondary schools inspected 13 (72%) have required follow-up monitoring. Three of these required special measure and three significant improvement. Four schools required Estyn monitoring and three schools required local authority monitoring. Two schools received a judgement of excellent on one or both of the overall indicators.

28. Inspection grades show that there are currently not enough schools with the highest quality of provision, judged to be excellent. There remain a small, but significant, number of schools where standards are too low, the quality of provision is inadequate and leadership is unsatisfactory. The largest proportion of these schools is in the secondary sector.

Attendance

29. Attendance in primary schools continues to improve. The primary figure for 2014/15 was 95.1% which was a 0.2ppt improvement on the previous year. Performance is above the average primary attendance for Wales of 94.9% and Cardiff is now 6th out of the 22 local authorities in Wales. Overall, 51.5% of primary schools achieved an attendance rate over 95% and 27.4% of schools achieved attendance of 96% or above.

30. The 2014-2015 overall attendance figure for secondary schools remained the same as in the last academic year at 93.8%, which is identical to the Welsh average. This places Cardiff 11th out of the 22 local authorities in Wales for secondary school attendance. Seven schools achieved attendance above 95% compared to five last year. Notably poor attendance in two schools impacted significantly on the overall city data.

Exclusions

31. Good progress has been made in maintaining low permanent exclusions. In 2013/14 the overall figure for Cardiff was 0.1 per 1000 pupils which was half the Welsh average of 0.2 per 1000 pupils. In 2014/15 there were 4 permanent exclusions in the secondary phase and none in the primary phase.
32. Good progress has also been made in reducing fixed term exclusions and in 2013/14 the rate for longer fixed term exclusions (1.1 per 1000 pupils) was below the Welsh average (1.6 per 1000 pupils). However, the figure for shorter term exclusions (34.3 per 1000 pupils) was well above the national average (26.7 per 1000 pupils).
33. In 2014/15 there were fixed term exclusions in around one third of primary schools and in all secondary schools. Primary rates reduced and are the same as available national averages. However, whilst showing a significant reduction, secondary rates continue to be above national figures due to relatively high exclusion rates in eight schools. Of these eight schools, three schools were very high excluders and five more had exclusion rates considerably above Wales and Cardiff's averages. This had a negative effect on progress towards targets.
34. Since September 2015 two of the secondary schools have significantly reduced exclusions and are in-line with the other twelve schools, with low exclusions. A further four schools have been successful in reducing exclusions this term. Only two secondary schools continue to be very high excluders.

Improvements in challenge and support are making a difference overall but there are still a minority of schools causing concern

35. A more robust working relationship between the local authority and the consortium is ensuring that schools receive the appropriate degree of challenge and more effective support. Brokered school to school working is increasing the range of effective support available to meet schools' needs, in particular enabling improving schools to gain first hand access to good practice which they can replicate or adapt in their own context.
36. Over the last two years there has been a concerted effort to focus on increasing the transparency of data and strengthening the performance culture. Individual school data is shared in order to raise expectations across all areas of the city, and enable meaningful comparison of schools' performance.
37. Outcomes in schools where headline figures have been relatively high, but significant levels of underachievement existed (higher attaining but lower achieving), have been increased, some significantly so, through improved challenge and support.
38. These strengthened arrangements to identify and intervene in underperforming schools are impacting on leadership capacity, standards of attainment and the quality of provision in schools. Outcomes improved in ten out of the fifteen schools

that received a warning notice, letter of concern or where formal intervention actions were taken.

39. In 2013-14, fourteen schools were inspected by Estyn, two of which were placed in a formal monitoring category. As a result of improvements in challenge and support these schools were judged to have made good progress when revisited by Estyn in 2014-2015.
40. In 2014-2015, there were ten primary schools and six secondary schools categorised as requiring the most intensive (red) level of support. The increased challenge has led to changes in leadership in five of these schools. The implementation of bespoke needs led support has reduced the number of schools requiring red level of support in 2015-2016 provisionally to 6 primary schools and 4 secondary schools.
41. However, in 2014-2015, from the twenty one schools that were inspected, two secondary and four primary schools were placed in formal monitoring categories by Estyn. This highlights the continuing need for early and robust intervention in schools causing concern.

Leadership and Governance are key

42. Good leadership is key to ensuring that good or better teaching takes place in every lesson in every school. Overall the quality of leadership, including governance, in primary schools is stronger than that in the secondary schools. Since September 2010, Estyn inspections have judged that 75% of leadership and management in primary schools was good or excellent compared to 55% in secondary schools.
43. In good or excellent schools, headteachers know their staff and pupils well. The quality of teaching and its impact on pupil progress is closely monitored and the dissemination of best practice throughout the school is strategically planned. Governors oversee the performance of their school effectively and demonstrate a sound understanding of their school's data. They engage with senior leaders in a structured and professional manner.
44. Where schools in Cardiff are judged to be unsatisfactory, inspections always identify weaknesses in leadership. Frequent features are that: self-evaluation and planning for improvement are not robust enough and have not had enough impact on raising standards and improving the quality of teaching; performance management is weak; staff development programmes are ineffective; and governors do not challenge the school's leaders rigorously enough or hold them to account fully for the standards that pupils achieve.
45. In secondary schools where outcomes at the end of key stage 4 are relatively low, systems for tracking pupils' progress are not robust enough and support for those pupils at risk of underachievement is ineffective. Leaders are unable to ensure that the quality of teaching is consistent across all subject areas. In some schools, strengths in one subject area are undermined by shortcomings in another. Such

inconsistencies point to weaknesses in quality assurance and performance management processes.

46. In 2015 in schools where the capacity to improve is judged to be good or better a system of "Peer Review" has been introduced. Eligible schools are grouped into threes and the headteachers work together to carry out a school review with a previously agreed focus. This allows good practice to be shared but also builds the skills of the headteachers involved.

47. The local authority has commissioned a range of leadership development programmes that are arranged by the consortium and delivered by experienced leaders and practitioners.

These include:

- Aspiring middle leaders
- Aspiring senior leaders
- Aspiring headteachers
- New to headship
- Strategic headship (refresher course for heads in post 5 or more years and for those that need to make rapid improvement)
- Consultant Leaders-for experienced high achievers who have the commitment and capacity to support other schools
- Executive headship, for headteachers running more than one school.

The feedback from participants in these programmes has been positive and the programmes are contributing towards the building of leadership capacity within schools.

48. Governance has been strengthened through the provision of both generic mandatory training and bespoke training particularly in red and amber schools. There has been a concerted effort by the local authority and schools to reduce the number of governor vacancies and appoint governors who have a broader range of background and experience to bring to governing bodies.

49. However, there remains a minority of schools where weak governance is hindering progress as governors have an overly positive view of the school's performance and consequently there is insufficient challenge and holding of the school leadership to account. The consortium has recruited a number of experienced governors to act as consultant governors in schools where there is a need to further develop the role of the governing body.

Performance of Minority Ethnic Pupils is improving in secondary schools at a faster rate than White UK pupils

50. The attainment gap between Minority Ethnic pupils and White UK pupils reduces with each key stage from Foundation Phase through to Key Stage 4. There has been improvement over a three year period in the performance of Minority Ethnic groups as a whole in all phases.

51. For the first time the performance of all Minority Ethnic groups in the Key Stage 4 Level 2+ indicator is in line with White UK pupils. Currently the pupils most at risk of underachievement are White UK pupils living in the more deprived areas of the city.
52. In contrast, at Key Stage 2, the difference in performance of Minority Ethnic pupils and White UK pupils increased slightly in the CSI in 2015. This is partly due to the fall in overall outcomes of Black Caribbean, Chinese and White European pupils.
53. In the main indicator at each key stage, the highest performing groups as such as Chinese, Asian, and Pakistani are now mainly second and third generation. The parents have a good understanding of the British education system, are aspirational for their children and support them to achieve and attain well.
54. The lowest performing Minority Ethnic groups are Traveller/Romany and White European. The attendance at school and behaviour issues when in school of some learners belonging to both these groups impedes their attainment at all key stages but particularly in Key Stage 3 and Key Stage 4.
55. EU Roma pupils' progress is often impeded by complex pastoral issues and this group often need bespoke packages in the secondary phase to maintain engagement with education and to achieve their potential. Parents' experiences of education in their home countries have not always been positive and this often has a negative impact on the value and importance that they give to the education of their children.

Whilst performance overall is improving the outcomes of some vulnerable groups needs strengthening

56. By the end of their primary education, 87.8% of pupils achieve the expected levels in the three core subjects of English/Welsh, mathematics and science. The proportion of pupils at key stage 2 attaining a level 5 in at least one core subject has risen from 34% in 2013 to 42%. These improvements suggest that primary schools are getting better at identifying the more able pupils and developing their potential.
57. Against this overall improving picture there is evidence that some pupil groups have lower outcomes, with the attainment of looked after children (LAC), those on free school meals (FSM), some minority ethnic groups, learners with English as an Additional Language (EAL), learners with Special Educational Needs (SEN) and some groups of boys being of particular concern. More needs to be done to narrow the gap in outcomes between disadvantaged pupils and their peers.
58. In 2015, in the primary phase, the difference in performance between minority ethnic pupils and White UK pupils increased slightly. In a number of primary schools, particular those with high levels of EAL learners and significant pupil mobility there is a need to address more effectively the underlying factors that impact negatively on pupils' outcomes in English, and to secure even closer

collaboration between central teams, and the consortium to support schools in addressing this.

59. The extensive programme of Flying Start provision in designated areas of Cardiff is enabling more young children to be ready to make a successful start to statutory education.
60. The difference in performance of pupils who are eligible for free school meals (eFSM) and those not eligible (nFSM) is reducing in the primary phase. Leaders of primary schools understand that the first few years of education, particularly for those children from deprived backgrounds are crucial to future success. They know which pupils need help, track their progress carefully and use the pupil deprivation grant to fund additional support. Primary teachers focus more sharply on the importance of teaching good literacy and numeracy from the early years through to the end of key stage 2.
61. In the secondary sector outcomes of eFSM pupils are still lagging far behind outcomes of non eFSM pupils. In 2014, the gap in GCSE attainment at the level 2+ threshold was 33.3 ppt. In 2015 it had slightly widened at 34.4ppt. The Welsh Government have put a greater focus on the attainment of eFSM pupils, factoring their performance into the national categorisation system. Provisional results for 2015 report that in Cardiff 31.9% of eFSM pupils attained the level 2+ threshold compared to 31.3% of eFSM pupils across Wales.
62. The performance of Looked After Children at the end of each key stage and particularly at Key Stage 4 are still far too low and lower than their peers at each key stage. The difference is smallest in the Foundation Phase and widest at Key Stage 4.
63. In 2015 the proportion of SEN pupils attaining level 2 and level 2 inclusive, increased for all groups and there was also an 8 ppt increase in the proportion of statemented pupils achieving level 1. However, the proportion of school action plus and school action pupils achieving level 1 fell, by 7 ppts and 1.7 ppts respectively. This has led to the overall fall in level 1 threshold for all Cardiff pupils.
64. The numbers of young people who are not engaged in education, employment or training (NEET) in Cardiff have continued to reduce and since 2010 fell from 8.8% to 4.26% in 2014. This percentage represents 151 pupils out of a cohort of 3546 pupils. Of these 151 pupils, 36 young people (1.02%) could not or were unable to enter education, employment or training due to reasons including pregnancy, health related issues or custodial sentences.
65. However despite this improvement, the proportion of young people in Cardiff who are NEET remains one of the highest in Wales. In 2014 only Newport had a greater percentage of year 11 school leavers not in education, employment or training than Cardiff. Not all schools are ensuring that all their pupils leave schools with the knowledge and skills that employees seek. Performance at the wider Key Stage 4 level 2 measure and the level 1 measure, is still of continuing concern in a number of secondary schools.

66. Pupils who leave education without the necessary literacy and numeracy skills and with poor attitudes and motivation to enter further education or employer based training such as apprenticeships are more likely to become NEET. The three secondary schools where pupil outcomes continue to cause most concern are the same schools that have yielded higher numbers of young people leaving at year 11, without a positive pathway to education, employment or training.

Girls' outcomes are higher than boys in most indicators but the performance of girls does not compare as well with national figures.

67. In Cardiff, girls continue to outperform boys at all key stages and in nearly all indicators. The lower performance of boys relative to girls in the Foundation Phase and at Key Stage 2 is most noticeable in English. That said, from Key Stage 2, the performance of girls across Cardiff is lower than the performance of girls nationally in most areas.

68. This is also the case at the higher levels in the primary phase, where there is a greater underachievement in the performance of girls relative to the national averages in the Foundation Phase in Language, Literacy and Communication – English and in English and science at Key Stage 2.

69. In the secondary sector, girls' performance is stronger than boys in all the core subjects at Key Stage 3 and in the main performance indicators, with the exception of mathematics, at Key Stage 4. However, compared to the national outcomes for girls and boys there is noticeable underperformance in the attainment of girls at the expected level in English at Key Stage 3 and mathematics and science at Key Stage 4.

70. At level 6+ and level 7+ in Key Stage 3, there is a greater difference in the performance of girls and boys than there is at the expected level and the outcomes of both boys and girls are above the national averages.

Priority Areas for Further Improvement

71. Ensure greater consistency in the quality of schools' provision

Whilst there has been a marked reduction in the variation between schools, in terms of the quality of provision and learner outcomes, further action is needed to ensure that weaker provision is addressed earlier and that stronger leadership arrangements, including, where appropriate, through the active development of federations between schools, are put in place.

72. Improve outcomes for some vulnerable learners

Outcomes overall are improving at an accelerating rate, but some groups of learners are not making sufficient progress, or successfully moving into education, employment or training after leaving statutory schooling. There is a continuing need to strengthen tracking and intervention for pupils at risk of underachievement and to develop appropriate curriculum pathways to secure successful progression.

73. Developing a self-improving school system

The consortium wide approach to develop “schools led” improvement has taken root and is having a positive impact. It now needs to be further developed through: the active brokering role of Challenge Advisers; more formal mechanisms for commissioning and empowering strong schools and practitioners and through the transfer of resources to drive improvement into the strongest schools, coupled with more explicit accountability for impact and value for money.

74. Consistently high quality teaching

The quality of teaching in every classroom, in every lesson, is central to ensuring that learners achieve well, raising standards further and accelerating progress for all pupils. It is essential that teachers’ pedagogy is continually developed, the highest quality teachers are recruited and retained, against a framework of raised expectations, and robust performance management.

75. The best leaders in well governed schools

Strong and effective leadership is key to ensuring that teaching throughout the school is consistently good or better. Further joint work with local authorities across the consortium is needed to recruit, retain and develop the best school leaders to work in Cardiff schools and to ensure that their work is effectively supported and challenged by strong governing bodies.

Summary Headline Results Across All Key Stages

Indicator	Cardiff			Wales			Cardiff Ranking	
	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15	2012/13	2014/15
Foundation Phase Indicator % achieving FPO1	80.85%	83.70%	86.73%	82.96%	85.15%	86.80%	18	12
Foundation Phase LLC in English % achieving FPO5+	83.39%	85.20%	87.94%	85.25%	86.62%	88.00%	17	11
Foundation Phase LLC in Welsh % achieving FPO5+	86.86%	90.45%	92.76%	86.73%	89.82%	91.30%	11	8
Foundation Phase Maths % achieving FPO5+	85.32%	87.44%	89.44%	87.36%	88.70%	89.70%	20	13
Foundation Phase PSD % achieving FPO5+	91.50%	93.52%	94.04%	93.02%	94.17%	94.80%	18	20
Foundation Phase LLC in English % achieving FPO6+	27.70%	29.23%	32.07%	29.47%	32.16%	34.20%		
Foundation Phase LLC in Welsh % achieving FPO6+	25.94%	27.67%	38.16%	29.27%	32.50%	36.90%		
Foundation Phase Maths % achieving FPO6+	27.77%	28.70%	33.22%	28.21%	30.28%	34.30%		
Foundation Phase PSD % achieving FPO6+	42.82%	48.79%	53.03%	45.90%	51.46%	56.00%		
Key Stage 2 CSI	82.61%	85.11%	87.76%	84.33%	86.13%	87.70%	17	13
Key Stage 2 English L4+	86.00%	87.27%	89.87%	87.13%	88.42%	89.60%	17	12
Key Stage 2 Welsh L4+	89.55%	90.11%	93.74%	86.71%	88.10%	90.50%	3	6
Key Stage 2 Maths L4+	86.24%	87.67%	89.87%	87.52%	88.93%	90.20%	17	16
Key Stage 2 Science L4+	88.59%	89.02%	90.83%	89.70%	90.34%	91.40%	19	17
Key Stage 2 English L5+	34.04%	36.85%	40.89%	35.73%	38.02%	40.80%		
Key Stage 2 Welsh L5+	30.91%	37.05%	45.66%	30.41%	33.89%	38.00%		
Key Stage 2 Maths L5+	35.85%	37.80%	42.39%	35.67%	37.97%	41.20%		
Key Stage 2 Science L5+	35.05%	37.60%	41.15%	36.12%	38.43%	41.10%		
Key Stage 3 CSI	77.80%	81.51%	83.40%	77.04%	81.02%	83.90%	12	12
Key Stage 4 L2 +	49.86%	54.04%	59.30%	52.73%	55.44%	57.90%	17	10
Key Stage 4 L2	73.00%	76.03%	81.60%	77.78%	82.34%	84.10%	18	19
Key Stage 4 L1	91.74%	93.19%	92.10%	93.17%	93.99	94.40%	20	21
% 17 year olds entering volume equivalent to 2 A levels who achieved L3 threshold	95.98%	96.77%	96.90%	96.49%	97.08%	97.00%	14	12
Average wider points score 17 year olds	865.54	884.96	866	806.59	804.08	799.7	6	5

Indicator	Cardiff			Wales			Cardiff Ranking	
	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15	2012/13	2014/15
Foundation Phase % achieving FPOI5+ - FSM eligible	66.92%	72.24%	76.70%	69.24%	72.36%	TBC		
Foundation Phase % achieving FPOI5+ - FSM non eligible	85.35%	87.52%	90.00%	86.87%	88.61%	TBC		
Foundation Phase FSM/Non FSM gap % achieving FPOI5+	-18.63%	-15.28%	-13.30%	-17.63%	-16.25%	TBC		
Key Stage 2 % achieving CSI – FSM eligible	67.66%	71.56%	76.70%	69.78%	71.91%	TBC		
Key Stage 2 % achieving CSI – FSM non eligible	87.12%	89.06%	91.00%	88.07%	89.65%	TBC		
Key Stage 2 % achieving CSI – FSM/ nonFSM gap	-19.46%	-17.50%	-14.30%	-18.29%	-17.44%	TBC		
Key Stage 3 % achieving CSI – FSM eligible	55.18%	63.52%	66.50%	53.83%	61.28%	TBC		
Key Stage 3 % achieving CSI – FSM non eligible	83.94%	85.90%	88.10%	82.29%	85.57%	TBC		
Key Stage 3 % achieving CSI FSM/Non FSM gap	-28.76%	-22.38%	-21.60%	-28.46%	-24.30%	TBC		
Key Stage 4 % achieving L2+ - FSM eligible	20.87%	27.36%	30.70%*	25.80%	27.76%	TBC		
Key Stage 4 % achieving L2+ - FSM non eligible	57.05%	60.65%	64.15%*	58.45%	61.55%	TBC		
Key Stage 4 % achieving L2+ FSM/non FSM gap	-36.18%	-33.29%	-33.45%	-32.65%	-33.79%	TBC		
% Attendance Secondary Schools	92.94%	93.68%	93.76%	92.63%	93.61%	93.84%	10	11
% Attendance Primary Schools	93.66%	94.90%	TBC	93.68%	94.78%	95.14%	11	6
% year 11 leavers NEET	4.90%	4.30%	TBC	3.70%	3.10%		22	
% year 13/14 leavers NEET	3.20%	4.42%	TBC	4.70%	4.90%		3	

Reasons for Recommendations

76. The report provides an overview for Cabinet of performance concerning the Council's key responsibilities with regard to promoting high standards of achievement.

Legal Implications

77. This is an information report and as such has no direct legal implications. All decisions taken by or on behalf the Council must (a) be within the legal powers of the Council; (b) comply with any procedural requirement imposed by law; (c) be within the powers of the body or person exercising powers of behalf of the Council; (d) be undertaken in accordance with the procedural requirements imposed by the Council e.g. standing orders and financial regulations; (e) be fully and properly informed; (f) be properly motivated; (g) be taken having regard to the Council's fiduciary duty to its taxpayers; and (h) be reasonable and proper in all the circumstances.

Financial Implications

78. There are no financial implications arising directly from this report. Schools achieve these results from within the resources that are allocated to them on an annual basis and through the services provided to schools from centrally retained budgets.

RECOMMENDATIONS

79. Cabinet is recommended to note the performance of Cardiff schools in the academic year 2014/2015.

Nick Batchelar
Director of Education and Lifelong Learning
4th January, 2016

The following Appendices are attached:

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Appendix 1 Explanation of Frequently Used Terms

Foundation Phase (FP)	This covers pupils aged 3-7 (nursery, reception, year 1 and year 2)
Key Stage 2 (KS2)	Years 3 – 6 of primary schools, pupils aged 7 – 11
Key Stage 3 (KS3)	Years 7 – 9 of secondary schools, pupils aged 11 – 14
Key Stage 4 (KS4)	Years 10 – 11 of secondary schools, pupils aged 14 – 16
Post 16	Years 12 and 13
SEN	Special Educational Needs
MAT	More Able and Talented
EAL	English as an Additional language
LAC	Looked After Children
eFSM	Eligible for free school meals
nFSM	Not eligible for free school meals

Foundation Phase Outcome Indicator – the percentage of pupils achieving the expected outcomes in each of language, literacy and communication – English (LCE) or Welsh (LCW), mathematical development (MDT) and personal, social cultural diversity and well-being development (PSD).

Core Subjects - In the National Curriculum, the core subjects are, in English-medium schools, English, mathematics and science. In Welsh-medium schools there is an additional core subject of Welsh (first language).

Core Subject Indicator - The core subject indicator is the percentage of pupils achieving the expected level of attainment in each of the core subjects in combination(English or Welsh, mathematics and science).

Expected Outcome – There are expected levels of attainment that the majority of children will reach at the end of each key stage - Foundation Phase outcome 5, Key Stage 2 level 4, Key Stage 3 level 5.

Threshold Indicators - The level 2 threshold indicator including English or Welsh and mathematics is 5 grades A*-C including these subjects, the level 2 threshold is 5 grades A*-C and the level 1 threshold indicator is 5 grades A*-G. The threshold indicators include all approved qualifications not just GCSE that are the equivalent of: level 1: grades D-G; level 2: grades A*-C.

Level 3 threshold - Equivalent to the volume of 2 A levels at grade A-E.

Benchmarking Quarter – The Welsh Government places schools into five groups based on proportions of FSM pupils. Each group is then divided into four quarters based on the performance of schools within each group.

Modelled Expectations – There is a strong relationship between FSM and achievement; this is modelled each year to show the “expected “ performance at any given FSM level based on the statistical relationship.

FFT estimates – Fischer Family Trust is an organisation that uses a range of available data to provide estimates of the most likely outcomes for a pupil given their prior attainment.

Average Capped Wider Points Score - The calculation is based on the eight best GCSE grade/ approved vocational courses per pupil.

EAL Categories

A = New to English

- May use first language for learning and other purposes.
- May remain completely silent in the classroom.
- May be copying / repeating some words or phrases.
- May understand some everyday expressions in English but may have minimal or no literacy in English.

B = Early Acquisition

- May follow day to day social communication in English and participate in learning activities with support.
- Beginning to use spoken English for social purposes and may understand simple instructions and can follow narrative / accounts with visual support.
- May have developed some skills in reading and writing.
- May have become familiar with some subject specific vocabulary.
- Still needs a significant amount of EAL support to access the curriculum.

C = Developing competence

- May participate in learning activities with increasing independence.
- Able to express self orally in English, but structural inaccuracies are still apparent and literacy will require ongoing support, particularly for understanding text and writing.
- May be able to follow abstract concepts and more complex written English.

D = Competent

- Oral English will be developing well, enabling successful engagement in activities across the curriculum.
- Can read and understand a wide variety of texts but written English may lack complexity and contain occasional evidence of errors in structure.

- Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.

E = Fluent

- Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.
- Operates without EAL support across the curriculum.

Appendix 2 Summary Overview - Primary

1. There has been a positive trend of improvement since 2013 in all the performance measures in the primary phase. The rate of improvement is the main performance indicators is greater in Cardiff than across Wales as a whole.

Increase since 2013	Cardiff	Wales
FPOI	5.88ppt	3.84ppt
CSI	5.15ppt	3.41ppt

2. Alongside the overall improvements in the headline figures there has been a reduction in the variation of school outcomes with a smaller number of primary schools in the lowest benchmark quarter. However variation in the performance of schools is still a notable feature. The range in outcomes in the Foundation Phase is between 59.6% and 100% in the FPOI, whilst in the CSI at Key Stage 2 it is from 55.9% to 100%. This presents a strong case for federation or joint leadership where schools serving very similar communities are achieving such different outcomes.
3. Over the same time period the performance of eFSM pupils has increased by a larger amount than the performance of non FSM pupils reducing the difference in performance between the two groups. However the performance of eFSM pupils remains below that of nFSM pupils and the impact of poverty on attainment is still significant.

Increase since 2013	eFSM	nFSM
FPOI	14.78ppt	6.65ppt
CSI	9.04ppt	3.88ppt

4. Girls' performance exceeds that of boys across the primary phase. In the Foundation phase girls' performance is in line with the national performance of girls, but by the end of Key Stage 2 girls' performance is relatively weaker. In contrast, boys' performance in Cardiff is lower than the national average in the Foundation Phase but exceeds the national average by the end of Key Stage 2.

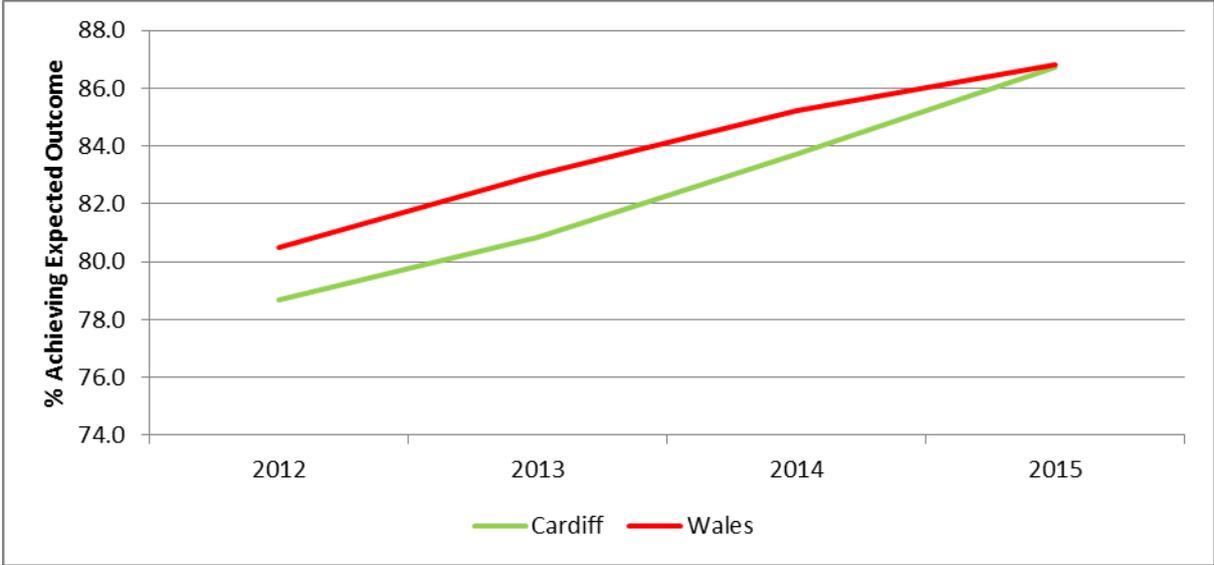
	Cardiff Girls	Wales Girls	Cardiff Boys	Wales Boys
FPOI	90.85	90.75	82.73	83.03
CSI	89.53	90.75	86.03	84.90

5. Schools in the city are becoming increasingly ethnically and linguistically diverse. In general they are adapting well to the changing communities they serve. Some Minority Ethnic groups, such as Chinese in the Foundation Phase and Bangladeshi at Key Stage 2 are outperforming the White UK pupil group. In contrast, the White European and Traveller/Romany groups continue to perform below the White UK pupil group and the performance of minority ethnic pupils as a whole is below the Cardiff average in the primary phase.
6. The rising trend in attendance continued in 2014-2015, leading to an overall figure of 95.1% (Wales 94.9%), and an improvement in the city's ranking when compared to other local authorities across Wales from 7th to 6th.

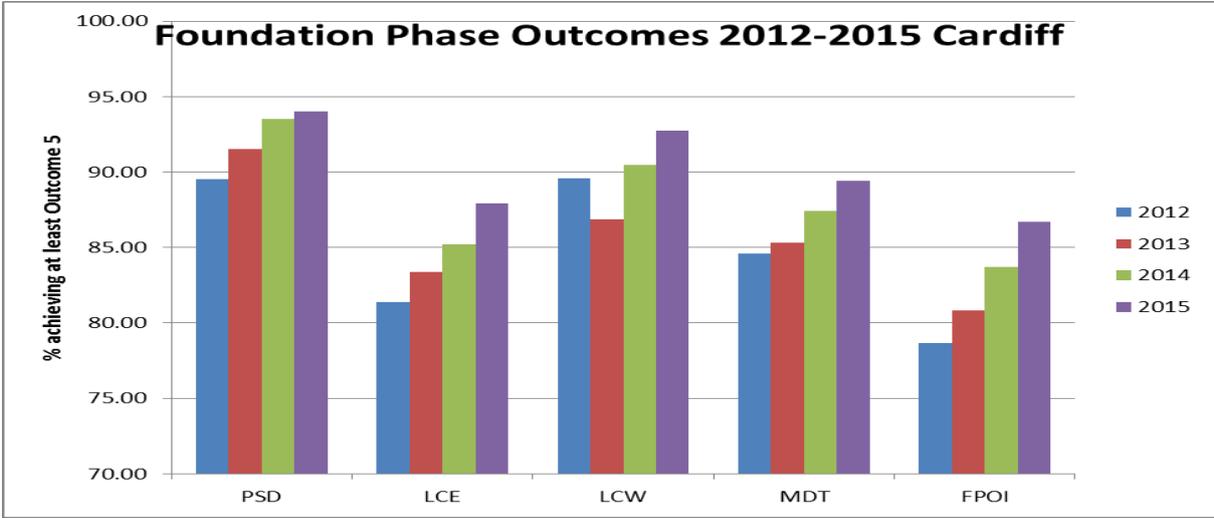
Appendix 3 Performance in the Foundation Phase

Trend in Outcomes

1. The proportion of pupils achieving the Foundation Phase Outcome Indicator (FPOI) is 86.7% (2015 target 85.8%). The improvement in the FPOI is 3 ppt which is greater than the national improvement (1.6ppt) and brings the local authority in line with the Wales average (86.8%) for this indicator. This degree of improvement has been achieved against a background of increasing numbers of English as an additional language (EAL) learners.



2. Just over two thirds of primary schools (68 out of 95) maintained or improved the FPOI in 2015 compared to 2014. In the remaining third (27 out of 95) the proportion of pupils achieving the FPOI fell by an average of 4.25 ppt. In twelve schools, the decrease is less than 3ppt. Four schools are categorised as red or amber and action is already being taken to raise standards. In the remaining schools the challenge adviser has scrutinised each school's data analysis and agreed with the school appropriate actions in response to the decrease in outcomes.



Foundation Phase (O5+)					
	PSD	LCE	LCW	MDT	FPOI
2012	89.55	81.40	89.57	84.59	78.66
2013	91.50	83.39	86.86	85.32	80.85
2014	93.52	85.20	90.45	87.44	83.70
2015	94.04	87.94	92.76	89.44	86.73

3. The strongest area of learning continues to be Personal and Social Development Wellbeing and Cultural Diversity (PSDWCD) and the weakest area Language, Literacy and Communication - English (LLCE). This is the case for both outcome 5 (the expected level) and outcome 6. In all areas of learning at least one third of pupils attain the higher level.

Performance of More Able and Talented (MAT) pupils

4. Cardiff is in line with the national averages at outcome 5+ and the proportion of pupils reaching outcome 6 (O6+) or above continue to improve each year in each area of learning but remain below the Welsh averages in all areas of learning except Language, Literacy and Communication – Welsh.

O6+	2012	Wales 2012	2013	Wales 2013	2014	Wales 2014	2015	Wales 2015
LCE	24.80%	25.60%	27.70%	29.50%	29.20%	32.20%	32.07%	34.24%
LCW	23.20%	24.80%	25.90%	29.30%	27.70%	32.50%	38.16%	36.88%
MDT	24.50%	24.20%	27.80%	28.20%	28.70%	30.30%	32.50%	34.30%
PSD	37.50%	38.60%	42.80%	45.90%	48.80%	51.50%	53.03%	56.03%

5. This lower performance is most noticeable in the performance of girls in Language, Literacy and Communication – English and in the performance of boys and girls in Personal and Social Development, Well-Being and Cultural Diversity.

Gender Gap

6. In the Foundation Phase, at outcome 5+, the performances of boys and girls are similar to the national averages, but the performance of boys is around 8 ppt lower than the performance of girls. Girls' performance is stronger than boys in all the areas of learning, but the greatest difference of nearly 9 ppt is in Language, Literacy and Communication – English.

	2012	2013	2014	2015	Wales 2015 Actual
FPI Boys	73.57	77.95	79.72	82.73	83.03
FPI Girls	83.83	83.93	87.79	90.85	90.75
FPI Total	78.66	80.85	83.70	86.73	86.80
Boys Vs Girls	-10.26	-5.98	-8.07	-8.12	-7.72

7. At the higher outcome 6+ the girls' outcomes exceed the outcomes for boys by more than 10 ppt in all areas of learning with the exception of mathematical development where the difference is only 1.4 ppt. The performances of both boys and girls are lower than the national averages with the exception of girls in Welsh.

Ethnicity Gap

8. Overall performance for Minority Ethnic pupils' attainment in the FPI in 2015 (82.3%) remains below White UK (88.9%) by 6.6 ppt and all Cardiff pupils by 5.8 ppt. The achievement gap reduced for Minority Ethnic pupils from 2013 to 2014 by 3.3 ppt but the widened again to 6.6 ppt in 2015.
9. The proportion of Minority Ethnic pupils achieving the FPI as a whole has improved by 6ppt in the years between 2013 and 2015. Within this overall improvement, the performance of Chinese/Chinese British (92.3%), Mixed (88.6%) and Pakistani (88.3%) groups of pupils are attaining above the Welsh average of 87% and the average of all Cardiff pupils of 86.7%. The lowest performing group is Traveller/Romany.

Foundation Phase	FPOI 2013	FPOI 2014	FPOI 2015
Any other ethnic background	100.0%	81.08	73.5
Arab	70.7%	79.20	79.1
Bangladeshi	79.8%	78.52	82.9
Black Caribbean	88.9%	70.00	75.0
Chinese or Chinese British	86.7%	70.00	92.3
Mixed	80.7%	83.84	88.6
Not known	68.9%	63.04	66.7
Other Asian	88.2%	92.86	89.0
Other Black	73.5%	87.18	81.9
Pakistani	74.5%	80.99	88.3
Somali	70.7%	78.82	85.7
Traveller/Romany	56.0%	68.97	59.3
White European	66.7%	76.54	71.1
ALL EM	76.3%	81.62	82.3
White UK	83.0%	84.97	88.9
All Pupils	80.9%	83.70	86.7

10. The performance of Traveller/Romani and White European has varied over the same 3-year period and remain the least attaining Minority Ethnic groups.

English as an Additional Language (EAL)

11. In 2015 there were improvements in performance of pupils in nearly all categories of language acquisition. Over the last two years there have been improvements in the proportion of pupils achieving the FPI in all categories, some significantly so.

	2013	2014	2015
EAL (Code A-E)	77.72%	81.93%	82.79%
No EAL	84.15%	84.54%	88.11%
All Pupils	80.85%	83.70%	86.73%

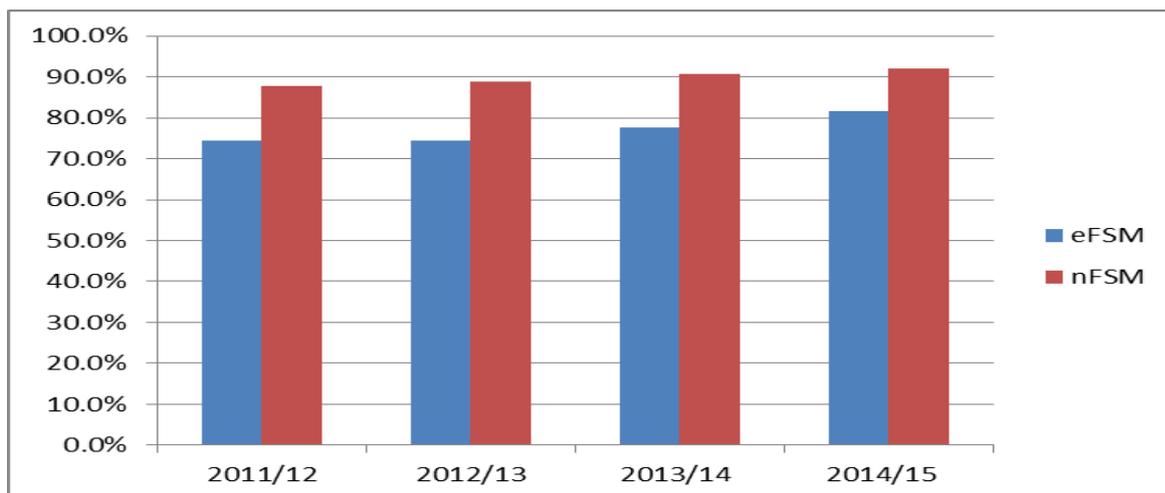
	2013	2014	2015
New to English (A)	41.97%	50.23%	48.06%
Early Acquisition (B)	77.05%	85.98%	93.75%
Developing competence (C)	95.09%	96.98%	97.36%
Competent (D)	96.49%	100.00%	100.00%
Fluent (E)	82.33%	87.86%	89.13%

Performance of Looked After Children (LAC)

12. The proportion of pupils achieving the Foundation Phase Outcome Indicator (FPOI) is 75% (15 out of the 20 LAC in Year 2). This is a similar proportion to that achieved in 2014 for this group of pupils. This compares to the figure of 86.7% of all pupils in Cardiff.
13. The Cardiff Looked After Children's attainment 2015 figure is substantially above the latest published Wales Looked After Child figure 2014 of 58%. The Looked After Education Team continue to work with all partners including specialist teacher teams to promote the early identification of, and support for, children in care who are at risk of underachievement.

Comparative Performance of Pupils Eligible for Free School Meals (eFSM)

14. The attainment gap between those pupils in the Foundation Phase who are eligible for free school meals and those not eligible has narrowed again in 2015.



15. The difference in performance between eFSM pupils and nFSM pupils has been reduced from 15.3 ppt to 10.3 ppt. The performance of eFSM pupils has improved by 4.1 ppt compared to an improvement for nFSM pupils of 1.3ppt. These outcomes suggest that overall schools are using their pupil deprivation grant effectively to improve outcomes for the most disadvantaged pupils.

	Cardiff eFSM 2015	Cardiff nFSM 2015	Wales eFSM 2014	Cardiff All Pupils 2015
Foundation Phase Outcome Indicator	81.7%	92.0%	72.4%	86.7%

Performance of SEN pupils

16. There continues to be a wide gap between the attainment of pupils having special educational needs (SEN) and non-SEN pupils in mainstream settings in the Foundation Phase. As would be expected, the gap is widest for stated pupils, and the gap narrows for those at school action plus and school action.

Foundation Phase - Percentage achieving outcome 5 or above

2015	FPI	LCE	LCW	MDT	PSD
Stated	16.04%	19.42%	0.00%	19.81%	21.70%
School Action Plus	41.75%	50.54%	36.36%	49.51%	66.50%
School Action	69.82%	73.71%	82.14%	78.98%	90.84%
No SEN	95.60%	96.42%	97.29%	96.63%	98.94%
Not matched	50.00%	63.64%	0.00%	50.00%	75.00%
Total	86.73%	87.94%	92.76%	89.44%	94.04%

2014	FPI	LCE	LCW	MDT	PSD
Statemented	11.10%	19.40%	33.30%	19.20%	20.20%
School Action Plus	29.10%	33.30%	43.80%	41.20%	62.30%
School Action	63.50%	68.80%	66.30%	73.30%	90.40%
No SEN	94.50%	95.50%	97.20%	96.10%	98.80%
Not matched	54.80%	57.10%	66.70%	64.50%	77.40%
Total	83.70%	85.20%	90.50%	87.40%	93.50%

17. In 2015 the gaps narrowed for all groups of SEN pupils in Foundation Phase, most notably for those at school action plus. The FPI improved by 5 pts for statemented pupils, by 12 pts for pupils at school action plus and by 6 pts for pupils at school action. The closing gap reflects the impact on outcomes of early intervention strategies such as STARS, SAIL, Maths Factor and Speech and Language Links.

Comparative performance with other local authorities and cities

18. Schools are grouped into FSM bands and ordered nationally to give four quarters – the top performing 25% of schools fall in Quarter 1 (upper quarter) and the bottom performing 25% of schools fall in Quarter 4 (lower quarter). The improvements in performance in the majority of schools have led to an increase in the number of schools in the top benchmarking quarter from 14 in 2014 to 21 in 2015 and a reduction in the number of schools in the lowest quarter from 17 to 9.

2014 Benchmark quarters for FPOI

	No of schools	% of schools
Quarter 1	14	14.74
Quarter 2	32	33.68
Quarter 3	32	33.68
Quarter 4	17	17.89
Total	95	100.00

2015 Benchmark quarters for FPOI

	No of schools	% of schools
Quarter 1	21	22.11
Quarter 2	32	33.68
Quarter 3	33	34.74
Quarter 4	9	9.47
Total	95	100.00

19. In 2015 in the Foundation Phase Indicator, Cardiff has the smallest proportion of schools in the lowest quarter of any of the 22 local authorities across Wales.

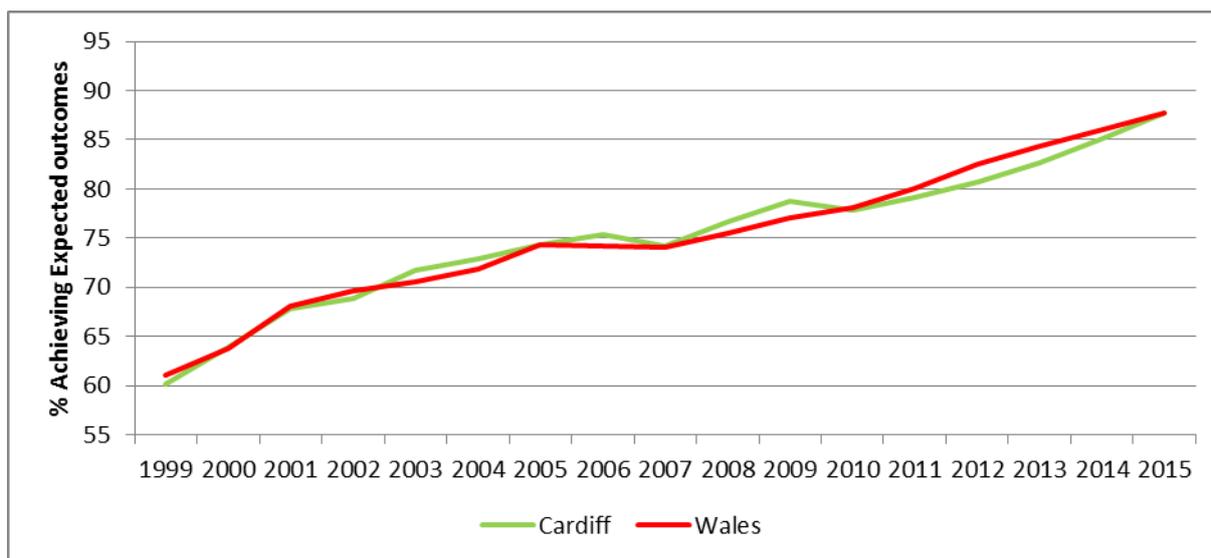
20. Comparing Cardiff with other local authorities across Wales it can be seen in the table below that the city's rank position has improved in 2015.

Foundation Phase - FPI	2014/15		2013/14		2012/13	
	Result	Rank	Result	Rank	Result	Rank
Cardiff	86.7%	12	83.7%	18	80.9%	18

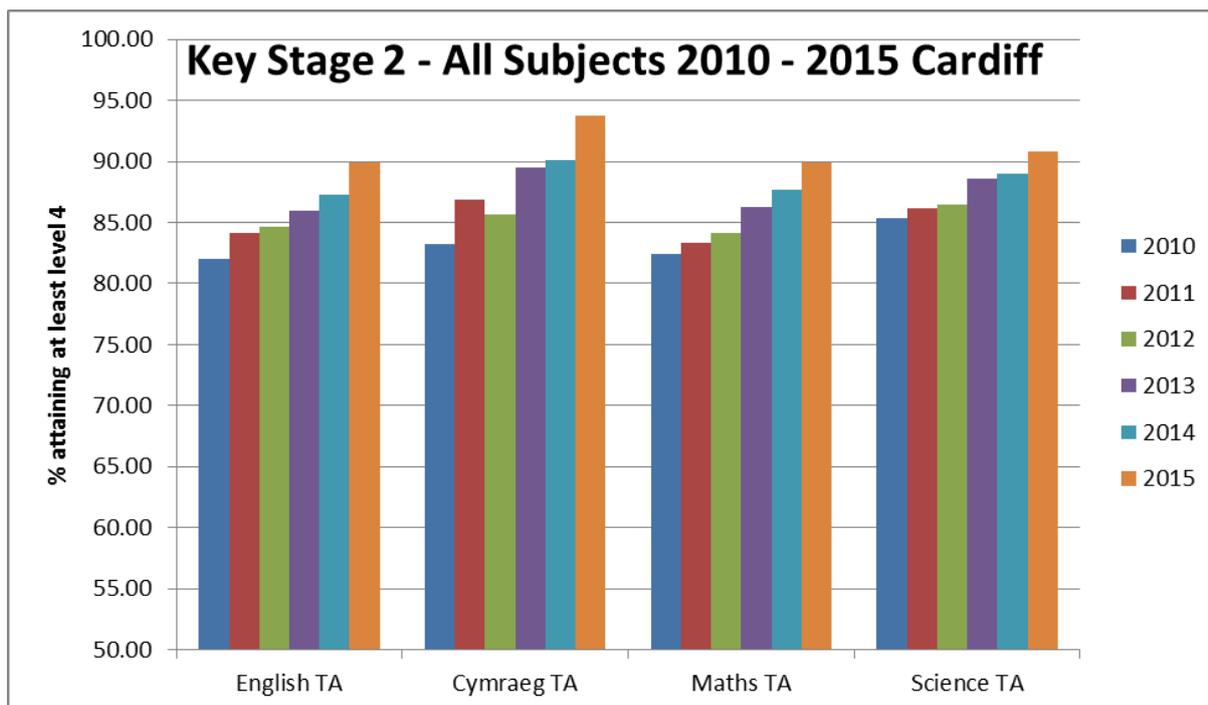
Appendix 4 Performance at Key Stage 2

Trend in Outcomes

1. There has been a similar improvement in the percentage of pupils reaching the expected level at Key Stage 2 to that seen in the Foundation Phase. In 2015 the improvement in the core subject indicator (CSI) is 2.7ppt which is greater than the national improvement (1.6ppt). The proportion of pupils achieving the CSI is now 87.8% which is in line with the national figure of 87.7%.



2. Two thirds of primary schools (62 out of 93) maintained or improved their Key Stage 2 CSI in 2015 compared to the previous year. In the remaining third (31 out of 93) the proportion of pupils achieving the CSI fell by an average of 6.5 ppt. In nine schools, the decrease is less than 3ppt. Eight schools are categorised as red or amber and action is already being taken to raise standards.
3. Schools are becoming increasingly accurate in their teacher assessments and regional moderation has taken place. They plan and implement interventions to accelerate the progress of pupils who are attaining below their age related expectations. These interventions impact positively on the rate of progress for the majority of pupils.
4. The highest performance is in Welsh first language with mathematics and English having the lowest performance at this key stage. At level 5 performance is highest in Welsh and lowest in English. At least four out of every ten pupils attain the higher level in all subjects which is at least in line with the proportion of pupils across wales as a whole.



Key Stage 2 – Expected Level (4+)				
	English TA	Cymraeg TA	Maths TA	Science TA
2010	82.04	83.21	82.38	85.32
2011	84.12	86.90	83.38	86.20
2012	84.61	85.68	84.12	86.45
2013	86.00	89.55	86.24	88.59
2014	87.27	90.11	87.67	89.02
2015	89.87	93.74	89.87	90.83

Levels of Progress between the Foundation Phase and Key Stage 2

5. The tables below show the proportion of pupils making 0, 1, 2 and 3+ levels of progress from the Foundation Phase (Key Stage 1) to Key Stage 2 in each of the core subjects*.

Cardiff

Subject	0 levels	1 level	2 levels	3+ levels
English	0.00%	4.89%	62.86%	32.25%
Welsh	0.00%	7.02%	70.25%	22.73%
Mathematics	0.29%	4.68%	64.18%	30.84%
Science	0.26%	7.63%	66.79%	25.29%

Central South Consortium

Subject	0 levels	1 level	2 levels	3+ levels
English	0.11%	5.09%	63.76%	31.01%
Welsh	0.08%	8.75%	70.43%	20.74%
Mathematics	0.25%	5.31%	64.28%	30.14%
Science	0.27%	7.69%	66.73%	25.29%

*excluding pupils with no values/previous information

6. By the end of Key Stage 2 it is expected that all pupils will make at least two levels of progress. In all subject areas there are a significant minority of pupils who are not making expected progress and consequently falling below age related expectations and/or underachieving. The proportions are slightly below the figures for the consortium. Equivalent data is not collected nationally.

Performance of More Able and Talented Pupils

7. Cardiff is at least in line with the national averages at the higher level 5+ in all core subjects. Performance at this level in Welsh first language is particularly strong being 7.5ppt above the national average. At the higher levels there are weaknesses in the comparative performance of girls with the national averages in English and science.

	2012	Wales 2012	2013	Wales 2013	2014	Wales 2014	2015	Wales 2015
English	30.70%	32.30%	34.00%	35.70%	36.80%	38.00%	40.89%	40.76%
Welsh	30.10%	26.60%	30.90%	30.40%	37.10%	33.90%	45.66%	37.97%
Maths	31.80%	32.90%	35.90%	35.70%	37.80%	38.00%	42.39%	41.24%
Science	31.90%	33.10%	35.10%	36.10%	37.60%	38.40%	41.15%	41.14%

Gender Gap

8. At Key Stage 2, at the expected level, the performance of boys is 3.5 ppt lower than the performance of girls. Girls' performance is stronger than boys in all of the core subjects but the greatest difference of nearly 5 ppt is in English. However, compared to the national outcomes for girls and boys there is underperformance in the attainment of girls.

	2012	2013	2014	2015	Wales 2015 Actual
CSI Boys	78.27	80.99	82.01	86.03	84.90
CSI Girls	83.36	84.43	88.34	89.53	90.75
CSI Total	80.71	82.61	85.11	87.76	87.74
Boys vs. Girls	-5.10	-3.44	-6.33	-3.49	-5.85

9. At both the expected and higher levels, the gender gap is smaller than the national gender gap in all three core subjects. At the higher levels, the outcomes for boys exceed the national averages, significantly so in Welsh. The outcomes for girls are slightly lower than the national averages in English and science.

Ethnicity Gap

10. As a whole, the proportion of minority ethnic pupils achieving the CSI at Key Stage 2 has improved by 3.9 ppt in the years between 2013 and 2015. However, this is a smaller increase than that for White UK pupils (5.6 ppt) and the gap in performance between the two groups has widened slightly.
11. Performance of minority ethnic pupils in 2015 (84.3%) remains below White UK (89.3%) by 5 ppt and all Cardiff pupils (87.8%) by 3.5ppt. The performance of minority ethnic pupils in Key Stage 2 improved from 2013 to 2014 by 3.2ppt. This was greater than the improvement made by White UK pupils (2.3ppt). However, the level of improvement in the CSI of minority ethnic pupils from 2014 to 2015, was only 1.3%.

Key Stage 2	CSI 2013	CSI 2014	CSI 2015
Any other ethnic background	94.4	87.10	85.7
Arab	82.2	84.47	87.6
Bangladeshi	86.2	90.98	93.6
Black Caribbean	100	75.00	33.3
Chinese or Chinese British	91.7	80.00	69.2
Mixed	80.6	85.99	87.9
Not known	80.0	79.31	76.2
Other Asian	84.9	92.42	89.5
Other Black	82.1	78.21	84.6
Pakistani	85.2	81.62	86.2
Somali	81.3	81.93	87.3
Traveller/Romany	54.2	52.17	72.2
White European	59.2	74.80	71.3
All EM	79.8	83.00	84.3
White UK	83.7	86.03	89.3
All Cardiff pupils	82.6	85.11	87.8

12. Minority Ethnic pupils are not a homogenous group. Some ethnic groups, such as Bangladeshi, have a higher than average proportion of pupils achieving the core subject indicator. By far the lowest performing group at this key stage is Black Caribbean pupils followed by White European pupils. The performance of

Traveller/Romany pupils increased significantly in 2015 (72.2%) by 20ppts from 2014 (52.2%) but outcomes are still relatively low.

13. A new project has been created to look at the achievement of Black Caribbean pupils to ensure that attainment improves. The EMTAS Black Caribbean Project has improved the analysis of data to ensure improvements in the targeting of provision for these pupils.

English as an Additional Language

	2013	2014	2015
EAL (Code A-E)	81.25%	83.70%	83.59%
No EAL	83.26%	85.65%	89.03%
All Pupils	82.61%	85.11%	87.76%

	2013	2014	2015
New to English (A)	16.67%	16.67%	36.36%
Early Acquisition (B)	54.40%	59.69%	67.43%
Developing competence (C)	94.21%	95.16%	95.93%
Competent (D)	97.56%	95.83%	98.29%
Fluent (E)	83.43%	89.80%	91.40%

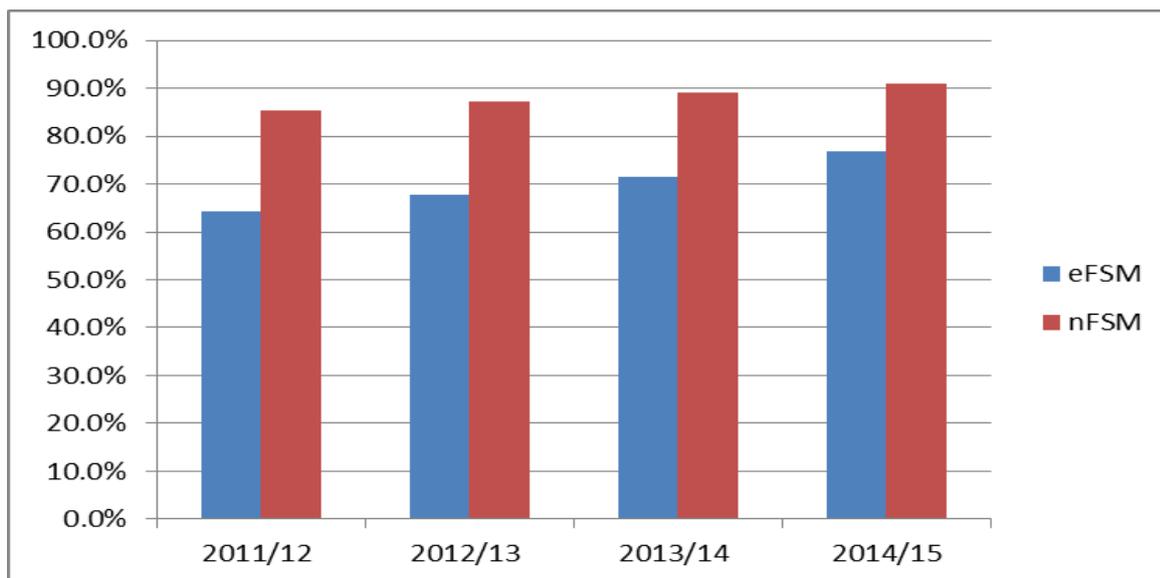
14. The proportion of pupils with English as an Additional Language (EAL Categories A – E) achieving the Key Stage 2 Core Subject Indicator (CSI) is 83.6%. This compares with 87.8% of all pupils in Cardiff. The EAL 2015 attainment figure is a small decrease of 0.1% from the 2014 EAL figure of 83.7%, but an increase of 2.3% from 2013.

Performance of Looked After Children

15. In 2015 there has been a small improvement in the percentage of pupils reaching the expected level at Key Stage 2 compared to the percentage in 2014. The proportion of pupils achieving the CSI was 56%, (9 out of 16 LAC in the cohort). This is well below the Cardiff figure for all pupils which is 87.8% and just below the Wales figure 2014 for LAC of 59%. 7 out of 16 (44%) of this cohort were on the Special Educational Needs (SEN) register.

Comparative Performance of Pupils Eligible for Free School Meals

16. The difference in performance between eFSM pupils and nFSM pupils has been reduced again this year from 17.5 ppt to 14.3 ppt. The gap has continued to reduce over the last four years as eFSM pupils' performance is improving at a faster rate than the performance of nFSM pupils.



17. The performance of eFSM pupils has improved by just over 5 ppt compared to nFSM pupils which have improved by 1.9ppt. The national figures for 2015 are not yet available but the performance of the city's eFSM pupils is nearly 5ppt ahead of the national figures for 2014.

	Cardiff eFSM 2015	Cardiff nFSM 2015	Wales FSM 2014	Cardiff All Pupils 2015
Key Stage 2 Core Subject Indicator	76.7%	91.0%	71.9%	87.8%

Performance of SEN pupils

18. There continues to be a wide gap between the attainment of pupils having special educational needs (SEN) and non-SEN pupils in mainstream settings at Key Stage 2. As in the Foundation Phase the gap is widest for statemented pupils, and the gap narrows for those at school action plus and school action.

Key Stage 2 - Percentage achieving Level 4 or above

2015	English	Welsh	Maths	Science	CSI
Statemented	26.61%	0.00%	24.19%	25.81%	21.77%
School Action Plus	53.73%	55.56%	55.97%	60.07%	47.39%
School Action	82.64%	86.90%	83.51%	85.07%	76.91%
No SEN	98.71%	99.73%	98.39%	98.83%	98.02%
Not matched	70.00%	-	70.00%	70.00%	70.00%
Total	89.87%	93.74%	89.87%	90.83%	87.76%

2014	English	Welsh	Maths	Science	CSI
Statemented	20.17%	40.00%	22.69%	21.85%	17.65%
School Action Plus	45.02%	51.61%	47.97%	53.14%	39.11%
School Action	75.61%	64.71%	76.31%	80.14%	70.38%
No SEN	97.87%	98.65%	97.79%	98.32%	96.83%
Not matched	64.30%	-	71.40%	64.30%	64.30%
Total	87.27%	90.11%	87.67%	89.02%	85.11%

19. In 2015 the gaps narrowed for all groups of SEN pupils, most notably for those at school action plus. The CSI improved by 4 pts for statemented pupils, by 8 pts for pupils at school action plus and by 6 pts for pupils at school action. The closing gap reflects the effectiveness of early intervention strategies such as STARS, SAIL, Maths Factor, Speech and Language Links, Rainbow Readers.

Comparative Performance with Other Local Authorities and Cities

20. The improvements in performance in the majority of schools have led to an increase in the number of schools in the top national benchmarking group from 15 in 2014 to 21 in 2015 and a reduction in the number of schools in the lowest group from 15 to 14. In 9 of these 14 schools there has been persistent low achievement and focused action is being taken. Larger numbers of SEN pupils in the year 6 cohorts in the other five schools have led to the reduction in performance.

2014 Benchmark quarters for KS2 CSI

	No of schools	% of schools
Quarter 1	15	16.13
Quarter 2	28	30.11
Quarter 3	35	37.63
Quarter 4	15	16.13
Total	93	100.00

2015 Benchmark quarters for KS2 CSI

	No of schools	% of schools
Quarter 1	21	22.58
Quarter 2	28	30.11
Quarter 3	30	32.26
Quarter 4	14	15.05
Total	93	100.00

21. Cardiff is the newest member of the Core Cities UK, having joined in 2014. The Core Cities Group promotes the role of cities in driving economic growth. They are Birmingham, Bristol, Cardiff, Glasgow, Leeds, Liverpool, Manchester, Nottingham, Newcastle and Sheffield. Membership will help the council to better benchmark its performance against other major UK cities.

22. Performance is at the top of the rankings at Key Stage 2 for the second consecutive year compared with the English authorities but lower against the Welsh authorities.

	English Level 4+	Mathematics Level 4+	Science Level 4+
	2015	2015	2015
Key Stage 2	1 st	1 st	1 st

23. Comparisons between school results in England and Wales need to be treated with some caution because of the growing differences in curriculum and assessment. Bearing this in mind it can be noted that Cardiff's relative performance is at the top of the rankings at Key Stage 2 compared with the English Core Cities.

24. The positive relative improvement in the core subject indicator in 2015 is reflected in Cardiff's rank position compared to the other Welsh local authorities.

Key Stage 2 CSI	2014/15		2013/14		2012/13	
Authority	Result	Rank	Result	Rank	Result	Rank
Cardiff	87.8	13	84.5	16	82.6	17

Appendix 5 Summary Overview - Secondary

1. The proportion of pupils that make at least two levels of progress from the end of Key Stage 2 to the end of Key Stage 3 continues to improve. The figures compare positively with the equivalent figures for the consortium (they are not collected nationally). However, between 3.65% and 6.45% of pupils made less than one level of progress and are potentially underachieving. Overall, around 10% of pupils are still not achieving the expected level at Key Stage 3 (level 5) and in a few schools this figure increases to around 30%, which points to ongoing inconsistencies in the quality of provision across the city.
2. There has been a positive trend of improvement since 2013 in all the performance measures in the secondary phase. The rate of improvement in the main performance indicators is greater in Cardiff than across Wales at Key Stage 4, but slower at Key Stage 3. Performance at the level 2 inclusive threshold compares favourably with performance nationally, but further improvement is still needed in the level 1 and level 2 threshold indicators.

Increase since 2013	Cardiff	Wales
KS3 CSI	5.60ppt	6.86ppt
KS4 Level 2+	9.44ppt	5.17ppt

3. More than half the cohort of pupils achieved the higher levels (level 6+) in the core subjects at Key Stage 3 which, in nearly all subjects, is a greater than the equivalent figures nationally. These outcomes provide a firm foundation from which pupils can begin their GCSE courses at Key Stage 4.
4. At Key Stage 4 raised expectations and improved tracking and intervention have led to a clear improvement in the level 2 inclusive measure. In particular, outcomes improved in three higher attaining secondary schools which had been underperforming (based on modelled expectations) for several years.
5. Outcomes for vulnerable learners such as eFSM pupils, looked after children and minority ethnic pupils have also improved, but are still significantly below the average.
6. The performance of eFSM pupils has improved at a faster rate over the last two years than the performance of nFSM pupils. In schools where the performance of eFSM pupils has considerably improved there is a clear focus on the outcomes for eFSM pupils and effective use of the pupil deprivation grant to develop high quality provision. However, the differences in performance continue to vary considerably between schools.

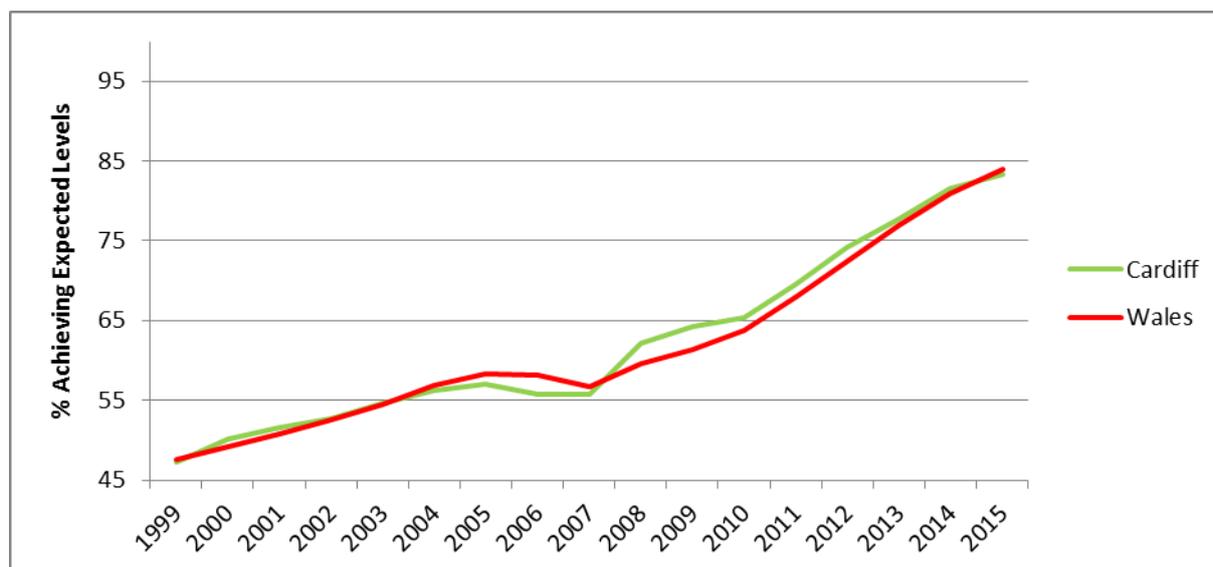
Increase since 2013	eFSM	nFSM
CSI	11.32ppt	4.16ppt
Level 2+	11.05ppt	9.24ppt

7. Some minority ethnic groups such as Bangladeshi and Pakistani have higher outcomes at this key stage than White UK pupils, whilst other groups such as White European, Black Caribbean and Traveller/Romany continue to be low achieving.
8. A greater proportion of looked after children achieved level 2 qualifications in 2015 than in previous years as a result of closer monitoring of their progress and attainment by schools. Yet the difference in performance between looked after children and their peers remains too large.
9. Cardiff has six secondary schools which are part of the Welsh Government's "Schools Challenge Cymru" programme. In 2015 at Key Stage 4, one school improved its performance and one school maintained the increases in performance achieved in 2014 but outcomes decreased in the other four schools. In three of these schools where there are a high proportion of White UK and eFSM pupils, the local authority has taken intervention action and leadership capacity has been increased. Although progress is now being made, standards remain unacceptably low. In the fourth school, there was a slight dip in outcomes but performance remains significantly above modelled expectations and further improvements are expected this year.
10. The overall attendance figure for secondary schools remained the same in 2014-2015 as in the previous academic year at 93.8%, which is identical to the Welsh average. The attendance figures in three secondary schools had a negative effect on the city's overall figures.
11. A large percentage of year 11 pupils continue their education by entering level 3 provision in schools or colleges across Cardiff. These learners generally do well progressing onto university courses. An additional number of learners follow level 2 or vocational courses. However a minority of year 11 and year 13 pupils are not making a successful transition into education, employment or training.

Appendix 6 Performance at Key Stage 3

Trend in Outcomes

1. The proportion of pupils reaching the expected level at this key stage also continues to increase although the rate of improvement has slowed. In 2015 the proportion of pupils achieving the CSI was 83.4%, an improvement of 1.9ppt on the 2014 figure. The improvement was smaller than the national improvement (2.9ppt).



2. Two thirds of secondary schools (14 out of 19) maintained or improved their Key Stage 3 CSI in 2015 compared to the previous year. In the remaining third the proportion of pupils achieving the CSI fell by up to 5 ppt (with the exception of one secondary school which fell by nearly 19ppt).
3. The highest performance is in Welsh first language and the weakest performance is in English. At the higher levels (level 6+ and level 7+) there have been significant improvements in each of the core subjects.

Core Subjects	Cardiff					Wales
	2011	2012	2013	2014	2015	2015
Level 5+						
English	76.2	80.5	84.0	86.0	86.7	87.9
Welsh First Language	89.0	88.2	88.5	94.0	92.8	90.9
Mathematics	79.0	82.7	84.3	87.6	89.3	88.7
Science	80.2	84.6	86.7	90.6	91.5	91.8

4. The range in performance in the non-core subjects is similar to that seen in the core subjects. However, performance in each of the non-core subjects is below the national average.

Non-Core Subjects	Cardiff					Wales
	2011	2012	2013	2014	2015	2015
Level 5+						
Art	80.4	85.6	88.6	92.2	90.1	92.0
Design and Technology	78.3	84.4	87.7	90.1	90.7	92.1
Geography	75.5	79.6	85.9	86.7	87.3	89.9
History	77.1	80.1	84.9	87.1	86.8	89.6
Information Technology	81.3	84.3	89.3	91.3	90.1	92.7
MFL	65.9	70.7	80.0	81.6	80.9	84.1
Music	76.2	83.8	85.4	90.9	88.7	91.6
Physical Education	75.0	78.9	84.1	88.5	90.8	91.4
Welsh Second Language	62.6	66.0	73.0	76.7	80.0	81.2

Levels of Progress between Key Stage 2 and Key Stage 3

5. The tables below show the proportion of pupils making 0, 1, 2 and 3+ levels of progress from Key Stage 2 to Key Stage 3 in each of the core subjects*.

Cardiff

Subject	0 levels	1 level	2 levels	3+ levels
English	6.45%	40.40%	45.99%	6.42%
Welsh	3.65%	45.31%	48.18%	2.86%
Mathematics	4.29%	31.44%	53.51%	10.26%
Science	4.09%	33.04%	53.83%	8.37%

Central South Consortium

Subject	0 levels	1 level	2 levels	3+ levels
English	6.52%	45.38%	42.54%	4.95%
Welsh	3.44%	42.41%	50.81%	3.35%
Mathematics	5.51%	36.67%	47.94%	9.47%
Science	4.29%	36.92%	50.35%	7.90%

*excluding pupils with no values/previous information

6. It is expected that all pupils will make between one and two levels of progress. With the exception of Welsh, more pupils in Cardiff make at least two levels of progress in all core subjects across Key Stage 3 than they do across the consortium as a whole.

7. In all subject areas there are a significant minority of pupils who are not making expected progress and consequently falling below age related expectations and/or underachieving. The proportions of these pupils are slightly below the figures for the consortium with the exception of Welsh. Equivalent data is not collected nationally.

Performance of More Able and Talented Pupils

8. There continues to be a strong upward trend in performance at the higher levels. Cardiff is above the national averages at level 6+ and level 7+ for all the main indicators except Welsh First Language at level 6+. The lower performance in this area is caused by boys' under attainment at this level.

2015 Key Stage 3		Level 6	Level 7	Level 8+	Level 6+
English TA	Cardiff	36.49	18.17	1.66	56.32
	Wales	36.00	15.28	1.34	52.62
Cymraeg TA	Cardiff	35.04	19.69	-	54.73
	Wales	38.77	15.79	1.56	56.12
Maths TA	Cardiff	33.93	25.84	2.78	62.54
	Wales	33.19	22.92	3.41	59.52
Science TA	Cardiff	41.05	22.43	1.15	64.62
	Wales	37.88	19.28	1.37	58.53

Gender Gap

9. At Key Stage 3, at the expected level, the performance of boys is approximately 6 ppt lower than the performance of girls. Girls' performance is stronger than boys in all of the core subjects but the greatest differences of around 7 ppt are in English and Welsh. However, compared to the national outcomes for girls and boys there is noticeable underperformance in the attainment of girls in English.

	2012	2013	2014	2015	Wales 2015 Actual
CSI Boys	70.33	74.24	77.50	80.45	80.33
CSI Girls	78.34	81.38	85.71	86.70	87.70
CSI Total	74.24	77.80	81.51	83.40	83.90
Boys vs. Girls	-8.02	-7.14	-8.21	-6.25	-7.37

10. At the higher levels the gender gap is larger than it is at the expected level, significantly so in both languages at level 6+ where it is 15.8 ppt in English and 26.0 ppt in Welsh. The outcomes of girls and boys are higher than the national figures.

The greatest difference is for girls in science at level 6+ where the performance is nearly 7ppt ahead of the national average.

Ethnicity Gap

11. The proportion of minority ethnic pupils achieving the Key Stage 3 Core Subject Indicator as a whole in 2015 (81.25%) improved by 3.14 ppt from 2014 (78.11%). This remains 2.95 ppt below White UK pupils.
12. The rate of improvement for minority ethnic pupils in Key Stage 3 from 2014 to 2015 (3.1ppt). This was greater than the improvement made by White UK pupils (1.5ppt).

Key Stage 3	CSI 2013	CSI 2014	CSI 2015
Any other ethnic background	85.7%	92.86	88.89
Arab	70.8%	81.58	73.49
Bangladeshi	83.5%	81.90	89.62
Black Caribbean	50.0%	100.00	83.33
Chinese or Chinese British	100.0%	93.33	100.00
Mixed	81.3%	74.74	83.89
Not Known	78.6%	83.33	86.11
Other Asian	84.6%	88.89	97.37
Other Black	72.4%	71.43	71.67
Pakistani	82.8%	84.78	91.00
Somali	77.6%	87.65	85.37
Traveller/Romany	20.0%	40.00	38.46
White European	56.1%	62.31	62.81
All EM Groups	75.2%	78.11	81.25
White UK Pupils	78.6%	82.71	84.20
All Cardiff Pupils	77.8%	81.51	83.40

13. The performance of Traveller/Romany pupils is significantly lower than the other minority ethnic groups. There was very little improvement in the outcomes of White European pupils and these are the second lowest performing group.

English as an Additional Language

	2013	2014	2015
EAL (Code A-E)	75.49%	77.91%	83.82%
No EAL	78.60%	82.38%	83.39%
All Pupils	77.80%	81.50%	83.40%

	2013	2014	2015
New to English (A)	8.33%	0.00%	0.00%
Early Acquisition (B)	11.36%	14.29%	14.75%
Developing Competence (C)	69.75%	71.50%	77.27%
Competent (D)	91.54%	91.78%	95.29%
Fluent (E)	83.97%	93.28%	94.60%

14. The proportion of Key Stage 3 pupils with English as an Additional Language (EAL Categories A – E) achieving the Core Subject Indicator (CSI) is 83.8%. This compares with 83.4% of all pupils in Cardiff. The EAL 2015 attainment figure is a significant increase of 5.9% from the 2014 EAL figure of 77.9% and a larger increase than that achieved in the previous year (2.4%) from the 2013 EAL figure. These increases are larger than those seen in either of the previous key stages.

Performance of Looked After Children

15. The proportion of Looked After Children reaching the expected level at Key Stage 3 (KS3) also continues to increase but remains below that of all pupils at this key stage. In 2015 the proportion of pupils achieving the CSI was 38% (9 out of 24 LAC in the cohort). This is well below the 83.4% of all pupils achieving the CSI in Cardiff and a lower performance than that achieved in 2014. It is also below the Wales Looked After Children figure for 2014 of 45%.

Performance of SEN pupils

16. There continues to be a wide gap between the attainment of pupils having special educational needs (SEN) and non-SEN pupils in mainstream settings at Key Stage 3. As would be expected, the gap is widest for statemented pupils, and the gap narrows for those at school action plus and school action.

Key Stage 3 - Percentage achieving level 5 or above

2015	English	Welsh	Maths	Science	CSI
Statemented	34.11%	0.00%	37.98%	42.64%	28.68%
School Action Plus	53.87%	64.00%	63.73%	67.96%	46.48%
School Action	74.62%	77.19%	79.89%	87.97%	66.73%
No SEN	96.35%	98.38%	97.37%	97.88%	94.74%
Not matched	63.64%	-	72.73%	81.82%	54.55%
Total	86.69%	92.84%	86.69%	91.52%	83.40%

2014	English	Welsh	Maths	Science	CSI
Statemented	19.80%	0.00%	32.20%	33.10%	15.70%
School Action Plus	45.60%	44.40%	49.40%	60.30%	33.80%
School Action	71.80%	79.30%	73.20%	82.80%	58.30%
No SEN	96.10%	99.00%	96.90%	98.00%	94.10%
Not matched	70.00%	-	70.00%	70.00%	70.00%
Total	86.00%	94.00%	87.60%	90.60%	81.50%

17. In 2015 the gaps narrowed for all groups of SEN pupils in Key Stage 3. The CSI improved by 13 pts for statemented pupils, by 13 pts for pupils at school action plus and by 12 pts for pupils at school action. The closing gap reflects the effectiveness of capacity building work to address the needs of vulnerable learners, including work to support BESD pupils at steps 3 and 4 of the graduated response and the roll out of secondary speech and language links.

Comparative performance with other local authorities and cities

18. The slowdown in improvement at this key stage has lowered Cardiff's rank position compared to the other local authorities across Wales as shown in the table below.

Key Stage 3 CSI Authority	2014/15		2013/14		2012/13	
	Result	Rank	Result	Rank	Result	Rank
Cardiff	83.4	13	81.5	12	77.8	12

19. The improvements in performance in the majority of schools have led to an increase in the number of schools in the top benchmarking group from 5 in 2014 to 8 in 2015 and a reduction in the number of schools in the lowest group from 6 to 3.

Benchmark quarters for KS3 CSI 2014

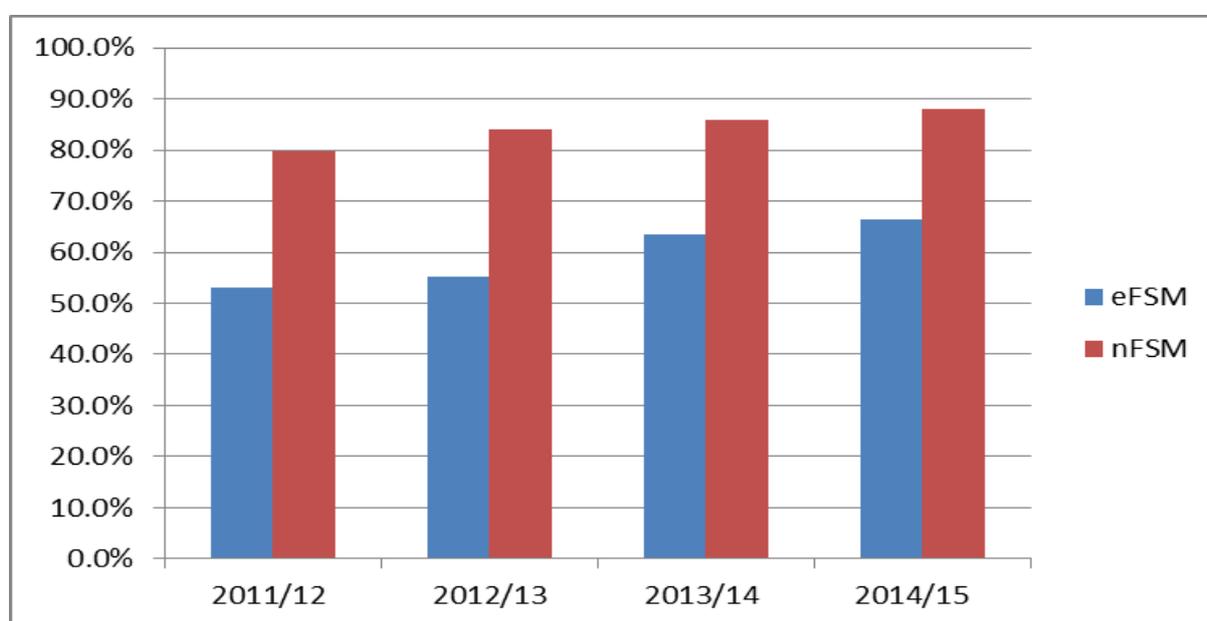
	No of schools	% of schools
Quarter 1	5	27.78
Quarter 2	5	27.78
Quarter 3	2	11.11
Quarter 4	6	33.33
Total	18	100.00

Benchmark quarters for KS3 CSI 2015

	No of schools	% of schools
Quarter 1	8	42.11
Quarter 2	4	21.05
Quarter 3	4	21.05
Quarter 4	3	15.79
Total	19	100.00

Comparative Performance of Pupils Eligible for Free School Meals

20. The difference in performance, at this key stage, between eFSM pupils and nFSM pupils has been reduced again this year from 22.4 ppt to 21.6 ppt. However the gap is significantly wider than in the primary phase.



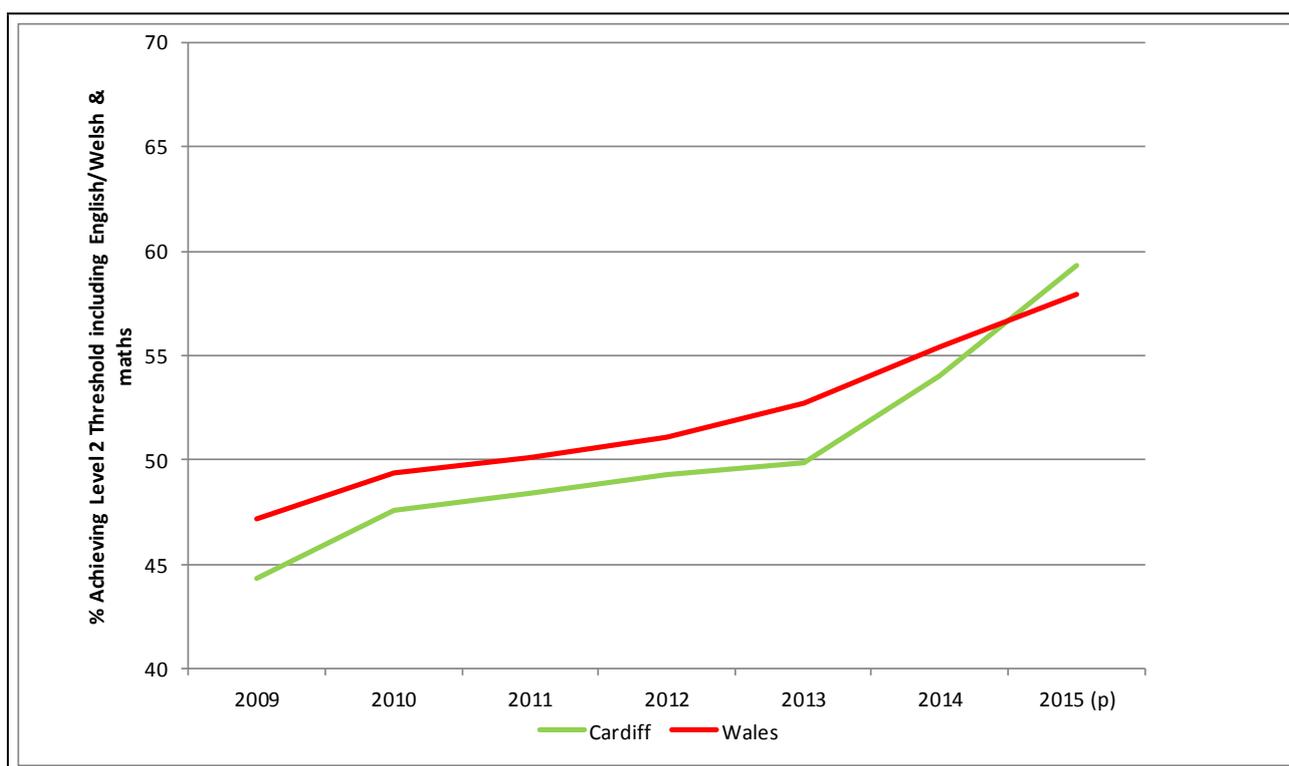
21. The performance of eFSM pupils has improved by 3 ppt compared to nFSM pupils which have improved by 2.2 ppt.

	Cardiff eFSM 2015	Cardiff nFSM 2015	Wales FSM 2014	Cardiff All Pupils 2015
Key Stage 3 Core Subject Indicator	66.5%	88.1%	61.3%	83.4%

Appendix 7 Performance at Key Stage 4

Trend in Outcomes

1. The improvements seen in Key Stage 3 over the last few years have been translated, in the last two years, into noticeable improvements at Key Stage 4. At the level 2+ threshold performance is above modelled expectations. There has been an improvement of 4.9 ppt to 58.9%, which is the biggest improvement in the consortium and 1 ppt greater than the improvement in 2014. However, in order to be in the top 25% performing authorities based on FFT estimates Cardiff's performance in this indicator would need to be 62.3%.



2. 8 out of 18 secondary schools met or exceeded their expected performance for the level 2+ threshold. In the 10 schools where performance was below expectation, 4 schools had outcomes below expectation by more than 5 percentage points.
3. However, four out of every ten pupils still end their compulsory education without having achieved five good GCSEs including English/ Welsh and mathematics. In five schools more than half of the pupils failed to reach the level 2+ threshold, and in three schools it was more than seven out of every ten pupils.
4. In 2015 a similar improvement was made in the level 2 threshold and capped points score, but in these wider measures, performance remains below where it should be given the very low standards previously and below modelled expectations.
5. Based on the provisional data there is a worrying decrease of approximately 1 ppt in the level 1 threshold, caused predominantly by the 2ppt decrease in the performance

of boys. There continues to be little correlation between school outcomes in these measures and the proportion of FSM pupils. This strongly suggests that any differences reflect the variation in provision within schools, in terms of a suitable curriculum offer and rigour in tracking the progress of all pupils, not just those near the level 2+ threshold.

Key Stage 4 Results

	2011	2012	2013	2014	2015	Cardiff 2015 Target*	Wales 2015 Actual
Achieved the Level 2 threshold including E/W/M	48.4%	49.3%	49.9%	54.0%	59.3%	63.0%	57.90%
Achieved the Level 2 threshold	63.9%	68.3%	73.0%	76.0%	81.6%	81.1%	84.10%
Achieved the Level 1 threshold	89.3%	91.2%	91.7%	93.2%	92.1%	95.4%	94.40%
Percentage achieving the Core Subject Indicator	47.3%	47.9%	46.7%	51.2%	56.5%	61.8%	54.80%
Average capped wider points score	306.0	317.0	322.0	331.0	336.9	-	343.5
Pupils entered for at least one exam	99.0%	n/a	100.0%	99.0%	99.0%	-	99.0%

6. There were also improvements in outcomes in the individual subjects of mathematics, English, Welsh and science at level 2. These improvements were smaller than that achieved in the level 2+ threshold which suggests that schools are becoming more effective at reducing the number of pupils that achieve level 2 in only one of mathematics or English/Welsh but not both. The improvements in schools' pupil tracking processes, in combination with successful intervention have improved schools' effectiveness in this area. Challenge advisers have also been more robust in testing the validity of the data.

Subject	2010	2015	Percentage Point Improvement
English	62.00%	71.63%	9.63%
Welsh	85.00%	84.14%	-0.86%
Mathematics	52.00%	63.21%	11.21%
Science	62.00%	80.69%	18.69%

7. In nine secondary schools, the results in the level 2+ threshold were less than expected. In all but one of these schools this stems from lower than expected performance in mathematics. In this subject particularly, the accuracy of teacher assessment is still not secure.

Pupils finishing statutory age education with no recognised qualification

8. From 2014 onwards, there has been an improvement in the method for matching of pupils aged 15 who achieved no recognised qualification to PLASC. The data from 2011 onwards has been recalibrated which has resulted in an improvement in the figures for Cardiff and the local authority's comparison with Wales as a whole.
9. The percentage of pupils not achieving a recognised qualification is not yet available for 2015. However in 2014, the figure for Cardiff was 0.65%, an improvement on the previous year of 0.16ppt. The reductions across Wales have been slightly smaller and so the gap with the Welsh average has widened from 0.14% to 0.41%.

	2011	2012	2013	2014
Cardiff	1.60%	1.08%	0.81%	0.65%
Wales	1.74%	1.40%	1.18%	1.06%
Difference	-0.14%	-0.32%	-0.37%	-0.41%

Gender Gap

10. At the level 2+ threshold boys' performance compares well with the national average but girls continue to underperform relative to the performance of girls across Wales. The proportion of boys in Cardiff achieving the level 2+ threshold is approximately 3 ppt greater than the equivalent national figure, but the proportion of girls is almost 1 ppt lower. This is as a result of the relatively lower performance in mathematics. In the level 2 and level 1 threshold measures, both boys and girls performance is below the national average by around 2.5 ppt.
11. In English and Welsh at level 2, the performance of boys and girls is above the national averages but in mathematics and science they are below. In mathematics, weaknesses in the quality of teaching and the impact of leadership have led to the shortcomings in the results. In science, the lower performance is caused by the limited use of BTEC science in some schools.

Cardiff 2015

Key Stage 4	Achieved the Level 1 threshold	Achieved the Level 2 threshold	Achieved the Level 2 threshold incl. GCSE grade A* - C in English or Welsh and Maths	Core Subject Indicator	Capped points score
Boys	90.56%	78.24%	57.68%	55.29%	324.93
Girls	93.76%	84.98%	60.93%	57.78%	349.07
Difference	-3.21%	-6.74%	-3.25%	-2.49%	-24.14

Wales 2015

Key Stage 4	Achieved the Level 1 threshold	Achieved the Level 2 threshold	Achieved the Level 2 threshold incl. GCSE grade A*-C in English or Welsh and Maths	Core Subject Indicator	Capped points score
Boys	93.20%	80.90%	54.30%	51.70%	332.30
Girls	95.70%	87.50%	61.80%	58.00%	355.20
Difference	-2.50%	-6.60%	-7.50%	-6.30%	-22.90

Performance of Pupils Eligible for Free School Meals

12. The performance of eFSM pupils has improved in most of the main indicators and core subjects. The exceptions are at the level 1 threshold, capped points score and in science. In comparison, the performance of non-FSM pupils improved in all the main indicators with the exception of the level 1 threshold.
13. Provisional results for 2015 report that in Cardiff 31.9% of eFSM pupils attained the level 2+ threshold compared to 31.3% of eFSM pupils across Wales. However, the gap in performance between the two groups has not reduced significantly in any of the main measures and core subjects.

Ethnicity Gap

Level 2+ threshold

14. In 2015, minority ethnic pupils' performance improved by 9.5ppt, while White UK pupils' improvement was more moderate at 4.1 ppt. This increase has brought the percentage of minority ethnic pupils attainment to a figure of 59.2%, while White UK is 59.3%. For the first time minority ethnic pupils are at a level equal to that of White UK pupils.
15. At the level 2 inclusive threshold the greatest positive changes were for the following ethnic groups – Black Caribbean (16.7%), Pakistani (22.2%) and Somali (18.0%). These groups have relatively stable populations in Cardiff and on the needs assessment survey pupils are typically categorised as 'Developing competence' or 'Competent' in English.
16. The lowest performing groups in this measure are Traveller/Romany, White European and Black Caribbean.

LEVEL 2 INCLUSIVE THRESHOLD	2013	2014	2015
Any other ethnic background	76.90	77.78	82.1
Arab	38.50	48.00	56.6
Bangladeshi	48.40	56.76	60.0
Black Caribbean	14.30	33.33	50.0
Chinese or Chinese British	68.40	94.12	100.0
Mixed	46.00	50.82	57.4
Other Asian	66.70	64.81	76.3
Other Black	54.30	41.51	51.6
Pakistani	47.70	50.96	73.1
Somali	36.70	38.71	56.7
Traveller/Romany	0.00	14.29	0.0
White European	41.30	37.10	49.6
All EM	46.40	49.62	59.2
White UK	50.80	55.25	59.3
Not known	55.20	48.94	80.0
All Cardiff pupils	49.90	53.90	59.4

English as an Additional Language

17. The following data needs to be viewed with a degree of caution. It has been ascertained by the local authority's officers (EMAS) that some minority ethnic pupils are being recorded as EAL and given a category of acquisition when they should not be included in the EAL cohort. This has led to concerns over the reliability of the data. Local authority officers are working closely with schools to improve the accuracy of the data collected.

Percentage achieving threshold measures

2015 (Provisional from second SSSP)	Cohort	Level 1 threshold	Level 2 threshold	Level 2 threshold incl. E/W & M
New to English (A)	7	57.14%	57.14%	0.00%
Early Acquisition (B)	26	69.23%	65.38%	7.69%
Developing competence (C)	128	95.31%	82.81%	39.06%
Competent (D)	184	98.37%	91.30%	61.96%
Fluent (E)	228	98.68%	91.67%	76.32%
Not matched	14	14.29%	0.00%	0.00%
All Pupils	3305	92.68%	82.06%	59.64%

2014	Cohort	Level 1 threshold	Level 2 threshold	Level 2 threshold incl. E/W & M
New to English (A)	7	42.86%	28.57%	0.00%
Early Acquisition (B)	28	67.86%	42.86%	3.57%
Developing competence (C)	198	94.44%	72.22%	22.22%
Competent (D)	168	98.81%	89.29%	64.88%
Fluent (E)	168	98.21%	86.90%	69.64%
Not matched	16	12.50%	0.00%	0.00%
All Pupils	3525	93.19%	76.03%	54.04%

18. The tables above show that the performance of EAL learners has improved for nearly all categories in all performance indicators. Not surprisingly, the level of language acquisition affects the level 2 inclusive indicator due to the lower performance in English.

Level 2 threshold

19. Outcomes at the Level 2 threshold increased by 8.7 ppt from the previous year (from 78.2% to 86.9%) for all Minority Ethnic groups combined. This meant that they outperformed the White UK ethnic group for the second consecutive year at this threshold. The All Minority Ethnic group performed 5.4ppt above All Cardiff pupils as a whole. Within the whole Minority Ethnic population the lowest achievement groups were Traveller/Romany and the White European.

LEVEL 2 THRESHOLD	2013	2014	2015
Any other ethnic background	84.60	88.89	100.00
Arab	62.50	85.33	94.7
Bangladeshi	65.10	90.54	91.3
Black Caribbean	66.70	83.33	75.0
Chinese or Chinese British	90.90	100.00	100.0
Mixed	60.40	78.14	85.1
Other Asian	65.00	85.19	92.1
Other Black	68.30	81.13	83.9
Pakistani	80.90	76.92	92.5
Somali	63.90	85.48	94.0
Traveller/Romany	16.70	28.57	45.5
White European	65.30	56.45	74.8
All EM	66.30	78.16	86.9
White UK	63.30	74.76	79.7
Not known	66.70	68.09	90.0
All Cardiff pupils	64.00	75.43	81.5

Level 1 threshold

LEVEL 1 THRESHOLD	2015	2014	2013
Any other ethnic background	100.0%	100.0%	100.00%
Arab	98.7%	97.3%	88.46%
Bangladeshi	100.0%	100.0%	97.89%
Black Caribbean	87.5%	91.7%	75.00%
Chinese or Chinese British	100.0%	100.0%	100.00%
Mixed	93.8%	95.6%	92.00%
Other Asian	100.0%	96.3%	100.00%
Other Black	90.3%	98.1%	93.48%
Pakistani	100.0%	96.2%	93.18%
Somali	100.0%	95.2%	98.33%
Traveller/Romany	70.0%	71.4%	33.33%
White European	87.0%	81.5%	83.96%
ALL EM	95.1%	94.2%	92.08%
White UK	92.3%	93.1%	91.52%
Not known	64.7%	80.4%	96.67%
All Cardiff pupils	92.1%	93.19%	91.74%

20. Over the past 3 years Minority Ethnic pupils have always had a higher proportion of pupils achieving the Level 1 than White UK pupils. The gap has increased year on year since 2013.
21. Six Minority Ethnic groups attained 100% Level 1, and the Arabic group attained 98.7%. Many of these groups include children who come from well-established communities in Cardiff (Bangladeshi, Chinese, Asian, Pakistani and Somali). These children are likely to have passed through the whole education system (from Nursery up), while cohorts from other groups such as Other Black, White European and Arabic may include mid-phase arrivals. Travellers/Romany is the lowest achieving group with 70% attaining Level 1.

Performance of Looked After Children

22. The cohort in Cardiff schools in 2015 increased in size from the previous year from 28 pupils to 35 pupils. 6 of the 35 pupils (17.1%) achieved level 2+ threshold compared to the previous year when only 3 pupils (10.3%) achieved this threshold. This matches the percentage of Looked After Children achieving this indicator in 2014 across Wales.

Key Stage 4 – Level 2+ threshold

Year	Total Pupils	L2 +	Wales LAC L2+	All Pupils Cardiff
2013	33	2 (6%)	13%	49.9%
2014	28	3 (10.3%)	17%	53.9%
2015 Provisional	35	6 (17.1%)		59.4%

Key Stage 4 – Level 2 threshold

23. In 2015, 48.6% of Looked After Children attained 5A* -C, compared with 27.6% in 2014. The gap between Looked After Children and their peers is 10.8 ppts, compared to 26.3 ppts in 2014.

Year	Total Pupils	L2	All Pupils Cardiff
2013	33	12 (36.4%)	73.0%
2014	28	8 (27.6%)	76.0%
2015 Provisional	35	17 (48.6%)	81.0%

Key Stage 4 – Level 1

24. In 2015, 77.1% of Looked After Children attained 5 A* - G, compared with 58.6% in 2014.

Year	Total Pupils	L1	All Pupils Cardiff
2013	33	21 (63.6%)	91.7%
2014	28	17 (58.6%)	93.2%
2015 Provisional	35	27 (77.1%)	92.1%

Performance of SEN pupils

25. There continues to be a wide gap between the attainment of pupils having special educational needs (SEN) and non-SEN pupils in mainstream settings at Key Stage 4.

As would be expected, the gap is widest for statemented pupils, and the gap narrows for those at school action plus and school action.

Key Stage 4 - Percentage achieving threshold measures

2015 (Provisional from second SSSP)	Level 1 threshold	Level 2 threshold	Level 2 threshold incl. E/W & M
Statemented	59.56%	36.76%	13.24%
School Action Plus	67.66%	45.96%	11.91%
School Action	89.15%	67.46%	22.56%
No SEN	98.01%	91.22%	74.05%
Not matched	14.29%	0.00%	0.00%
Total	92.68%	82.06%	59.64%

2014	Level 1 threshold	Level 2 threshold	Level 2 threshold incl. E/W & M
Statemented	51.40%	24.80%	6.70%
School Action Plus	74.50%	35.00%	9.90%
School Action	90.90%	59.00%	20.40%
No SEN	96.80%	84.40%	66.20%
Not matched	-	-	-
Total	93.00%	75.40%	53.90%

26. In 2015 the proportion of SEN pupils attaining level 2 and level 2 inclusive, increased for all groups. There was also an 8 ppt increase in the proportion of statemented pupils achieving level 1.

27. However, the proportion of school action plus and school action pupils achieving level 1 fell, by 7 ppts and 1.7 ppts respectively. This has led to the overall fall in level 1 threshold for all Cardiff pupils.

Comparative Performance with Other Local Authorities and Cities

28. At Key Stage 4 there has been a slight improvement in the relative benchmarking positions of schools in 2015 when compared to 2014.

2015 Key Stage 4 – Percentage of Cardiff schools in upper and lower quarters

Performance Measure	Key Stage 4	
	Lower Q	Upper Q
Level 1 threshold	50.00%	16.67%
Level 2 threshold	44.44%	22.22%
Level 2 inc Eng/Wel & Maths	22.22%	44.44%

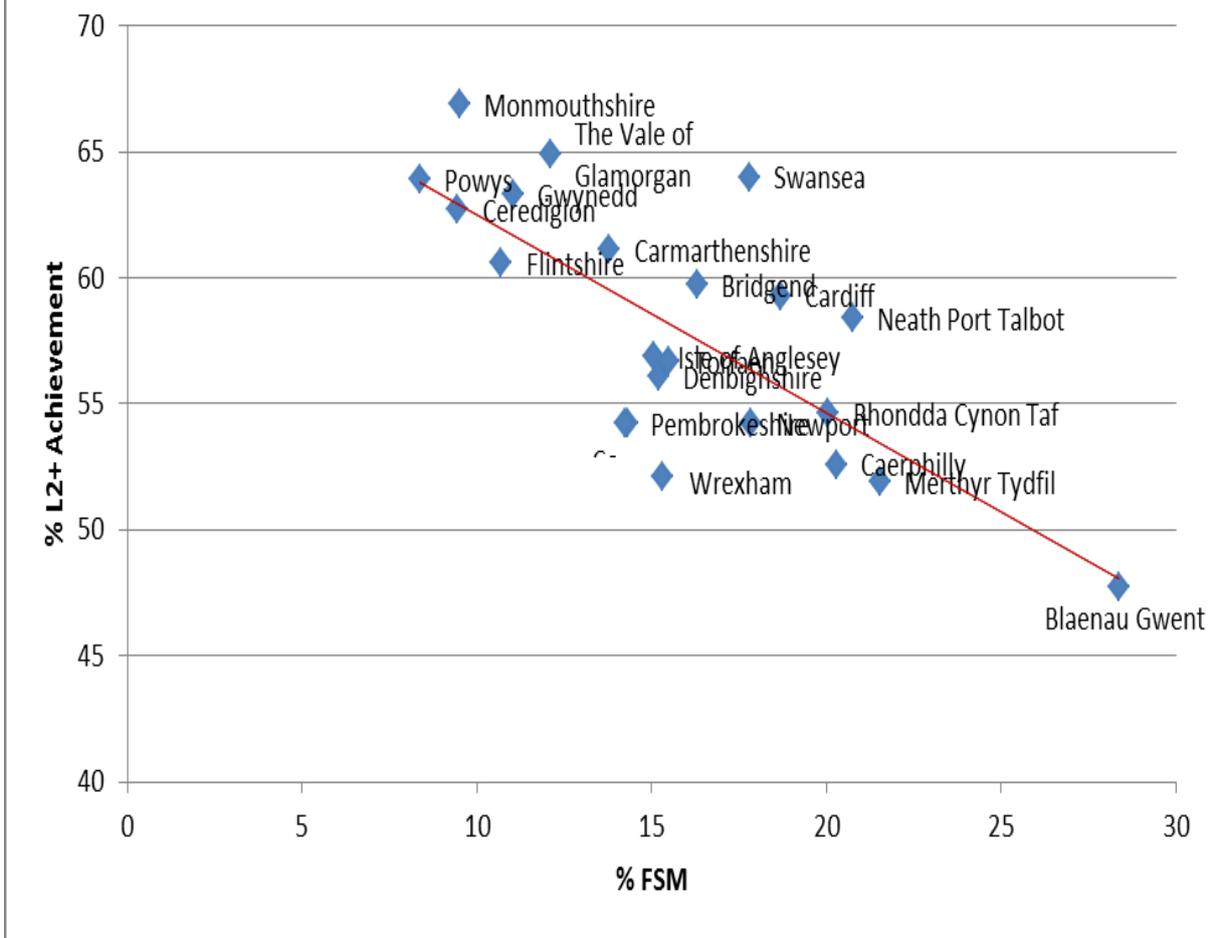
2014 Key Stage 4 – Percentage of Cardiff schools in upper and lower quarters

Performance Measure	Key Stage 4	
	Lower Q	Upper Q
Level 1 threshold	42.1%	15.8%
Level 2 threshold	52.6%	10.5%
Level 2 inc Eng/Wel & Maths	26.3%	26.3%

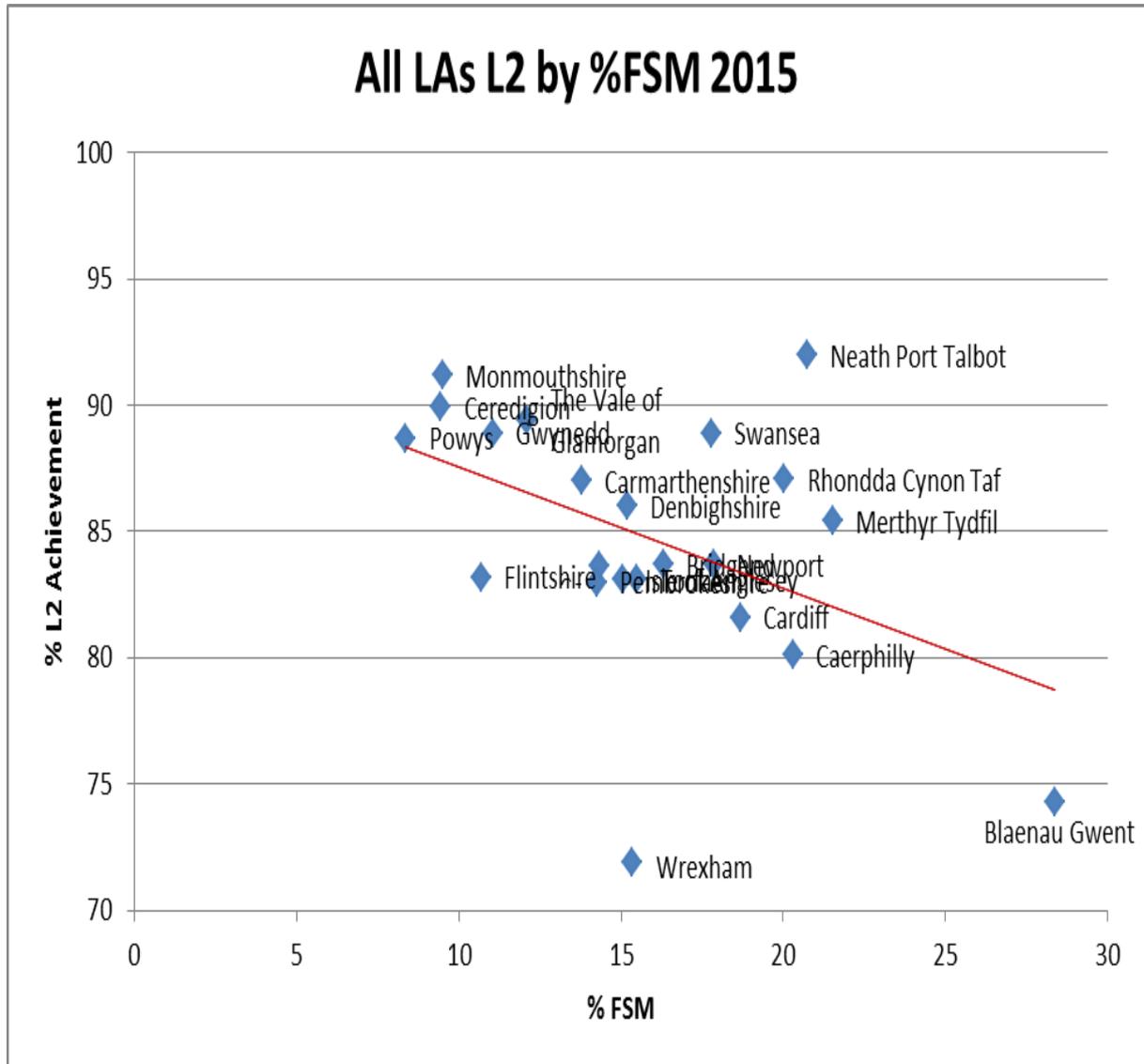
29. At the level 2+ threshold Cardiff's performance in 2015 compares favourably with other Welsh local authorities. Cardiff has moved into the top ten local authorities and the performance in this indicator is 4.23ppt above modelled expectations based on the proportion of eFSM pupils.

Key Stage 4 L2+	2014/15		2013/14		2012/13	
	Result	Rank	Result	Rank	Result	Rank
Cardiff	59.3	10	54.0	13	49.9	17

All LAs L2+ by %FSM 2015



30. In contrast, at the level 2 threshold Cardiff's performance in 2015 is 18th out of the 22 other Welsh local authorities and 21st at the level 1 threshold.

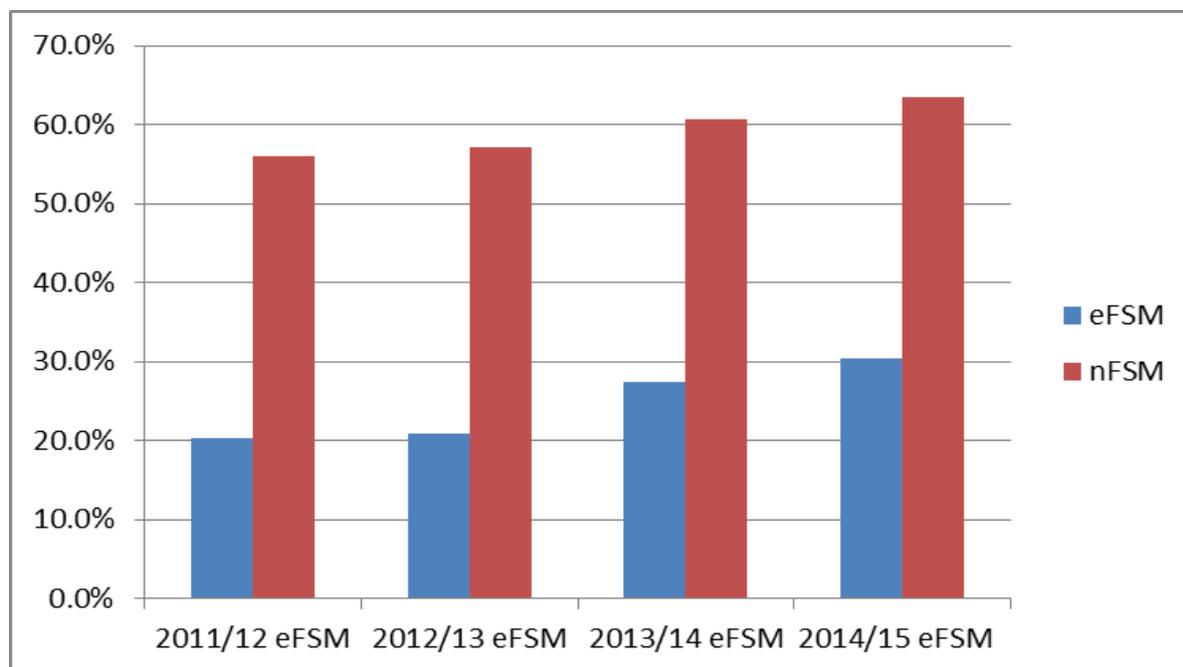


31. At Key Stage 4 comparisons with England and the core cities are no longer meaningful because the qualifications that contribute to the performance measures are now different in Wales and England. This is illustrated in the table below where the closest equivalent figures for England are now much lower.

2015	Level 2 threshold/ 5 A*-C with E/W/M	Level 2 threshold/ 5 A*-C	Level 1 threshold/ 5 A*-G
Cardiff	59.3%	81.6%	92.1%
Wales	57.9%	84.1%	94.4%
England	52.8%	64.2%	90.8%

Comparative Performance of Pupils Eligible for Free School Meals

32. At the level 2+ threshold the performance of both eFSM pupils and nFSM pupils has continued to increase



33. However, the difference in performance between eFSM pupils and nFSM pupils increased in Key Stage 4 in the three main performance indicators. There continues to be marked variations between schools in the attainment of eFSM pupils.

	Level 2+ Cardiff	Wales 2015	Level 2 Cardiff	Level 2 Wales	Level 1 Cardiff	Level 1 Wales
2014/15 eFSM	31.9%	31.3%	64.5%	68.2%	81.3%	89.3%
2014/15 nFSM	66.3%	63.7%	86.0%	88.3%	95.7%	97.5%
Difference 2015	34.4%	32.4%	21.5%	20.1%	14.4%	8.3%
Difference 2014	33.3%	33.8%	20.2%	22.1%	11.3%	9.5%

Appendix 8 Performance at Key Stage 5

Trend in Outcomes

1. The proportion of subject entries at A* or A was 31.1% and at A*-C the proportion was 78.4%. These figures represent increases of 3.7 and 1.3 ppt respectively on the figures for 2014. At A*-E, considered the 'pass rate', the proportion of subject entries was 98.1%. The proportion of students achieving the level 3 threshold was 97.0%. Both figures are similar to those achieved in 2014.
2. The results achieved at Key Stage 5 compare positively with the national figures for both Wales and England. The proportion of subject entries at A* or A was 23.1% in Wales and 25.9% across England. At A*-C the corresponding national figures were 74.3% and 77.2% respectively. The national pass rate in Wales was 97.3% whereas in England it was 98.1%.
3. The overall trend in performance at the level 3 threshold and average wider points score is shown in the table below.

A Level Results 2015

YEAR 13	RESULTS					Wales
	2011	2012	2013	2014	2015	2015
Entering a volume equivalent to 2 A level who achieved the Level 3 threshold	96%	97%	96.0%	97.0%	96.9%	97.0%
Average wider points score for pupils aged 17	808	845	865.5	833	866	799.7

Percentage achieving A*/A at A Level

4. The proportion of entries achieving a grade A*/A has been around 30% for the last five years but showed further improvement in 2015. This outcome was considerably above the Welsh average, the same as in previous years.

A level

	2010	2011	2012	2013	2014	2015
	A*/A	A*/A	A*/A	A*/A	A*/A	A*/A
Cardiff	28.8%	29.8%	29.5%	29.0%	29.7%	31.0%
Wales	24.4%	23.9%	23.6%	22.9%	23.2%	23.0%

Report on Value-added in Cardiff 6th Forms utilising the Alps system

5. Cardiff uses the Alps tools for identifying the added value schools bring to student achievements. This is the second full year of use and strongly welcomed by schools. It is anticipated that the impact of its use will increase in the years ahead.
6. Using this information it has been found that:
 - Over a third of A level teaching in Cardiff is excellent or outstanding
 - 2 schools have sustained excellent overall performance from 2012 to 2015
 - A further 3 schools have sustained good performance
 - 5 schools can be considered satisfactory in their overall performance
 - 2 schools are in the lowest grades of performance but one of these is showing signs of improvement
7. The value-added performance of subjects shows significant variation both within and across schools. Cardiff has a number of high performing subjects across a range of centres that are placed in the top 25% of performance and in some cases in the top 10%.

Subjects performing strongly are:-

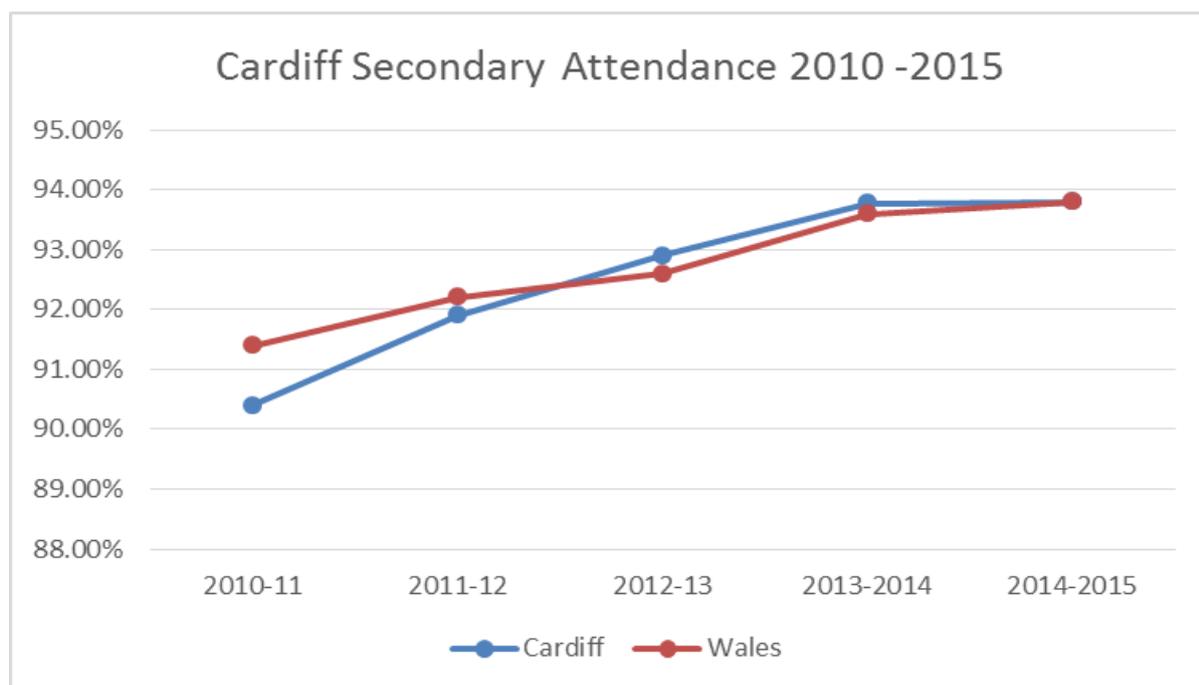
Applied Art, Geology, History, Mathematics, Music and Religious Studies

There are also a number of subjects causing concern including, for example, Applied ICT, aspects of D&T.

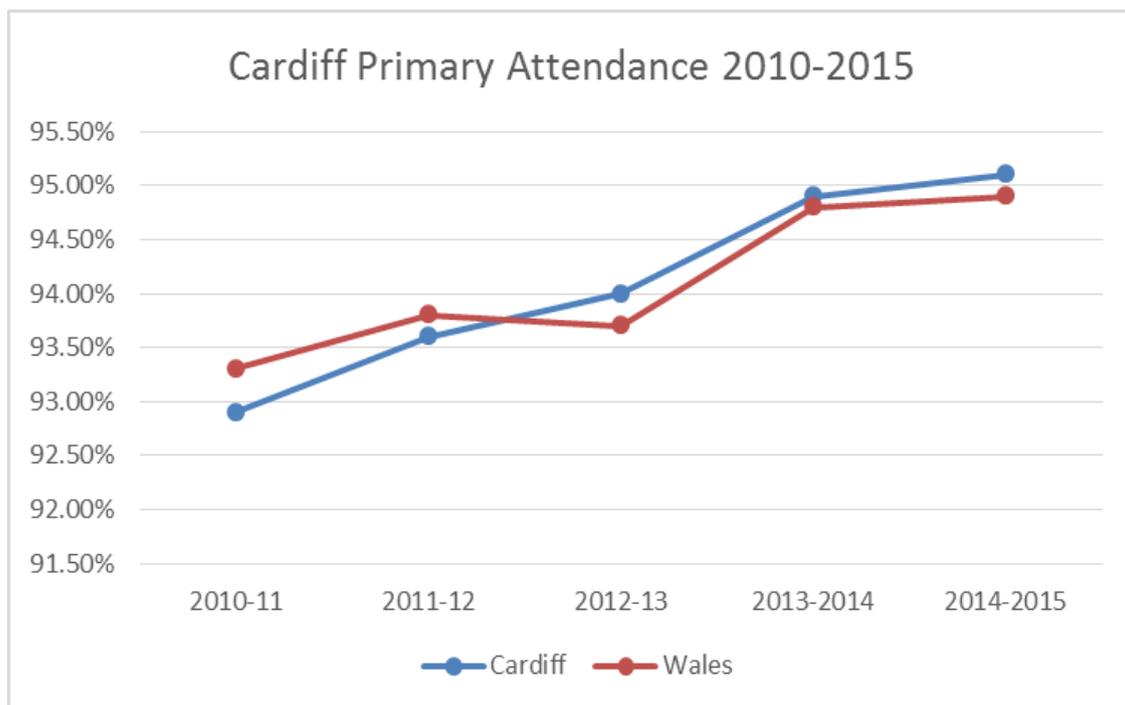
8. Greater consistency is now needed across schools and a drive towards the higher grades of performance. Using the Alps data as evidence of quality of delivery a system of school to school support will be piloted in 2015-16 using on-line tools to assist the sharing of best practice in the planning and delivery of lessons.

Appendix 9 Attendance at School

1. Having improved significantly year on year since 2011, the 2014-2015 overall attendance figure for secondary schools remained the same as in the last academic year at 93.8%, which is identical to the Welsh average. This places Cardiff 11th out of the 22 local authorities in Wales for secondary school attendance. Seven schools achieved attendance above 95% compared to five last year. Notably poor attendance in three schools impacted significantly on the overall city data.



2. The attendance of eFSM pupils in secondary schools was slightly lower in 2015 than in 2014. This is a cause for concern as it is likely to have a negative impact on the academic achievement of these pupils at the end of year 11.
3. The proportion of pupils who are persistent absentees (attendance of 80% or below) has reduced for two years running in three of the cities secondary schools but increased for two years running in six others.
4. Attendance in primary schools continues to improve. The 2015 figures showed attendance of 95.1% which is 0.2 percentage points up on the 2014 figure of 94.9%. Overall, 56% of primary schools look to have achieved an attendance rate over 95% and 29% of schools achieved attendance of at least 96%.



5. The proportion of days missed, especially by secondary school age pupils, remains too high and in some cases clearly impacts on the standards attained by individual pupils and their schools. While there is clear evidence of the positive impact of the 5 step strategy which has been in place for a number of years now, improving attendance in schools at all phases remains a priority.

**Primary and Secondary Attendance 2015
Comparison of Cardiff to the Core Cities**

2015	Primary		Secondary	
	Attendance	Rank	Attendance	Rank
Wales Average	94.9%		93.8%	
England Average	96.0%		94.8%	
Cardiff	95.1%	10	93.9%	7
Birmingham	95.9%	3	95.1%	1
Bristol, city of	95.7%	4	94.3%	5
Leeds	96.2%	1	94.5%	3
Liverpool	95.5%	8	93.7%	8
Manchester	96.0%	2	93.7%	8
Newcastle Upon Tyne	95.7%	4	94.8%	2
Nottingham	95.7%	4	94.5%	3
Sheffield	95.5%	7	94.3%	5
Glasgow	95.1%	9	91.9%	10

Appendix 10 Exclusions

1. The exclusion data shows an overall improvement. Cardiff's exclusion rates continue to fall overall against key performance indicators, with significant reductions in the fixed term exclusions per 1000 pupils in both secondary and primary phases. There were four permanent exclusions in 2014/15.
2. Progress has been made in reducing fixed term exclusions and maintaining low permanent exclusions. Since the introduction of the 5 step approach the majority of schools have implemented the model appropriately. This has led to schools providing alternatives to exclusion and improving practice which has consequently led to a significant reduction in exclusion rates over the last five years.
3. Exclusion data is used to target support and share good practice between schools. Stronger inclusion models have been implemented with a more proactive approach to behaviour management. Working relationships between schools and the local authority and between schools and other schools are generally effective in securing alternatives to exclusion.

Primary Phase

4. Progress has been made in reducing short fixed term exclusions in primary schools with the exclusions per 1000 pupils now at 9.16 close to the Welsh average of 9.1 (2012/13). Longer fixed term exclusions have remained low at 0.3 per 1000 pupils and are below the Welsh average of 0.7 per 1000 pupils.
5. The average days lost to short exclusions has fallen from 1.55 (2013/14) to 1.43 (2014/15). Whilst the average length of longer exclusions in this phase has risen, this relates to 7 incidents of exclusion in 2014/15 which is down from 13 in 2012/13. This reflects the serious nature of a small number of incidents which have occurred in primary schools.

Exclusion category	12/13	13/14	14/15	Wales average (12/13)	14/15 target
Fixed term exclusions per 1000 pupils(5 days or fewer)	11.03	13.19	9.16	9.1	8.5
Fixed term exclusions per 1000 pupils(6 days or more)	0.59	0.3	0.3	0.7	0.25
Average days lost (FTE 5 days or fewer)	1.99	1.55	1.43	n/a	n/a
Average days lost (FTE 6 days or more)	8.65	8.07	9.07	n/a	n/a

Secondary Phase

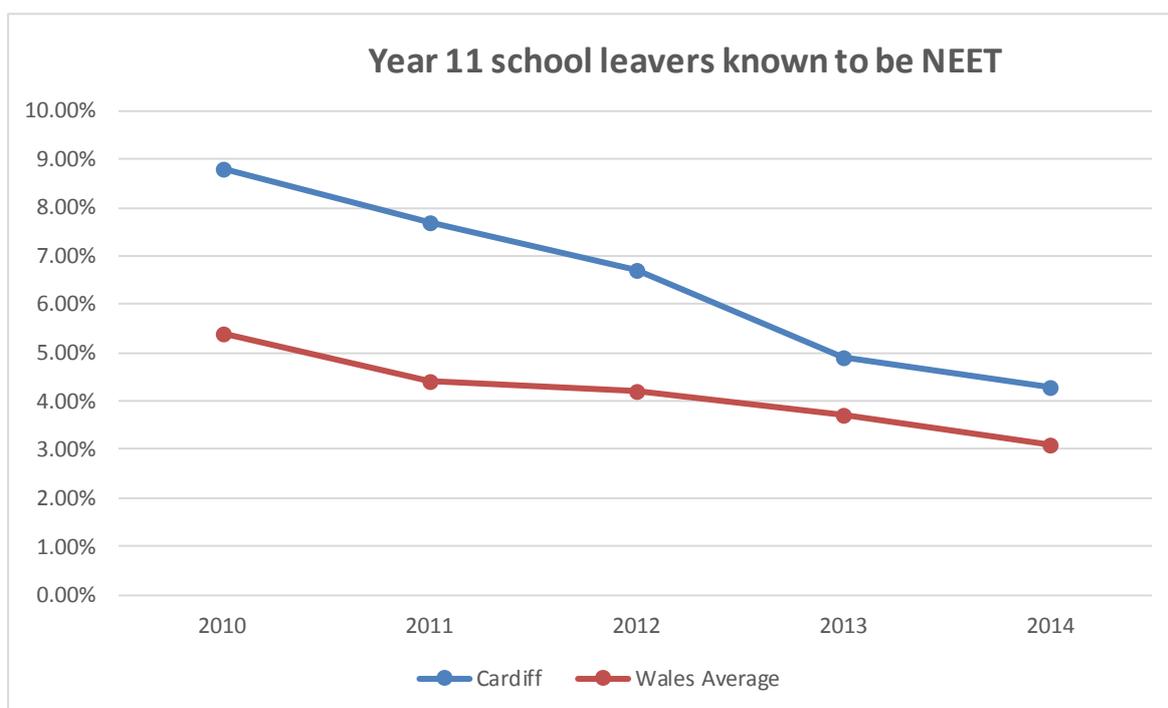
6. Good progress overall has been made in reducing short fixed term exclusions in this phase with a five year downward trend. The majority of secondary schools have low exclusions figures. The number of incidents of exclusion has been reduced considerably from 135 in 2012/13 to 78 in 2014/15. Improvements have also been made in reducing the average days lost to both short and longer exclusions.
7. However, rates of exclusion have still been high in eight secondary schools, resulting in the overall secondary data not reducing further. Of these, two are now making good progress in reducing exclusions following challenge and support and work is ongoing with another two to embed consistency in the 5 step approach.
8. The remaining four schools have been subject to local authority intervention leading to changes in leadership and governance. Stronger inclusion models have now been implemented with a more proactive approach to behaviour management. As a result exclusions have fallen significantly in two out of the four schools.
9. Longer fixed term exclusions have risen this year due to the high rates at two schools which account for one third of all exclusions. The number of incidents of exclusion has been reduced considerably from 135 in 2012/13 to 78 in 2014/15. In all schools with comparatively high numbers of exclusions, more needs to be done to ensure that interventions short of exclusion are used effectively wherever possible.

Secondary Phase Exclusion Data

Exclusion category	12/13	13/14	14/15	Welsh average (12/13)	14/15 target
Fixed term exclusions per 1000 pupils(5 days or fewer)	107.8	95.9	76.7	56.5	55
Fixed term exclusions per 1000 pupils(6 days or more)	7.9	3.7	4.7	3.9	3.3
Average days lost (FTE 5 days or fewer)	1.89	1.77	1.74	n/a	n/a
Average days lost (FTE 6 days or more)	9.98	9.96	9.37	n/a	n/a

Appendix 11 Not In Education, Employment or Training (NEET)

1. Significant progress has been made over the last 5 years in reducing the number of young people who leave school and do not make a positive transition to Education Employment, Training in Cardiff. There has been a significant reduction in the numbers of year 11 leavers designated as NEET, from 8.8% in 2010, to 4.26% in 2014. In 2014, the number of year 11 school leavers that did not progress into EET was 151 pupils of a cohort of 3,546 pupils (4.26%).



Source: Careers Wales Pupil Destinations from Schools in Wales. This indicator is based on a snapshot taken at the end of October each year and data relates to whether a young person was engaged in EET on the day of the count.

Year 11 Leavers known to be not in education, employment or training					
	2010	2011	2012	2013	2014
Cardiff	8.8	7.7	6.7	4.9	4.3
Wales	5.4	4.4	4.2	3.7	3.1

2. Despite this improvement being at a faster rate than other local authorities, further reductions are required. Cardiff's position relative to that of the 21 other local authorities in Wales was 20th compared with 21st in 2013. In relation to similar authorities Cardiff's performance at 4.26% is ahead of Newport 4.7% but behind Swansea 3.5%.
3. The local authority has strong partnership arrangements with Careers Wales and robust data sharing and processes have been developed to support the operation of post 16 neighbourhood panels and the destinations process. Youth Service Lead Workers and Youth Mentors have arrangements in place to refer into Careers Advisors when they identify year 10 and 11 pupils or post 16 learners that require career support.

4. The local authority is also working as part of a regional consortium to progress an European Social Fund application - Aspire to Achieve. Careers Wales are included as a partner in the application and should this be successful will deliver 'Activate', a targeted career support intervention with pupils identified through the Vulnerability Assessment Profile.

Appendix 12 Outcomes of Inspections

The Outcomes of School Inspections

1. At the time of writing this report, 3 nursery schools, 76 primary schools, 5 special schools, 18 secondary schools and the Pupil Referral Unit (PRU) have been inspected since September 2010 when Estyn introduced a revised framework for inspections. The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales 2013-2014 cited that 65% (approximately two thirds) of primary schools and 69% of secondary schools are in some form of follow-up monitoring.
2. During the 2014-2015 academic year:
 - Five schools were judged as requiring significant improvement: Fairwater Primary, St. Cuthbert's RC Primary, Adamsdown Primary, Christ the King RC Primary and Cantonian High;
 - Two schools were judged as requiring special measures: Eastern High and Trelai Primary.
3. In the two secondary schools the local authority has taken intervention action:
 - Cantonian High, the proportion of pupils achieving the level 2+ threshold improved in 2015. The school is receiving support for leadership, learning and teaching from a high performing school and the school is also involved in the Schools Challenge Cymru programme.
 - Eastern High, the school has made progress over the last year in some areas such as improving behaviour and leadership. Improving the quality of teaching is now the main focus in order to improve outcomes for pupils in 2016.
4. In the primary schools, poor performance at the end of each key stage and shortcomings in leadership were the main contributory factors. The local authority intervened in Fairwater Primary and this school has now made good progress and been removed from Estyn's list of schools requiring significant improvement. In the other primary schools leadership issues are being addressed.
5. Over the same period:
 - Two schools were removed from requiring significant improvement, namely Holy Family RC Primary and Allensbank Primary; and
 - St. Illtyds was removed from special measures.

Main Themes in Inspection Reports

6. Estyn's Annual Report 2013-2014 highlights that in primary schools where standards are excellent, pupils make very good progress in their learning, often from low starting points. They apply their literacy, numeracy, thinking and problem-solving skills well across the curriculum. Pupils eligible for free school meals generally perform as well as their peers and there tends to be little difference between the performance of boys and girls.
7. Where inspections judge standards to be only adequate, their report notes that there is no trend of improvement, numeracy skills are weaker than literacy skills and girls

tend to perform better than boys, particularly at the higher-than-expected levels and in literacy. The quality and consistency of feedback pupils receive and how effective this is in helping pupils to improve their work are weak. Leaders do not hold senior and middle leaders to account for the standards pupils achieve and do not place an appropriate focus on improving standards.

8. In relation to secondary schools, Estyn's annual report 2013-2014 identifies that in the very few schools where standards are excellent, examination results are very good and consistently compare well with those of similar schools. Nearly all pupils display high levels of achievement and progress in their learning.
9. The report also documents that where standards are only adequate, there are weaknesses in mathematics, at the level 2+ indicator, and in the provision for more able and talented pupils. Leaders at all levels do not have enough impact on standards and the quality of teaching. Governors do not hold leaders to account well enough for their responsibilities or challenge the school enough on areas for improvement. Recommendations highlighting the need to take action to improve in these areas have also been made in reports on Cardiff schools.
10. Where schools in Cardiff are judged to be unsatisfactory, there are low standards and weaknesses in leadership. Self-evaluation and planning for improvement have not had enough impact on raising standards and improving the quality of teaching. Governors do not challenge the school's leaders rigorously enough or hold them to account fully for the standards that pupils achieve.

Inspection Report Analysis - Outcomes from September 2010 - August 2015

In the tables below KQ refers to the key questions against which judgements are made.

KQ1 – How good are the outcomes?

KQ2 – How good is provision?

KQ3 – How good are leadership and management?

Percentage of reports graded Excellent

Type	KQ	Cardiff	CSC	Wales
Primary	KQ1	8.9	4.0	3.5
Primary	KQ2	10.1	4.0	3.2
Primary	KQ3	10.1	5.5	5.9
Secondary	KQ1	5.6	13.3	12.8
Secondary	KQ2	5.6	8.9	9.5
Secondary	KQ3	11.1	13.3	14.5
Special/PRU	KQ1	16.7	20.0	18.2
Special/PRU	KQ2	16.7	10.0	13.6
Special/PRU	KQ3	16.7	20.0	19.7

Percentage of reports graded Good

Type	KQ	Cardiff	CSC	Wales
Primary	KQ1	68.4	68.0	67.5
Primary	KQ2	64.6	74.5	75.5
Primary	KQ3	64.6	70.2	67.9
Secondary	KQ1	38.9	33.3	35.8
Secondary	KQ2	44.4	55.6	56.4
Secondary	KQ3	44.4	53.3	44.1
Special/PRU	KQ1	83.3	70.0	57.6
Special/PRU	KQ2	66.7	75.0	62.1
Special/PRU	KQ3	50.0	60.0	47.0

Percentage of reports graded Adequate

Type	KQ	Cardiff	CSC	Wales
Primary	KQ1	20.3	26.5	27.8
Primary	KQ2	25.3	20.4	20.3
Primary	KQ3	20.3	21.1	22.1
Secondary	KQ1	27.8	40.0	40.2
Secondary	KQ2	33.3	28.9	30.7
Secondary	KQ3	22.2	22.2	34.1
Special/PRU	KQ1	0.0	10.0	16.7
Special/PRU	KQ2	16.7	15.0	18.2
Special/PRU	KQ3	33.3	20.0	22.7

Percentage of reports graded Unsatisfactory

Type	KQ	Cardiff	CSC	Wales
Primary	KQ1	2.5	1.5	1.2
Primary	KQ2	0.0	1.1	1.0
Primary	KQ3	5.1	3.3	4.1
Secondary	KQ1	27.8	13.3	11.2
Secondary	KQ2	16.7	6.7	3.4
Secondary	KQ3	22.2	11.1	7.3
Special/PRU	KQ1	0.0	0.0	7.6
Special/PRU	KQ2	0.0	0.0	6.1
Special/PRU	KQ3	0.0	0.0	10.6

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**CITY AND COUNTY OF CARDIFF
DINAS A SIR CAERDYDD**

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE:

12 JANUARY 2016

CENTRAL SOUTH CONSORTIUM – SELF ASSESSMENT AND DRAFT BUSINESS PLAN 2016/17

Reason for the Report

1. To enable Members to consider the South Central Wales Education Consortium (The Consortium)'s draft self-assessment and draft business plan 2016/17, as agreed by Committee in November 2015 (copy attached at **Appendices A and B**).

Background

2. The Committee, in November 2015 received a letter from the Consortium, stating that the Consortium's Joint Committee had agreed a common programme across all five authorities to scrutinise the Consortium's self assessment and draft Business plan. This would take place at the scrutiny committee meetings in January of each year, rather than attending three scrutiny meetings as in previous years. Following consideration of the letter the Members agreed to continue the current practice, of inviting the Consortium to three Committee meetings a year, in January, June, and November, until this Council has improved and been removed from Estyn Monitoring.

Issues

3. The Managing Director of the Central South Consortium, Hannah Woodhouse, has provided a copy of the Draft Self Evaluation Report, copy attached at **Appendix A**, which includes an explanation of the positive features that and areas for improvement across three key areas:
 - a. Outcomes

- b. School Improvement Service
 - c. Leadership.
4. The Consortium's draft business plan 2016/17 is also attached at **Appendix B** and set out the following areas:
- a. Our vision: To build a self improving school system
 - b. The Consortiums vision by 2018
 - c. The priorities for improvement in 2016/17 which include:
 - i. To transform the outcomes of learners across the region so that schools in the region are the best performing in Wales and rival schools across the UK, and
 - ii. Further develop the capacity of the school system to be self improving through the central South Wales Challenge.

Scope of Scrutiny

5. Hannah Woodhouse, Managing Director of the Central South Consortium will present the Self Assessment and draft Business Plan 2016/17 and will be available to answer questions Members may have.
6. The Director of Education and Lifelong Learning will also be in attendance to comment on the Self Assessment and Draft Business Plan 2016/17 and be available to answer any questions members may have.
7. The report will provide the Committee with an opportunity to review and respond to the draft self assessment of the Consortium's work (attached at **Appendix A**) and the Consortium's plans for the future as set out in its draft business plan 2016/17 (attached at **Appendix B**).

Way Forward

8. Members may wish to review the information contained in the attached documents at **Appendices A and B**, determine whether there are any issues or comments which they would like to pass on to the Managing Director of the Consortium, Chairman of the Consortium's Joint Committee, Cabinet Member for Education or Director of Education and Lifelong Learning.

Legal Implications

9. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct legal implications. However, legal implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to Cabinet/Council will set out any legal implications arising from those recommendations. All decisions taken by or on behalf of the Council must (a) be within the legal powers of the Council; (b) comply with any procedural requirement imposed by law; (c) be within the powers of the body or person exercising powers on behalf of the Council; (d) be undertaken in accordance with the procedural requirements imposed by the Council e.g. Scrutiny Procedure Rules; (e) be fully and properly informed; (f) be properly motivated; (g) be taken having regard to the Council's fiduciary duty to its taxpayers; and (h) be reasonable and proper in all the circumstances.

Financial Implications

10. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct financial implications at this stage in relation to any of the work programme. However, financial implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to

Cabinet/Council will set out any financial implications arising from those recommendations.

Recommendations

The Committee is recommended to:

- I. Consider the information provided **appendices A and B** of this report.
- II. Consider whether they have any observations, comments or recommendations they wish to make to the Managing Director of the Consortium, the Chairman of the Joint Committee, the Cabinet Member for Education or the Director of Education and Lifelong Learning.

MARIE ROSENTHAL
Director of Governance and Legal Services
6 January 2016



Draft Self-evaluation Report

Executive Summary

November 2015

Key Question 1: Outcomes

Positive Features

Performance in the Foundation Phase and at key stages 2 and 3 in the key indicators has improved over a three-year period at outcome 5+, level 4+ and level 5+. The greater rate of improvement in the last two years means that performance is close to or above Welsh averages in most indicators.

Performance against the level 2+ threshold has risen significantly over the last two years and is now above the Welsh average. The number of schools where fewer than 40% and less than 50% of pupils reach this threshold has reduced significantly.

More able pupils are achieving better outcomes and their achievement has risen at a faster rate at outcome 6 in the Foundation Phase, level 5 at key stage 2 and level 6+ at key stage 3. Performance is now close to or above Welsh averages in most respects.

Performance in Welsh second language in primary schools has improved significantly over the last three years.

The proportion of A*/ A grades at GCSE has been higher than Welsh averages over the last two years.

Performance has met or exceeded targets in the Foundation Phase and at key stages 2 and 3.

Schools' performance in 2015 compares much more favourably with that of similar schools at all phases/ key stages than was the case in 2013.

There has been a greater impetus in the rate of achievement of pupils eligible for free school meals (eFSM) than for those not eligible over the last three years and so the gaps have narrowed in the Foundation Phase and at key stages 2 and 3 at the expected outcome/ level. More eFSM pupils reached the level 2+ threshold in 2015 than in 2014.

The performance of minority ethnic pupils has improved significantly against the level 2+ threshold and is now in line with or ahead of that of White UK pupils across the region.

The proportion of young people not in education, employment or training has fallen over the last three years, although the extent of the drop varies between authorities and is still too high especially in Cardiff.

There has been sustained improvement in rates of attendance over the last four years across the region and in each local authority. Performance is now above Welsh averages in both primary and secondary schools.

Areas For Improvement

The improvements in performance in the primary and secondary sectors started from a low baseline and are not yet at a point where pupils can compete as successfully as they should with their peers across the UK and internationally.

Although performance has improved at key stage 4 it is still below targets and the pace of improvement necessary to meet these more challenging targets has been evident in only the last two years.

Performance against the level 1 threshold has improved less than in other indicators and is the result of underachievement by boys and more vulnerable groups in particular.

Outcomes in literacy/ English are generally lower than in the other core subjects in the Foundation Phase and key stages 2 and 3. Boys' performance is weaker than that of girls, especially in writing skills and is weakest in Merthyr.

Although there is improvement in both English and mathematics at key stage 4, the gap in performance has widened. Girls' performance is weaker in mathematics than in their other subjects in all local authorities and especially in the Vale of Glamorgan. Boys' performance in both English and mathematics is weakest in Merthyr.

The outcomes achieved by eFSM pupils are still too low especially at the higher levels and grades and against the level 2+ threshold where the gap with the performance of nFSM pupil is still too wide. Together with pupils who have a special educational need, they are more likely to be absent or excluded from school.

Other groups vulnerable to underachievement – in particular looked after children and pupils with SEN -do not achieve well enough, especially in literacy and numeracy.

The performance of more able pupils at the higher grades at GCSE and A level is uneven across the region. It is not strong enough in Merthyr and RCT and expectations are not yet high enough in the Vale and in some aspects of performance in Bridgend and Cardiff.

There are undue variations in the performance of similar schools, especially concerning the performance of eFSM pupils and particularly in some aspects of performance in the Vale at key stage 2 and key stage 4 and more broadly in RCT.

The variations in performance are also evident in the lack of sustained improvement in some higher performing schools, the variations in outcomes in Schools Challenge Cymru schools, the fluctuations in performance year on year in Welsh first language in Welsh-medium schools at key stage 4.

Key Question 2: School Improvement Services

Positive Features

Schools have been provided with sound guidance to support school self-evaluation and improvement planning, including the new statutory requirements. The place of self-evaluation and planning at the centre of school improvement underpins how the national categorisation system is implemented across the region.

Assessment of the quality of leadership and teaching is now a more explicit part of challenge advisers' judgements about schools' capacity to improve.

The Framework for Challenge and Support provides clear expectations about key school improvement processes and encompasses suitably differentiated procedures for challenging and intervening in schools where there is underperformance. The operation of the Framework is supporting improvement at greater pace in a majority of these schools which is also reflected in the outcomes of categorisation.

The quality of the challenge and rigour of the monitoring procedures by challenge advisers in schools requiring red or amber support has improved. Quality assurance of challenge advisers' written reports, and of their work directly with schools, is also more robust.

The consortium's improvement targets are closely aligned to the aggregated targets for schools. There is a clear expectation in the dialogue between challenge advisers and schools that targets should reflect high expectations and outcomes that should compare well with those of similar schools.

Action to identify concerns about progress in schools causing concern and work to recommend to local authorities use of the full, range of statutory powers is now more robust and consistent across the region. Most schools make strong progress when identified for follow up after inspection and intervention has been successful in building the improvement capacity of a number schools to avoid either the need for follow up or to reduce its seriousness.

The CSWC Challenge has extended significantly the resources to build capacity in the system through school-to-school support with a particular focus on literacy, numeracy and closing the gap. The sources of support available for underperforming schools and for schools seeking to improve their practice and pursue excellence are now more extensive. Support for schools to implement the Welsh Government's national priorities is evaluated positively and is effective in most instances in building the capacity of the schools supported to improve their practice.

Provision to support the development of leadership and teaching is given a high priority. Programmes are configured to meet identified needs and are more strongly focused on school and classroom-based professional practice.

Areas for improvement

Although the number of schools requiring Estyn monitoring following inspection has reduced and there have been improvements in the proportion of schools judged to have good or better, standards, teaching and leadership, there are still too many schools requiring following follow up in the two statutory categories in some parts of the region such as Cardiff and RCT.

Despite the improvements in the quality of the work of challenge advisers and the greater confidence in the accuracy of judgements made, there are still some inconsistencies. The sharing of practice to improve skills and build capacity is not yet developed enough.

Schools and challenge advisers have access to a wide range of trend, comparative and benchmarking data to support self-evaluation and the review of performance. However, access to pupil level data and live, in-year data to strengthen challenge and support is not yet developed sufficiently.

Expectations and strategies to meet more demanding targets are not strong enough in a minority of schools.

In a minority of schools causing concern progress is too slow. In these cases, action is not always taken swiftly enough or there are multiple and complex challenges that inhibit the pace of improvement.

The evidence base about strengths and weaknesses to inform decision making about priorities to be addressed through the leadership and teaching programmes and the work of lead schools is not yet developed in sufficient depth.

Communication and collaboration with Schools Challenge Cymru advisers is stronger and support is provided more systematically. However, there are inconsistencies which compromise the region's ability, in tandem with the local authorities, to have a fully accurate view of progress and needs in every case.

Support for Welsh-medium schools is also planned now in more structured ways but is still at an early stage of development. Brokerage of support is becoming more effective but evaluation of the impact of the support in its various forms on outcomes is stronger in some areas than in others and literacy and numeracy continue to be the most frequently occurring areas for improvement from inspection.

Mechanisms to monitor the progress of schools requiring green or yellow support are in place. However, strategies that enable challenge advisers to retain a good knowledge of each school, while not compromising the school's responsibility for its own improvement, need to be more tightly structured.

Support for governors is improving through training programmes, more regular communication and bespoke support for governing bodies that are less effective. However, these developments are more recent, are not yet extensive enough and require more evidence of impact.

Key Question 3: Leadership

Positive Features

Leaders articulate well, and develop in partnership with schools, the ambition for a self-improving school system, a shared commitment to improving all pupils' outcomes and to reducing the impact of poverty on attainment that align closely with the national model for regional working.

Leaders have created a climate where schools increasingly accept their prime responsibility for raising standards and this has had impact in: the greater rate of improvement in outcomes primary and secondary schools; the pace of improvement in a majority of red and amber support schools; the improved outcomes in increasing numbers schools involved in collaborative working.

The ambition is supported effectively by a three-year vision in the service's business plan. There is a clear line of sight between vision, principles and action in the service's key documents.

The service's governance arrangements are sound, meet national requirements and make clear that the consortium is a joint partnership. Decision making is open and transparent.

Elected members provide good leadership through their commitment to high expectations for all learners in the region and strong support for the service's strategic direction.

The Joint Committee and advisory board are increasingly effective in influencing and questioning decision making and the effectiveness of the region's work in addressing priorities.

Self-evaluation provides a comprehensive and honest evaluation of strengths and weaknesses.

There is now a much closer link between the outcomes of self-evaluation and priorities in the business plan. Plans have clearer detail about targets, success criteria and the actions to be taken and are now a better tool for determining the extent to which improvement is occurring as planned.

The development of professional learning communities and partnership working between schools has been given a high priority and are prominent features of the school system in the region. There is increasing evidence of impact on improving outcomes and practice.

Partnerships and joint planning between the consortium, local authorities, headteachers and the Welsh Government are strong and are key factors in the rapid change that has occurred in the region over the last two years.

The deployment of resources is closely aligned to the business plan's priorities. Financial control procedures are systematic and effective.

Areas for improvement

The impact of leadership is not yet strong enough in a number of areas: the outcomes achieved by vulnerable groups; the number of schools requiring statutory follow up after inspection in some parts of the region; the variations in performance between similar schools.

Although the vision for a self-improving system is clear, the practical steps to implement this vision over the medium term are not yet developed in enough detail.

The role of the Joint Committee in evaluating performance and of actions to mitigate risk to improve the impact of business planning and assessment of value for money is improving but the degree of challenge provided needs to be more consistent.

The role of the advisory board in challenging and supporting the service with regard to the impact of policy and planning on outcomes and practice is not yet fully developed.

Although communication is improving, the relative roles and responsibilities of the consortium and local authorities are not yet fully understood by all key stakeholders.

Processes to improve assessment of the progress of plans in year and the action that needs to be taken in response are developing but they are not yet embedded strongly enough as part of performance management.

Systems to support individual performance management and quality assurance are now stronger. However, implementation is not yet as embedded as it needs to be to promote greater consistency.

There are variations in the depth of collaborative working between schools. Identification of a baseline and success criteria at the outset of partnership work to support evaluation and professional learning are now better established but require further development to achieve greater consistency.

Partnerships with pupils, governors, the diocesan authorities and local authorities' inclusion services are not yet developed to the extent needed.

Strategic planning of partnership working between the regional consortia to promote quality, consistency and efficiency is beginning to be established but is not yet as prominent a feature as it should be.

Leaders review and make changes to service provision to support the principles of the self-improving system, secure continuous improvement and value for money on a more systematic and regular basis than previously. However, work to evaluate evidence about the effectiveness of services against costs and monitoring of the impact of the deployment of grant require more rigour.

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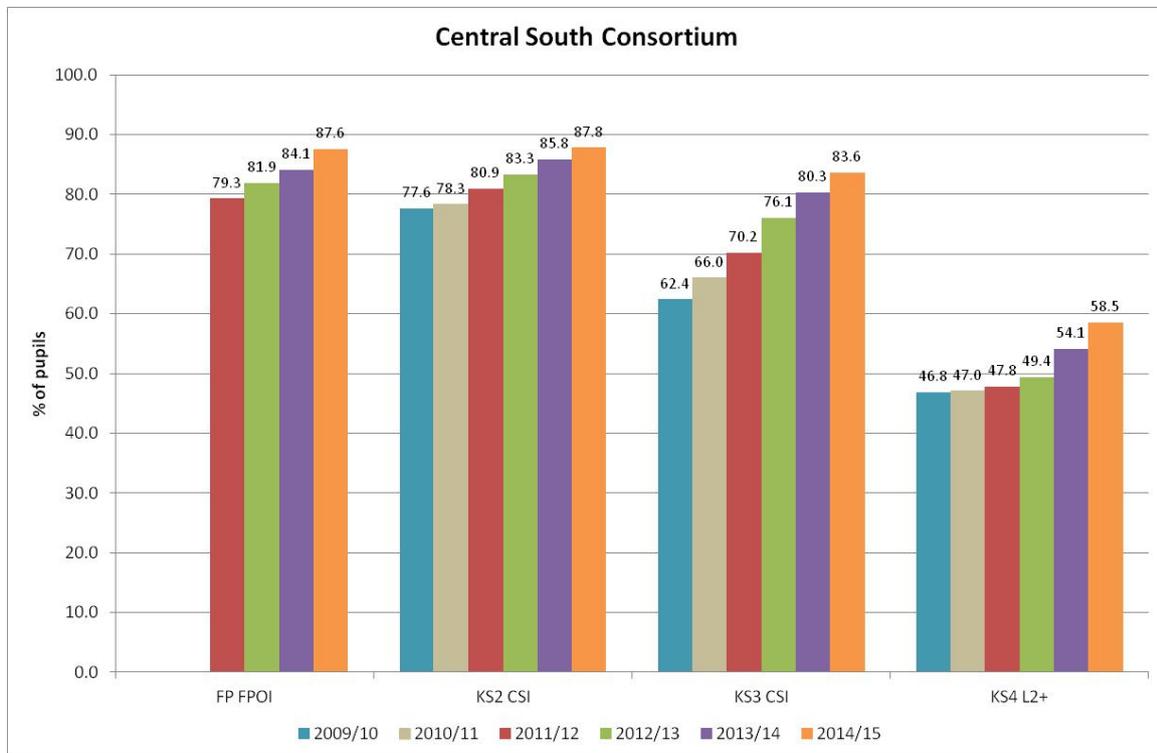
Central South Wales: A vision for a networked learning school system

Introduction

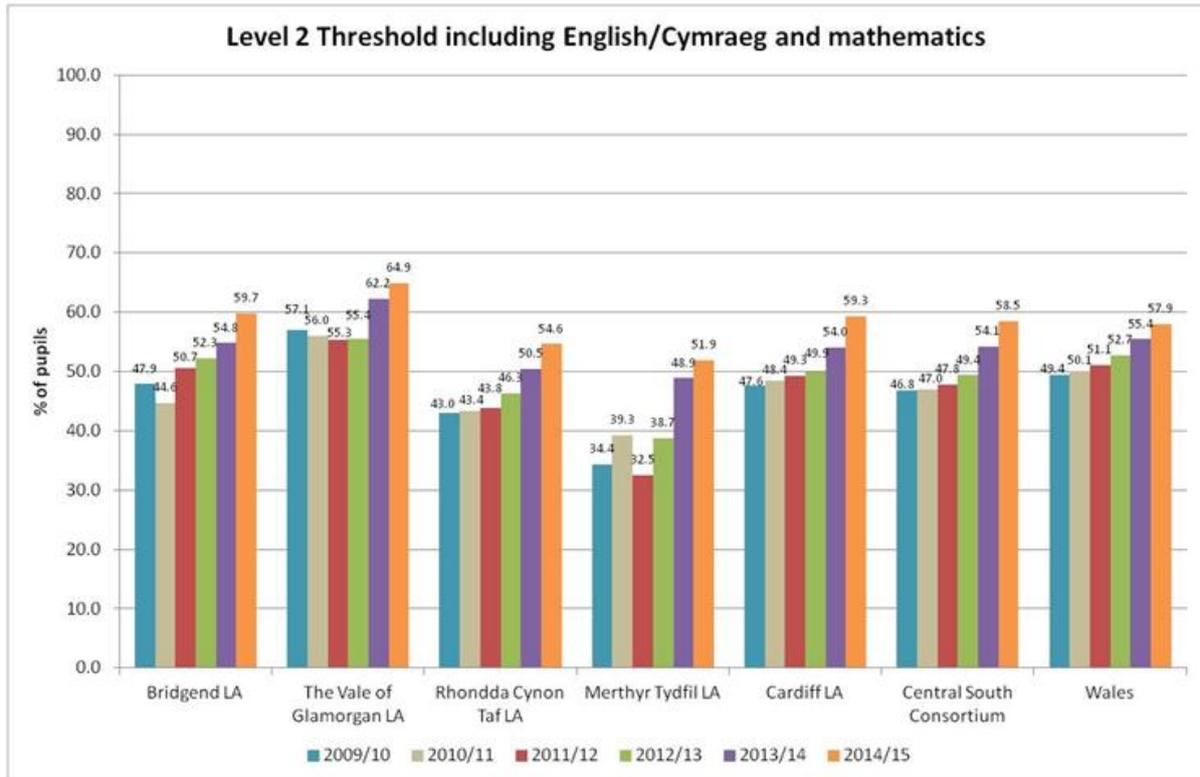
The region of Central South Wales is the most populous region of Wales. It covers over 400 schools and a third of the school age population of Wales - 135,000 school aged children. It is also the region that contains the highest number and proportion of children living in poverty.

Reaching from the post industrialised valleys in Rhondda Cynon Taf, Merthyr Tydfil and north Bridgend to the more affluent coastal regions of the Vale of Glamorgan and Cardiff the capital city, the success of schools in this region hold the key to future economic and social success of Wales.

Historically the region as a whole has underperformed against schools elsewhere in Wales. However since 2012 the region has seen steep and sustained improvement at every level and in every authority.



In 2015 pupils in schools across the Central South region again improved their outcomes significantly, setting a three year consistent upward trend of improvement at rates faster than the national rates of improvement. This was particularly evident at the Level 2+ indicator of 5x A*- Cs including English/Welsh and mathematics.



Inspection outcomes are also indicating improvement including in leadership and teaching and the outcomes of vulnerable children are improving faster than the average, closing, but not fast enough, the gap between those living in poverty and their peers.

The region, previously amongst the worst performing in Wales, now sits at or above the national average at every indicator.

Our vision: To build a self improving school system

Our ambition as a region is for schools in the Central South region to provide the best education for children across Wales and can rival their counterparts across the UK.

To do this we want to shift school improvement from a model that is dependent on central support to a by schools for schools model, building capacity for collective improvement across the system.

We want a system where schools care about improvement for all as much as for their own school.

And we are making good progress.

In January 2014, backed by the five authorities and drawing on international research, schools across the region led the way in launching a strategy to develop a 'self improving school system'. The strategy was based on six principles which are commonly found in successful school systems:

- Schools are communities where collaborative enquiry is used to improve practice;
- Groupings of schools engage in joint practice development
- Where necessary, more intensive partnerships support schools facing difficulties;
- Families and Community organisations support the work of schools;
- Coordination of the system is provided by school leaders;
- Local authorities work together to act as the 'conscience of the system'.

The strategy has been led by the Central South Wales Strategy group. All schools are part of School Improvement Groups (SIGs), there are 60 pathfinder partnerships in place, school improvement hubs provide professional learning and peer enquiry is developing leadership capacity. We have seen much progress in engagement and understanding of a self improving school system. Increasingly there is evidence of impact on capacity at system and school level and on attainment.

Taking our strategy forward

There remain a number of areas we need to further develop if we are to develop a sustainable system of school improvement which can support schools to be the best in Wales and beyond. These are:

1. More explicit opportunities to build **sustainable leadership capacity**, operating at a system level with the appropriate incentives to develop the best head teachers and a system to spot and develop talent for future leadership at a system level
2. Ways to develop **systematic, deeper professional learning opportunities** at all levels of the system as the norm for teachers across the region - with a tight focus on impact and disciplined routes of sharing learning across schools
3. A need to drive **harder forms of collaboration (including federations) to build capacity** in the system in leadership and teaching and learning and increase efficiency in the use of services by schools
4. Effective **consistent challenge and intervention** to drive change rapidly and robustly where it is most needed
5. Significant **work with governors and local elected Members** to improve the wider understanding about the benefits of hard collaborative school systems.

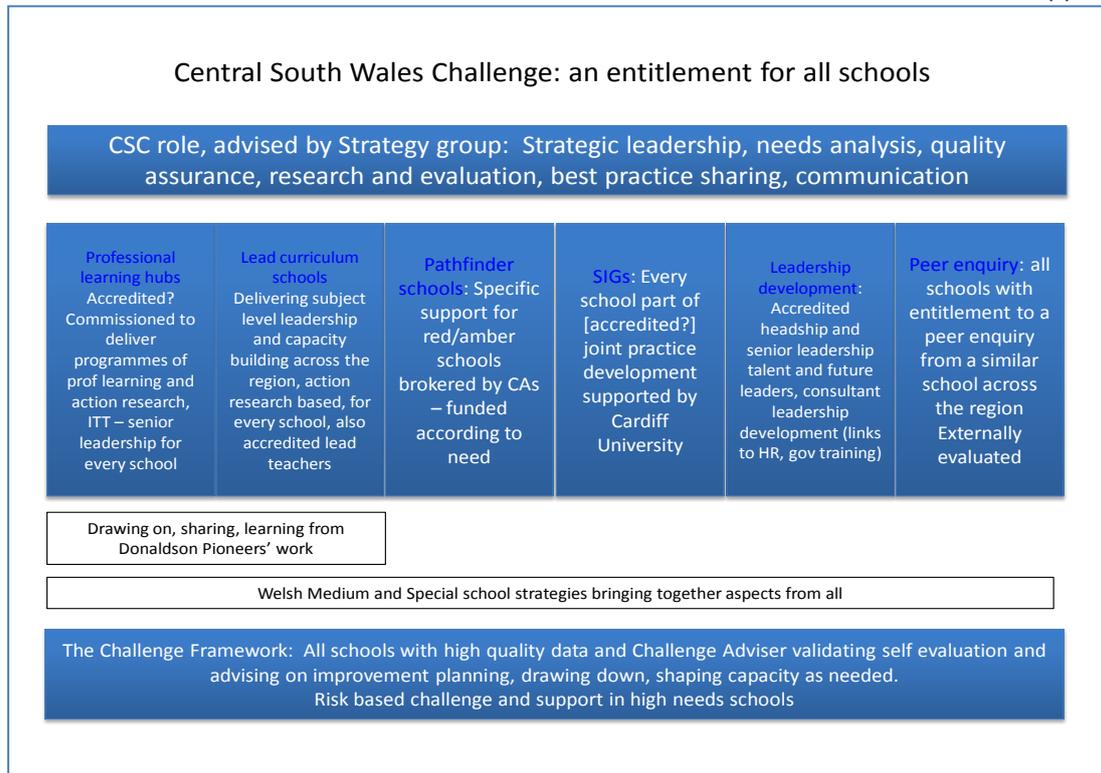
The 2018 vision

By 2018 we would expect the school improvement system to be radically transformed. We want to see a system of school improvement explicitly led, organised and provided by schools.

By September 2018: A Central South Wales networked learning community run by schools for schools which includes:

1. **All schools as part of an accredited school improvement group or network** which sets priorities each year, provides most school improvement support and evidences impact in capacity and pupil attainment across schools;
2. **Expert teachers working at subject level across and within the system from lead subject specialist schools** providing subject level support to all schools focused on need;
3. **Lead schools commissioned to develop professional learning programmes** for all school staff including initial teacher training, with joint practice development the predominant learning model. All lead schools working as part of the Successful Futures development model building the new curriculum into their practice;
4. **All schools able to commission a formal peer enquiry** from experienced trained peer enquirers (current Headteachers) as part their self evaluation and improvement planning;
5. **High quality leadership programmes for all heads, a future leaders programme and a 'system leadership' model** identifying and funding experienced heads empowered to work swiftly and rapidly with vulnerable schools with clear priorities for improvement.

This model might look like the below.



The networked learning community is underpinned by:

6. **Governors and local elected Members** engaged in and sharing principles of system level improvement as well as improvement in local school outcomes;
7. Authorities **work together to achieve a rapid increase in the number of formal federations** in place and to develop learning about the variety of models for achieving economies of scale between schools [moving towards a presumption in favour of federation where circumstances allow];
8. **The consortium, on behalf of authorities, identifies the needs of schools and quality assures support** provided across the system at a system level . It reduces its focus and staffing to work only with the most vulnerable schools to **support effective self evaluation and improvement planning intervening** rapidly and robustly where needed; and
9. The strategy is supported by a **strong emphasis on evaluation and research.**

This business plan is focused on the development of our vision and sets out the areas where we expect to make progress in responding to needs across the region in 2016/17.

Priorities for improvement in 2016/17

As we move towards the delivery of our vision in 2018, we continue to review the impact of our work in schools across the region. Our SER provides analysis of the areas of strength and improvement priorities for the region. This can be accessed [\[here\]](#).

In 2016/17 our delivery plan, based on our self evaluation, are set out in the following pages.

Our ambition in 2016/17 is:

To transform the outcomes of learners across the region so that schools in the region are the best performing in Wales and rival schools across the UK.

We will do this through a focus on two improvement priorities:

- 1. Improving the capacity of the system to be self improving; and by**
- 2. Further developing the Central South Consortium to be a high performing organisation.**

We have set out what this will mean we do in 2016/17. Each improvement objective is underpinned by a detailed plan which will be reported against in year.

Ambition in 2016/17: To transform the outcomes of learners across the region so that schools in the region are the best performing in Wales and rival schools across the UK. With particular focus on three areas:

- a. Improving standards in literacy
- b. Improving standards in numeracy
- c. Improving standards for vulnerable learners

This core improvement priority will be monitored through performance against the three areas. It will be delivered through our two areas for improvement set out below.

Core Improvement priority: To transform the outcomes of learners across the region so that schools in the region are the best performing in Wales and rival schools across the UK.	
Areas for action	What we will do in 2016/17
To raise standards in literacy/ English/ Welsh	<ul style="list-style-type: none"> • Improve the literacy skills of boys especially in writing and raise standards in language all authorities and especially Merthyr in the Foundation Phase and at key stages 2 and 3 • Improve performance at level 2 in English, especially for boys, and so increase outcomes further at L2+ • Improve performance in Welsh first language at GCSE
To raise standards in numeracy/ mathematics	<ul style="list-style-type: none"> • Improve the numerical reasoning skills of boys and girls • Improve the attainment of boys and girls in mathematics in all authorities in the Foundation Phase and key stages 2 & 3 • Improve performance at level 2 in mathematics for boys and especially for girls and so increase outcomes further against the level 2+ threshold
To improve the outcomes achieved by specific groups of learners	<ul style="list-style-type: none"> • Reduce the impact of poverty on educational attainment by improving the performance of eFSM pupils in all authorities, and especially in RCT and the Vale at the expected outcome/ level and the outcome/ level above • Meet the regional floor target for eFSM pupils in the primary sector and the national target at L2+ • Improve the proportion of more able pupils reaching the higher than expected outcomes/ grades (FP, KS2, KS3) and the higher examination grades at GCSE and at A level • Improve the attainment of other vulnerable groups (LAC, minority ethnic pupils, SEN pupils) • Improve performance against the level 1 threshold • Improve the attendance of pupils vulnerable to underachievement

Improvement Priority ONE

Further develop the capacity of the school system to be self improving through the Central South Wales Challenge. In particular by:

- a. Improving the quality of Leadership and Governance.
- b. Improving the quality of teaching and learning
- c. Reducing the variation between schools in the region

Improvement Priority ONE: Further develop the capacity of the school system to be self improving through the Central South Wales Challenge.

Areas for action	What we will do in 2016/17
<p>To improve the quality of leadership and governance</p>	<ul style="list-style-type: none"> • Deliver, accredit and evaluate the first year of the leadership development programme to make sure all aspects of leadership are supported • Develop a policy with authorities to learn from and support the expansion of hard collaborative models including federations across the region • Develop new models of leadership through a consultant/systems leadership programme • Establish a senior leaders in education programme and evaluate • Use joint practice development and collaboration between schools to improve leadership at all levels, so every school is part of a high quality [accredited] school improvement group • Continue to develop joint practice at leadership level through the brokered pathfinder programme with evaluation • Roll out the peer review programme for all schools • Improve governance through training and the bespoke consultant governors • Establish a single governor training service for the region • Improve HR specialist advice services to schools • Develop a strategy for improvement across the Welsh Medium sector which is led by the sector
<p>To improve the quality of learning and teaching</p>	<ul style="list-style-type: none"> • Develop and share the key features of good and excellent learning and teaching across the region led by schools in the region • Use joint practice development to develop a continuum of professional learning pathways for all school based staff through hub/lead schools linked to the New Deal Pioneers developments as key preparation for the new curriculum • Work with Higher Education to provide classroom based initial teacher training and induction for NQTs • Develop learning and teaching at subject level led by Pioneer schools programmes including lead literacy and numeracy schools through lead schools in each subject including the Foundation Phase Alliance • Establish and accredit lead teachers at subject level to share practice • Develop and grow expertise across the region in effective strategies to close the gap for vulnerable children and evaluate progress • Improve consistency and reliability of teacher assessment • Deliver a consistent approach to funding 14-16 alternative provision through

	<p>delegation of the 14-19 grant</p> <ul style="list-style-type: none"> • Support schools' leaders to meet the requirements of change in the curriculum and external qualifications through support for new Qualifications and the Welsh Bacculaureate
<p>To reduce the variations in performance between schools</p>	<ul style="list-style-type: none"> • Share regular timely and high quality school level data and analysis with all schools and authorities as part of a joined up data strategy across the region • Review the effectiveness and efficiency of the Challenge and Review framework in supporting schools in inverse proportion to need and adjust accordingly • Review the target setting policy in line with new performance measures and performance maintaining high expectations at pupil level • Work with local authorities to intervene swiftly where there is insufficient progress, with clear roles and funding evidencing impact of action • Secure improvement at pace in red and amber support schools reflecting what works through effective intervention • Evidence how better brokerage of support, including sharing best practice, at a school and strategic level meets the needs of schools and is impactful • Strengthen the coordination of joint working with inclusion services to evidence stronger joined up challenge and support for vulnerable children • Evidence how the challenge and support of self-evaluation and improvement planning in green or yellow support schools improves capacity • Work collaboratively to achieve consistency in attendance strategies • Improve quality and consistency teacher assessment of with other consortia • Review the challenge framework and impact of challenge advisers alongside SCC with recommendations for long term planning

Improvement Priority TWO:

To develop as a high performing organisation, by:

- a. Improving performance management
- b. Reviewing and sharpening governance and accountability
- c. Evidencing effective use of resources.

Improvement Priority TWO: To develop as a high performing organisation	
Improvement objectives	What we will do in 2016/17
To improve performance management	<ul style="list-style-type: none"> • Set out the detail of strategic direction in planning over a two year period • Improve the provision of in year data and data at individual pupil level to support self-evaluation and strategic planning • Establish clear targets, success criteria and specific actions when planning and monitoring all improvement work including school-to-school support and central services and take corrective action where needed • Strengthen evaluation of the impact of programmes and sources of support and use the lessons learned to inform future practice • Evaluate and continue to improve procedures for individuals' performance management
To strengthen governance and accountability	<ul style="list-style-type: none"> • Work with local authorities to improve further reporting to scrutiny committees and the sharing of effective practice between committees to promote consistency • Develop the role of the Advisory Board in influencing strategic direction, agreeing priorities for improvement and assuring quality • Review governance annually • Identify risk and report the effect of measures to mitigate risk • Consult with key stakeholders – headteachers, governors, pupils, local authorities, diocesan authorities, Higher and Further Education and business
To strengthen further the management of resources and improve efficiency	<ul style="list-style-type: none"> • Continue to strengthen arrangements for monitoring the use and impact of financial resources against regional priorities with a systematic focus on value for money • Work with the three other regional consortia to share effective practice in learning from challenge advisers, school to school strategies and effective use of resources, identify opportunities to collaborate to build capacity and operate with maximum efficiency

How will we know we have made progress?**Target setting**

Our targets are based on those of schools set at pupil level incorporating benchmarks with additional challenge provided by Challenge Advisers against benchmarks.

[The final position on targets has yet to be completed, will be agreed through governing bodies by end of autumn term.]

Our 2016/17 targets are:

- Close the gap in outcomes for children and young people in poverty and for looked after children by [xxx] 2016/2017.
- Raise standards in English and Welsh first language and mathematics so that...
- Raise standards at key stage 4 in English by a further [2.0%pts] Welsh by [3.4%pts] and mathematics by [6.3%pts] by September 2016 compared with September 2015
- Improve outcomes at Level 2+ by at least a further 6.1% by September 2016 compared with September 2015.
- Improve attendance to reach an average of at least 95% in both sectors by September 2016.

Accountability for impact

This Business plan is underpinned by more detailed plans against each improvement priority. We evaluate progress against each area reporting termly to the Joint Committee. In addition we:

- Provide an annual SER to the Joint Committee each year and at least one performance report to Scrutiny Committees, ideally in January of each year.
- We produce a summary SER each term to the Advisory Board to collate our live in year evaluation activity against each areas of our business plan.
- Monitor a monthly dashboard against in year data collections as well as inspection.
- Review the performance of red and amber schools termly with authorities and provide a termly progress report to each authority ahead of a formal minuted progress report.
- In addition we report termly to the Welsh Government's Challenge and Review sessions.

Local authority Annexes

This business plan describes our core business which has been agreed with the five authorities and will be resourced according to need as set out in our framework of Challenge and Support. Alongside this business plan we produce each year a LA Annex which sets out the support or

dedicated work required in each LA which will be funded, led or resourced by the Consortium. This is agreed in the summer progress reviews and reviewed following the results in the early autumn term. LA progress reports update against these annexes.

Governance

Our Governance Model is as follows:

- The Joint Committee agrees strategy and business plan, and agrees and monitors budget and performance meets four times a year.
- Directors of Education meet monthly with a strategic decision making role and Operational Group also meets monthly to review the operational running of the organisation.
- The Advisory Board (half termly) has a role to review evaluation, value for money and impact and contains representatives of our Stakeholder Groups: Headteacher Representative Group, Governors Group and Directors Group.
- We report to each authorities' Scrutiny committee at least annually as part of an agreed annual joint scrutiny plan.

Resources

Our revenue assumptions incorporate a 5% efficiency saving each year of the next two years which may be used to recycle resources into bringing together regional services.

The budget for the organisation for 2016 – 2017 is outlined below. Local Authority contributions have been reduced by 5% from 15 / 16 levels. The actual apportionment by local authorities is based on the appropriate IBA’s published by Welsh Government as part of the 2015 / 16 revenue budget settlement.

CATEGORY	Proposed Budget 2016 – 2017 £
Expenditure	
Employees (including secondments and school led capacity building)	3,650,528
Premises	540,744
Transport	40,000
Supplies and Services	501,290
Repayment of Redundancy Costs	100,000
Commissioning (Additional Support to Schools)	0
Support Services	111,100
GROSS EXPENDITURE	4,943,662

INCOME	Proposed Budget 2016 – 2017 £
LA Contributions	4,195,662
Ty Dysgu Income	400,000
Grants & Other income	348,000
TOTAL INCOME	4,943,662
NET EXPENDITURE	0
<i>Budget to be confirmed at Joint Committee March 2016</i>	

Grant Assumptions [to be confirmed following allocation of grant by WG]

We will seek to increase our delegation to schools which last year reached 86% and will provide minimal efficient monitoring reports to Welsh Government against grant terms and conditions.

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**CITY AND COUNTY OF CARDIFF
DINAS A SIR CAERDYDD**

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

12 January 2016

PREVENT STRATEGY – BRIEFING REPORT

Purpose of the Report

1. As part of the Children & Young People Scrutiny Committee 2015-16 Work Programme, agreed at Committee in September 2015, the Committee requested a copy of the Prevent Strategy as part of its scrutiny of the wider partnerships that Education are involved with. This report provides the Committee with a briefing on the Prevent Strategy for Cardiff Council and its Partners, for consideration and comment.

Background

2. The Committee agreed to include this item in its work programme, as a result of the Members' consideration of the report on progress made in addressing Estyn Recommendation 4 in July 2015. Members were informed that *"Strong 'Prevent' partnerships continue in Cardiff, both in mainstream schools and in Higher and Further Education. Education staff are key players on the Cardiff CONTEST (Counter Terrorist) Board and Channel Panel, and play an active part in reducing vulnerability around extremism Those partnerships also include Welsh Government, Home Office, Estyn, South Wales Police and the Wales Extremism and Counter Terrorist Unit (WECTU). The Home Office Prevent Co-ordinator works within Cardiff Local Authority and acknowledges the commitment shown by the education sector in Cardiff on the Prevent Agenda"*.
3. The Committee subsequently wrote requesting a more detailed report on the Prevent Strategy to be presented to this Committee.

Issues

4. The key objectives of the Prevent strategy are:
 - To respond to the ideological challenge of terrorism and the threat faced from those who promote it;
 - To prevent people from being drawn into terrorism and ensure that they are given appropriate support; and
 - To work with a wide range of sectors and institutions (including education, faith, health and criminal justice) where there are risks of radicalisation which need to be addressed.

5. The key elements of the Prevent Strategy are:
 - Robust governance at local and national levels
 - Cardiff Delivery Plan
 - Working with partners
 - Training.

6. There also a number of Prevent projects which include:
 - GOT (Getting On Together) – secondary schools & primary Schools
 - Understanding Neighbourhoods
 - Young Leaders programme
 - Families Against Stress & Trauma (FAST)
 - Open Source Communication, Analytics & Research (OSCAR).

7. Members may also be aware of the document published by the Local Government Association “Leading the Preventing Violence Extremism Agenda – a Role Made For Councillors” which highlights that Councillors perform a very important role that is essential to the successful delivery of Prevent programmes (copy attached at **Appendix A**). The ability of Councillors to connect directly to their constituents gives them the means to forge strong links between local authorities and community groups. They can also link the community with the police, youth services, education, health and prison and probation services.

Scope of the Scrutiny

8. This report enables the Committee to review, assess and comment of the Prevent Strategy. In particular Members may wish to consider whether the Strategy addresses the requirements of the Revised Prevent Duty Guidance for England and Wales as set out in **Appendix B:**

- **Partnerships** - Develop a long-term vision and translate it into measurable objectives; local authorities should establish or make use of an existing local multi-agency group to agree risk and co-ordinate Prevent activity; we expect local multi-agency arrangements to be put in place to effectively monitor the impact of Prevent work;
- **Risk assessment** - We expect local authorities to use the existing counter-terrorism local profiles (CTLPs), produced for every region by the police, to assess the risk of individuals being drawn into terrorism. This risk assessment should also be informed by engagement with Prevent co-ordinators, schools, registered childcare providers, universities, colleges, local prisons, probation services, health, immigration enforcement Youth Offending Teams and others, as well as by a local authority's own knowledge of its area. We would expect local authorities to incorporate the duty into existing policies and procedures, so it becomes part of the day-to-day work of the authority.
- **Action plan** - With the support of co-ordinators and others as necessary, any local authority that assesses, through the multi-agency group, that there is a risk should develop a Prevent action plan. This will enable the local authority to comply with the duty and address whatever risks have been identified. These local action plans will identify, prioritise and facilitate delivery of projects, activities or specific interventions to reduce the risk of people being drawn into terrorism in each local authority. Many of these projects and activities will be community based.

- **Staff training** - Local authorities will be expected to ensure appropriate frontline staff, including those of its contractors, have a good understanding of Prevent are trained to recognise vulnerability to being drawn into terrorism and are aware of available programmes to deal with this issue.
- **Use of local authority resources** - In complying with the duty we expect local authorities to ensure that publicly-owned venues and resources do not provide a platform for extremists and are not used to disseminate extremist views. This includes considering whether IT equipment available to the general public should use filtering solutions that limit access to terrorist and extremist material.
- **Other agencies and organisations supporting children** - A range of private and voluntary agencies and organisations provide services or, in some cases, exercise functions in relation to children. The duty applies to those bodies, which include, for example, children's homes and independent fostering agencies and bodies exercising local authority functions whether under voluntary delegation arrangements or via the use of statutory intervention powers. These bodies should ensure they are part of their local authorities' safeguarding arrangements and that staff are aware of and know how to contribute to Prevent-related activity in their area where appropriate.
- **Monitoring and enforcement** - In fulfilling its central monitoring role (section D of the Guidance) the Home Office can (and already does) scrutinise local Prevent action plans, project impact and overall performance. It will also consider work with local authority 'peers' to provide targeted assistance and help authorities develop good practice.

Way Forward

9. Carl Davies (Home Office Prevent Co-ordinator) will present the Prevent Strategy, and will be available to answer any questions Members may have.

Legal Implications

10. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct legal implications. However, legal implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to Cabinet will set out any legal implications arising from those recommendations. All decisions taken by or on behalf of the Council must (a) be within the legal powers of the Council; (b) comply with any procedural requirement imposed by law; (c) be within the powers of the body or person exercising powers on behalf of the Council; (d) be undertaken in accordance with the procedural requirements imposed by the Council e.g. Scrutiny Procedure Rules; (e) be fully and properly informed; (f) be properly motivated; (g) be taken having regard to the Council's fiduciary duty to its taxpayers; and (h) be reasonable and proper in all the circumstances.

Financial Implications

11. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct financial implications at this stage in relation to any of the work programme. However, financial implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to Cabinet will set out any financial implications arising from those recommendations.

RECOMMENDATION

That Committee reviews the information presented at the meeting, and provides any recommendations, comments or advice to the Prevent Co-ordinator.

MARIE ROSENTHAL

Director of Governance and Legal Services

6 January 2016



leading the preventing violent extremism agenda

a role made for councillors

foreword



For quite some time, local authorities have been successfully delivering community cohesion initiatives. However, with the events of 7 July 2005, when four young British men killed 52 people and maimed 700 others with suicide bombs on the London transport network, and the several near misses since, the landscape of community cohesion has changed dramatically.

The new challenge for local authorities is to ensure that our communities are strong enough to stand up to the insidious threats of violent extremists while also continuing to improve community cohesion. This is a massively complicated task, but I know from my experience as a councillor that local government has the expertise, the willingness and the determination to do this.

In launching the Prevent Strategy in June 2008, central government challenged the local government sector to respond to the preventing violent extremism (Prevent) agenda. The Local Government Association (LGA) has taken a leading role in representing the sector's views and has facilitated a more constructive dialogue between local authorities and central government. We are therefore heartened that the government now encourages a community-based approach at the heart of the Prevent agenda.

The LGA believes that all local authorities must have Prevent in their sights, whether it is a priority within their local area agreements (LAAs) or not. Violent extremism is not just a 'Muslim problem'; it is an issue that we all must address.

This is a new and sensitive agenda and the LGA is committed to help local authorities develop and deliver their Prevent strategies. The LGA ambition is to see an empowered local government sector creating and leading strong, safe and cohesive communities that are resilient to the threat of violent extremism.

This LGA booklet is not intended to be a comprehensive guide to Prevent but it provides a broad overview of Prevent for all local authorities, not just those receiving funding in support of Prevent. The booklet hopes to provide encouragement for local authorities to take the steps to develop a proactive Prevent programme of action for their local context.

Preventing violent extremism leaves no room for complacency or inaction; I call on all councillors and officers, to redouble our efforts so that as a sector we use our expertise to fully grasp this agenda.

Cllr Margaret Eaton OBE



LGA chairman

introduction

Around the world, many countries face a significant challenge from violent extremism, whether it is in the name of Islam, or originating from the far-left or far-right. The United Kingdom is no exception, with the current dominant threat from Al-Qaida-inspired terrorism or terrorism in the name of Islam.

Whilst the government has identified a number of areas to work with, the LGA believes that all local authorities need to be engaged and committed to this agenda in a proportionate manner that takes account of their local context. Violent extremism can arise anywhere and local authorities need to be conscious of the potential of an incident occurring, or originating from within their area and have strategies in place that strengthen the resilience of their communities.

The community leadership demonstrated by councillors is vital for the delivery of an effective Prevent programme of action. Councillors are uniquely placed to take a leading role in this agenda given their direct link to the people they serve and their proven expertise in successfully resolving complicated and challenging local issues.



section 1

a shared vision for
preventing violent
extremism

The central government's approach to preventing violent extremism, called the Prevent Strategy, is one arm of a four-pronged counter terrorism strategy known as Contest. The Contest strategy was developed in response to the 7 July 2005 Al-Qaida-influenced terror attacks in London.

The four arms of Contest are:

pursue

terrorists and their operations at home and abroad;

prepare

for the consequences and improve resilience;

protect

reduce vulnerability of the public and UK interests;

prevent

terrorism by tackling radicalisation and its underlying cause.

the prevent strategy principles

The government's Prevent Strategy can be broken down into five objectives with two strategic enablers to allow effective delivery:

- 1.challenging the violent extremist ideology and support mainstream voices;
- 2.disrupting those who promote violent extremism and supporting the institutions where they are active;
- 3.supporting individuals who are being targeted and recruited to the cause of violent extremism;
- 4.increasing the resilience of communities to violent extremism; and
- 5.addressing the grievances that ideologues are exploiting.

The two strategic enablers are:

- developing understanding, analysis and information; and
- strategic communications.

The objectives of Prevent focus on dealing with violent extremism through the building of strong local partnerships that nurture trust, combat social exclusion and discrimination, deal with anxieties and grievances and build capacity in communities to empower the majority to marginalise fringe extreme voices that advocate violence.

what does government expect from local authorities?

In June 2008, the government published *The Prevent Strategy: a Guide for Local Partners in England*¹ which outlined its expectations of the local government response to Prevent.

The guidance stated that multi-agency working is crucial to the effectiveness of a locally-delivered Prevent programme of action. Key to the success of a Prevent programme is the establishment of a partnership group led by local authorities and the police, with the involvement of statutory and voluntary partners, who then develop a programme of action that:

- meets the specific objectives of the Prevent Strategy;
- is jointly agreed and managed by the police, local authority and other partners;
- is proportionate to the level of threat in their area;
- reflects local needs; and
- sets out clear and tangible milestones in tracking progress.

The programme of action should include the use of specific Prevent funding and other resources that the partners are bringing to the table in support of the Prevent Strategy.

The structure of the Prevent partnership group should be locally determined but there are significant benefits in using existing partnership structures such as the crime and disorder reduction partnership (CDRP) / community safety partnership (CSP) or the local strategic partnership (LSP). Local areas may find it more effective to form a Prevent sub-group that reports to the CDRP/CSP or LSP.

the LGA ambition

Our ambition is to see an empowered local government sector creating and leading strong, safe and cohesive communities that are resilient to the threat of violent extremism. We will work with local authorities to realise this ambition by supporting and building the leadership capacity within the local government sector.

section 2

the role of local authorities

Local authorities, as community leaders, are the main drivers in promoting cohesion at the local level and tackling violent extremism. The introduction of the Pathfinder fund (see below), has provided the impetus for local authorities to focus on Prevent and to establish a variety of local projects.

Although it can be a difficult and sensitive task, it is vital that local authorities, in collaboration with local partners, establish a local narrative that sets out the rationale and the objectives of their Prevent programme of action while acknowledging the local context.

In terms of building resilient communities in the longer-term, local authorities should consider how they can mainstream Prevent into existing activities while maintaining a direct focus on countering violent extremism.

Detailed knowledge gained through the mapping of the needs of local communities, combined with regular dialogue between councillors and their community, will increase the ability of local authorities to meet the varied needs of their area.

While most local authorities are aware of the negative impact on community cohesion caused by the threat of violent extremism, every local authority should ensure that they have a strategy or programme of action in place to monitor tensions and address perceived, or actual grievances, to ensure that the environment within the community is not conducive to radicalisation. Ill-informed public commentary and policy initiatives have (inadvertently for the most part) led to increased suspicion and hostility against Muslims, particularly in some areas where far-right extremists have exploited community tensions.

A council that is well-engaged with its people will have a range of mechanisms it uses to identify the needs of its community, including:

- active councillors with good local knowledge;
- community panels or area forums where local issues can be raised by residents concerned;
- strong local strategic partnerships (eg bringing together police, community groups, prisons, education institutions (especially higher and further education providers), primary care trusts and the third sector);
- a good crime and disorder group that shares strategic and operational information where possible and monitors crime that may fall into the extremist category;
- networks that bring together people of different faiths and cultures;
- youth groups and community groups operating in every area of the council's remit with workers who know how they can share information with the council;
- strong council links to voluntary sector groups and key community organisations;
- good communication networks between schools and higher/further education institutions in relation to concerns of extremism and citizenship projects.

case study

A leadership training course for Muslim women was initiated by the London Borough of Hounslow in 2007. The two-day course aimed to improve confidence and encourage Muslim women to take the lead in negating violent extremism. The course looked at the misconceptions and stereotypes of Muslim women in Islam, the role of Muslim women inside and outside the home; and Muslim women's view of citizenship in Britain.

The course discussed issues around violent extremism such as suicide bombings and jihad.

Attendees felt that this was their first opportunity to openly discuss sensitive issues affecting their community and how women can play a leadership role in providing local solutions.

This project won the 2007 Prevent Innovation Award for Best Muslim Women's Project from the Government Office for London.

Due to the positive feedback and the enthusiasm of attendees, the course is expected to be repeated with the incorporation of Islamic theology. Attendees stated that they would benefit from hearing how scholars and Islamic leaders dealt with extremist ideologies, so they could understand more clearly what the arguments were and could then counteract extremism themselves using Islamic sources.

The course also led to the development of a local Muslim women's network which is currently building relationships with schools, police and councillors to ensure Muslim women are involved in all areas of civic life.

Further information:
www.hounslow.gov.uk



what is the role of a councillor?

Councillors perform a very important role that is essential to the successful delivery of Prevent programmes. The ability of councillors to connect directly to their people gives councillors the means to forge strong links between local authorities and community groups. Councillors, via LSPs and CDRPs / CSPs, can then link the community and local authority to the police and other service providers such as youth, education, health, and prison and probation services.

As elected representatives, councillors are well-placed to provide leadership that enables open and honest conversations to take place and sensitively communicate the message that violent extremism is an issue for the whole community and not just the Muslim community. Councillors also receive the views of their constituents on the success of a particular engagement strategy and where improvements can be made.

It is heartening to find that emerging reviews of Prevent programmes have shown that most local authorities have recognised the importance of Prevent and have responsibly resolved to work across party lines as much as possible to deliver a coherent message to local people.

section 3

Prevent and community cohesion

After the events of 7 July 2005, there was a renewed interest in understanding the alienation experienced by some communities and widespread concern that some groups were still leading the 'parallel lives' which the Cattle Report² referred to 2001.

These concerns formed the backdrop to the establishment of the Commission on Integration and Cohesion (CIC), chaired by Darra Singh in 2006. The Commission recommended in its 2007 final report *Our Shared Future*³ that a new definition of 'community cohesion' was required. The government agreed the following new definition with the LGA and IDeA in its 2008 response to the commission⁴:

"Community cohesion is what must happen in all communities to enable different groups of people to get on well together".

The joint vision of an integrated and cohesive community is based on three foundations:

- people from different backgrounds having similar life opportunities;
- people knowing their rights and responsibilities; and
- people trusting one another and trusting local institutions to act fairly.

And three key ways of living together:

- a shared future vision and sense of belonging;
- a focus on what new and existing communities have in common, alongside a recognition of the value of diversity; and
- strong and positive relationships between people from different backgrounds.



Cohesive communities are more resilient and are able to solve their own problems through increased interaction between different groups, and when people from all groups actively participate in civic life and the local democratic process. While community cohesion work is central to improving wellbeing, reducing disorder and building better relationships between people of different backgrounds, a more focused 'harder-edged' approach is needed to counter the threat of violent extremist ideology and build resilience at the community level.

differentiating between community cohesion and Prevent programmes

There are subtle differences between work intended to improve community cohesion and work specifically targeted at Prevent. While there are differences, the two work modes are complementary.

Community cohesion projects are about building stronger relationships between people of different backgrounds. Prevent is about continuing and enhancing the work that local authorities currently deliver in building cohesive, safe and strong communities while recognising and addressing the new challenge and threat of violent extremism. Preventing violent extremism projects are targeted projects that deal with a specific threat to support and protect vulnerable individuals within a community.

However, local authorities need to ensure that delivering Prevent projects is not seen as a substitute for community cohesion work and that one work programme doesn't run to the detriment of the other. Preventing violent extremism work can be effectively delivered alongside or in conjunction with community safety and community empowerment projects.

It is important to acknowledge that violent extremism can emerge from the most cohesive of communities. However, extremist messages are less likely to find support in a resilient and cohesive community.

section 4

what may cause an individual to become a violent extremist?

A single profile of a violent extremist or a single radicalisation pathway (radicalisation is used here to imply the act of moving towards violent extremism) does not exist; nevertheless there are a range of factors that may facilitate the process of radicalisation⁵. Consideration of these factors may help to understand the context in which vulnerable people are at risk, although it is important to say that the presence of one or more of these factors will not automatically lead to an individual to be radicalised or become engaged in violent activity.

social exclusion

Experiences of exclusion and discrimination can be factors in the process of alienation of groups and individuals, which in turn may feed or support violent extremism. Unemployment can be big factor, especially in cases where employment is not commensurate with actual or perceived skills, education or ability. And where this is not through choice or design, it can lead to frustration. Additionally, real or perceived grievances may develop about aspects of government policy (particularly foreign policy), discrimination or racism, lack of social mobility, perceived mistreatment in the criminal justice system and counter-terrorism measures.



Social exclusion can also result from a personal crisis or changes to an individual's personal circumstances. Events, such as divorce; death of loved one, estrangement from family; entering or leaving the prison system or a change of environment (eg migration, asylum) may leave an individual vulnerable to exploitation if the necessary support structures are absent.

Local authorities may wish to investigate ways in which Prevent funding can compliment other projects, such as those designed to reduce social exclusion, in order to maximise the project's impact.

identity / citizenship-based factors

The vast majority of British Muslims take great pride in belonging to the UK and take advantage of the opportunities - economic, educational, cultural, and political - that they have available to them as British citizens. However, a very small number of people feel alienated by their life experiences and consequently do not feel part of British society and may have a distrust of political structures and the ability of British civil society to represent and protect the communities with which they identify. This can lead to a shared sense of grievance locally, nationally and internationally. Similarly, perceptions of distorted media representations of communities or conflicts can also add to feelings of exclusion from mainstream society.

Local authorities are uniquely placed to lead their communities towards a mindset where national identity and religious identity are not at odds; where respect for diversity allows people to practice their faith freely while enjoying the benefits of British citizenship.

For young people, adolescence is often a time when young people explore issues of faith, heritage, identity and their purpose in the world. It is also a point at which individuals may become vulnerable to radicalisers who legitimise the use of violence to express frustration and disillusionment.

Young people in disaffected areas can be particularly vulnerable to radicalisers. They may experience strong psychological and emotional benefits from being involved in extremist networks, including a strengthened sense of identity, social support, security and a feeling of belonging to a wider extremist community.

In order to maximise the impact of Prevent projects, local authorities should consider mainstreaming Prevent work with other projects involving disaffected young people such as reducing worklessness, re-offending and gangs. In particular, local partners like social services and Children's Trusts could be suitable delivery partners for projects involving young people.





case study

In 2007, the Bradford Council of Mosques in partnership with Education Bradford, Bradford Metropolitan District Council and Government Office for Yorkshire and the Humber launched the UK's first citizenship curriculum for Madrassahs through the Nasiha (the giving of good advice) Project.

The Nasiha Project was initiated after the events of July 2005 to understand young Muslim's view of UK citizenship and engage young Muslims on issues of tolerance and respect. The project has developed training for Imams and a curriculum for teaching citizenship in Madrassahs.

The project demonstrates how values of justice, respect and understanding are firmly rooted in Islam, and empowers Muslim communities to take ownership of their faith and prevent the hijacking of Islam by violent extremists.

The curriculum invalidates violent extremist messages that Islam and British values are incompatible. The project was led by key leaders and instilled confidence in the Muslim community while working alongside the local authority and key stakeholders to ensure that a unified message was communicated.

Up to 200 Islamic schools or Madrassahs have already adopted the programme, throughout Yorkshire. Approximately 50 Imams have been trained by the 'Bradford Council of Mosques' in the Nasiha programme.

Further information:

**www.bradford.gov.uk or
www.nasiha.co.uk**

international relations

Radicalisers often distort world events, utilising interpretations of religion, history, politics, or in particular, government foreign policies to build a global extremist narrative in order to convince individuals of the necessity for indiscriminate violence. Local authorities need to acknowledge the impact that international and national events can have within local communities and should, where possible, take proactive steps towards easing community tensions.

theological distortions

There are major concerns amongst the Muslim community about the way in which Islamic theology has been misinterpreted by some extremist trends. The word 'Islam' itself means peace and most Muslims interpret Islam as a force for dialogue and co-operation. While the overwhelming majority of Muslims have been unequivocal in their condemnation of distorted views of their faith, there are a small minority who have twisted the Islamic faith to provide a vehicle for which physical violence is legitimatised.



community infrastructure, role models and leadership

The UK Muslim community has a younger age profile compared to the rest of the UK population, with one third under the age of 16, 54 per cent under the age of 25 and 70 per cent under the age of 35. Almost half the Muslim population were born in Britain and this proportion is set to increase. The young age profile of Muslim communities, combined with the nature of the violent extremist threat which often means young people are targeted for radicalisation, makes young people a priority for engagement.

Many Muslims also live in the most deprived parts of the country where there is a real need to increase education opportunities, develop leaders, mentor young people and support the development of infrastructure in order to build resilience.

Councillors and local authorities will want to work with mosques to help ensure that the management structure of mosques allow for the participation of women and young people. A cultural gap can exist where elders in leadership positions struggle to identify with young Muslims who in turn may be struggling to balance the religious expectations of their elders while living in an increasingly secular society. While there has been much improvement in the past few years to include young people in decision-making, the risk remains that disenfranchised young people may become vulnerable to extremist messages.

case study

In 2007, the Federation of Muslim Organisations (Leicestershire), with support from Leicester City Council, organised a Muslim Youth Awards scheme that aimed to celebrate the hard work and success of young people, instil a sense of pride and belonging to British society and provide positive role models. The scheme culminated with an awards evening attended by over 800 people from various religious, cultural and ethnic backgrounds.

There were six award categories: creativity, education, humanity, literature, sports and community. Special awards were also provided for exceptional individuals that had made an impact on Muslim society. Winners collected their awards from renowned community figures and received good media coverage on Leicester BBC radio, MATV and Leicester Mercury newspaper.

Cllr Abdul Razak Osman (cabinet lead for community cohesion) stated that it was “a very good event in terms of bringing different Muslim groups together to promote role models in the community. We are proud to fund something of this nature run by an umbrella organisation and that other authorities could benefit from. It was extremely well attended by various community leaders, the leader of the council was also present and various grassroots representatives. Such events build resilient cohesive communities and Leicester is an example of that.”

Further information:

www.leicester.gov.uk or

www.fmo.org.uk



section 5

partnership working

In developing a Prevent programme of action, local authorities need to establish a strong working relationship with a range of local partners to ensure that the action plan is appropriate and proportionate to the local environment.

Councillors have a very important role to play in forging links between local authorities, the police, community groups and service providers. Through their day-to-day contact with the community, councillors can provide an invaluable perspective that other partners cannot and it is vital that councillors recognise the importance of their contribution in supporting local partners or indeed challenging if necessary.

The importance of all relationships between the community, local authorities and the local police being built on a mutual trust cannot be overstated. Informal relationships between key individuals can play a vital role in developing the trust necessary to support and enable formal relationships to be established.

The local authority and police relationship is particularly important, given the sensitivity of this agenda and the need to share intelligence. Information - sharing protocols may need to be developed so that local authorities and police partners can build the mutual understanding necessary for the exchange of sensitive information such as security risk assessments. For example; sharing operational information (by police and security services) in advance can help local authorities to reduce any potential harm to community cohesion.

section 6

how important is common language to community engagement?

In order to build strong partnerships between local authorities, community groups and partner organisations, a common language must be developed which describes the local context and the objectives of the Prevent activity and is acceptable to the community.

The language and words used to qualify and quantify the current terrorist threat has been the subject of much debate as some phrases have been seen as distinctly unhelpful in bringing groups together. Terms such as **Islamism**, for example, have such varied meanings that it becomes difficult to use them effectively in serious policy contexts. Terms, such as **extremism** and **radicalisation** also have their limitations as many historical radicals are now praised in classrooms as brave shapers of civil society. It must be made clear that the threshold is crossed when extreme and radical views are expressed or threatened to be expressed through violence.

It is for this reason that **violent extremism** seems to have been received as a more positive attempt to define the subject while others prefer to refer to 'acts of terrorism committed in the name of Islam' to define **violent extremism** perpetrated by 'Al-Qaida'-influenced groups. However, it should be stressed that language is still contested in many communities and it is important that councillors lead the difficult but necessary engagement process in their area in order to agree a satisfactory solution.



Local authorities can ease the potential difficulty of these discussions by creating safe, tolerant environments where such debates can take place. Local authorities are then able to work with their communities to determine acceptable phrases and definitions for the Prevent agenda. As long as activities and the local narrative is broadly in line with the overarching Prevent objectives then the language used by local authorities can and should be locally determined.

Once a common language has been agreed, local authorities and local partners need to foster effective communication channels and messages related to this agenda as ill-considered communications can inadvertently fuel the terrorist narrative.

Councillors and chief executives will usually have positive relationships with their local media which can be an important mechanism to ensure that inflammatory terms and commentary are minimised.

case study

In 2007, Slough Borough Council developed an initial vision with community groups entitled Slough Against Violent Extremism (SAVE) which demonstrates a statement of purpose and a commitment that all communities in Slough support. Detailed discussions with different groups determined what was understood when they referred to violent extremism, the nature of the relationship between the council and the community, how Prevent objectives could be achieved and to ensure the sustainability of Prevent projects.

Additionally, SAVE set up The Slough Muslim Youth Forum and organised a workshop for community groups of different faiths and backgrounds to discuss what Prevent is and what communities should be doing about it.

Further information:
www.slough.gov.uk

section 7

funding support for Prevent projects

The preventing violent extremism pathfinder fund was established in 2007/08 to provide ring-fenced funding for local authorities to establish projects which address violent extremism in their communities.

The introduction of the pathfinder fund sought to dedicate resources to Prevent projects without the diversion of funding from core cohesion work and resulted in seventy local authorities working closely with Muslim groups, government offices and the CLG to develop programmes of activities.

It is welcomed that funding support for Prevent (formerly known as Pathfinder funding) is no longer ring-fenced but part of the Area Based Grant which gives local authorities maximum flexibility in how they use the funding.

The distribution of funding support for Prevent can require delicate handling due to the competing needs of groups within the community and the perception that funding is being allocated to one community above the needs of others.

Councillors are well placed to monitor tensions and address the concerns of the wider community and sensitively rationalise the expenditure of funding in a manner that avoids the alienation of individual groups within their community.

Learning from the Prevent projects is expected to be published shortly.

section 8

engaging with local community groups

In the implementation of Prevent programmes of action, it is vital that support is only provided to community groups that explicitly and actively reject and condemn violent extremists. This does not negate the need for local authorities to create safe spaces for debate and the lawful freedom of expression as it is important to create opportunities for dialogue and to allow for the democratic right of groups and individuals to represent their views, to challenge and be challenged.

It is good practice for local engagement strategies to include a broad range of stakeholders. This helps to safeguard local authorities against forming partnerships with organisations that may not be representative of the people they purport to represent. Wherever possible, stakeholder groups should reflect the diversity of the local population and the working relationship should be reviewed regularly in the light of shifting positions and changes in local, national and international circumstances.

In this relatively new policy agenda however, some areas have a distinct lack of organisations that have the resource or leadership capacity to work with local authorities to deliver Prevent work. Local authorities, together with local partners, may need to build the capacity of community groups to ensure the sustainability of future working partnerships.

Strong partnerships with local police are critical in ensuring that local authorities and partners have the knowledge and the confidence to make choices that avoid the inadvertent engagement with or support provided to inappropriate organisations. If local authorities find that the standards expected of partner organisations are not being met, it is important that local authorities are able to take prompt action to withdraw funding or terminate funding agreements.

Councils are naturally keen to avoid working with or funding community organisations that have links to violent extremists. To help them ensure that this doesn't happen, the Government has published an engagement criteria within its Prevent Strategy⁶.

The strategy suggests that the more comprehensively an organisation meets the recommended engagement criteria, the greater likelihood that a closer working relationship can be established.

The two elements of the engagement criteria are:

1. The organisation actively condemns and works to tackle violent extremism.

Factors to consider as part of this criterion include whether the organisation:

- publicly rejects and condemns violent extremism and terrorist acts, clearly and consistently;
- can show evidence of steps taken to tackle violent extremism and support for violent extremism;
- can point to preventing violent extremism events which it has supported, spoken at or attended;
- can show that its actions are consistent with its public statements; and
- can show that its affiliated members or groups to which it is affiliated meet these criteria.

2. The organisation defends and upholds shared values including:

- respect for the rule of law;
- freedom of speech;
- equality of opportunity;
- respect for others; and
- responsibility towards others.

where can I find out more?

The LGA has produced an accompanying leaflet that explains what councils should consider when choosing to fund a community group.

There are a number of indicators which will help local authorities and partners to judge how well an organisation meets these two criteria. These may include:

- its stated aims;
- the nature of its work;
- public statements made by its representatives or members; and
- the consistency with which this is evident in its internal practices and its engagement with wider society.

Much of this information should be available publicly or on request, but government offices and central government departments listed at the back of this booklet should be able to provide additional advice and support.

further information

publications

These following publications can be located on the Department of Communities and Local Government website.

- www.communities.gov.uk/communities/preventingextremism/
- *Preventing Violent Extremism: Next Steps for Communities*
Published: July 2008
- *The Prevent Strategy: A Guide for Local Partners in England*
Published: 3 June 2008
- *The Prevent Strategy 2008*
Published: 3 June 2008
- *Guidance for local authorities on community cohesion contingency planning and tension monitoring*
Published: 12 May 2008
- *Empowering Muslim Women: case studies*
Published: 23 January 2008
- *Preventing Violent Extremism - winning hearts and minds*
Published: 5 April 2007
- *Preventing Violent Extremism Pathfinder Fund 2007/2008 - case studies*
Published: 5 April 2007
- *Commission on Integration and Cohesion - Our shared future*
Published: June 2007
- *Community Cohesion: A Report of the Independent Review Team*
Published: December 2001
- *The Government's Response to the Commission on Integration and Cohesion*
Published: February 2008
- The following document can be found on the IDeA website - www.idea.gov.uk
Frontline councillor - how local politicians make a difference in their communities
Published: February 2007
- The following document can be found on the Department for Children, Schools and Families website - www.dcsf.gov.uk
Learning together to be safe: a toolkit to help schools contribute to the prevention of violent extremism
Published: October 2008

websites

- IDeA Knowledge – Preventing Violent Extremism webpage

www.idea.gov.uk

- IDeA Communities of Practise – Preventing Violent Extremism.
A practitioner’s forum

<http://www.communities.idea.gov.uk/welcome.do>

- The Office for Security and Counter Terrorism (OSTC)

<http://security.homeoffice.gov.uk>

- Communities and Local Government (CLG)

<http://www.communities.gov.uk>

- The Department for Children, Schools and Families (DCSF)

<http://www.dfes.gov.uk>

- The Department for Innovation, Universities and Skills (DIUS)

<http://www.dius.gov.uk>

- The Ministry of Justice (MoJ)

<http://www.justice.gov.uk>

- Regional Government Offices

<http://www.gos.gov.uk/national>



footnotes

1. <http://security.homeoffice.gov.uk/news-publications/publication-search/prevent-strategy/>
2. Community cohesion: A report of the Independent Review Team Community Cohesion Review Team chaired by Ted Cante December 2001
3. Commission on Integration and Cohesion - our shared future June 2007
4. The government's response to the Commission on Integration and Cohesion, Department for Communities and Local Government, February 2008
5. For further information please see The Prevent Strategy:: A Guide for Local Partners in England : Annex I - Understanding Radicalisation - HM Government Learning together to be safe : a toolkit to help schools contribute to the prevention of violent extremism - Department for Children, Schools and Families
6. See Appendix E The Prevent Strategy
<http://security.homeoffice.gov.uk/news-publications/publication-search/prevent-strategy/>

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Smith Square
London SW1P 3HZ

or telephone LGconnect, for all your
LGA queries on 020 7664 3131
Fax: 020 7664 3030
Email: info@lga.gov.uk
Web: www.lga.gov.uk



The Local Government Association is the national voice
for more than 450 local authorities in England and Wales.
The LGA group comprises the LGA and five partner
organisations which work together to support, promote
and improve local government.



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HM Government

Prevent duty guidance

Prevent duty guidance

Guidance for specified authorities in England and Wales
on the duty in the Counter-Terrorism and Security Act
2015 to have due regard to the need to prevent people
from being drawn into terrorism.

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Statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015

A. Status and Scope of the Duty

1. Section 26 of the Counter-Terrorism and Security Act 2015 (the Act) places a duty on certain bodies (“specified authorities” listed in Schedule 6 to the Act), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This guidance is issued under section 29 of the Act. The Act states that the authorities subject to the provisions must have regard to this guidance when carrying out the duty.
2. The list of specified authorities subject to the provisions can be found in Schedule 6 to the Act. Further details can be found in the sector-specific sections of this guidance.
3. The duty applies to specified authorities in England and Wales, and Scotland. Counter terrorism is the responsibility of the UK Government. However, many of the local delivery mechanisms in Wales and Scotland, such as health, education and local government, are devolved. We will ensure close cooperation with the Scottish and Welsh Governments in implementing the Prevent duty where there are interdependencies between devolved and non-devolved elements. There is separate guidance for specified authorities in Scotland.
4. The duty does not confer new functions on any specified authority. The term “due regard” as used in the Act means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions. This purpose of this guidance is to assist authorities to decide what this means in practice.

B. Introduction

5. The *Prevent* strategy, published by the Government in 2011, is part of our overall counter-terrorism strategy, CONTEST. The aim of the *Prevent* strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. In the Act this has simply been expressed as the need to “prevent people from being drawn into terrorism”.
6. The 2011 *Prevent* strategy has three specific strategic objectives:
 - respond to the ideological challenge of terrorism and the threat we face from those who promote it;
 - prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
 - work with sectors and institutions where there are risks of radicalisation that we need to address.

7. Terrorist groups often draw on extremist ideology, developed by extremist organisations. Some people who join terrorist groups have previously been members of extremist organisations and have been radicalised by them. The Government has defined extremism in the *Prevent* strategy as: “vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces”.

8. The *Prevent* strategy was explicitly changed in 2011 to deal with all forms of terrorism and with non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists then exploit. It also made clear that preventing people becoming terrorists or supporting terrorism requires challenge to extremist ideas where they are used to legitimise terrorism and are shared by terrorist groups. And the strategy also means intervening to stop people moving from extremist (albeit legal) groups into terrorist-related activity.

9. Our *Prevent* work is intended to deal with all kinds of terrorist threats to the UK. The most significant of these threats is currently from terrorist organisations in Syria and Iraq, and Al Qa’ida associated groups. But terrorists associated with the extreme right also pose a continued threat to our safety and security.

10. Islamist extremists regard Western intervention in Muslim-majority countries as a ‘war with Islam’, creating a narrative of ‘them’ and ‘us’. Their ideology includes the uncompromising belief that people cannot be both Muslim and British, and that Muslims living here should not participate in our democracy. Islamist extremists specifically attack the principles of civic participation and social cohesion. These extremists purport to identify grievances to which terrorist organisations then claim to have a solution.

11. The white supremacist ideology of extreme right-wing groups has also provided both the inspiration and justification for people who have committed extreme right-wing terrorist acts.

12. In fulfilling the duty in section 26 of the Act, we expect all specified authorities to participate fully in work to prevent people from being drawn into terrorism. How they do this, and the extent to which they do this, will depend on many factors, for example, the age of the individual, how much interaction they have with them, etc. The specified authorities in Schedule 6 to the Act are those judged to have a role in protecting vulnerable people and/or our national security. The duty is likely to be relevant to fulfilling other responsibilities such as the duty arising from section 149 of the Equality Act 2010.

13. This guidance identifies best practice for each of the main sectors and describes ways in which they can comply with the duty. It includes sources of further advice and provides information on how compliance with the duty will be monitored.

C. A risk-based approach to the *Prevent* duty

14. In complying with the duty all specified authorities, as a starting point, should demonstrate an awareness and understanding of the risk of radicalisation in their area, institution or body. This risk will vary greatly and can change rapidly; but no area, institution or body is risk free. Whilst the type and scale of activity that will address the risk will vary, all specified authorities will need to give due consideration to it.

15. There are three themes throughout the sector-specific guidance, set out later in this document: effective leadership, working in partnership and appropriate capabilities.

Leadership

16. For all specified authorities, we expect that those in leadership positions:
- establish or use existing mechanisms for understanding the risk of radicalisation;
 - ensure staff understand the risk and build the capabilities to deal with it;
 - communicate and promote the importance of the duty; and
 - ensure staff implement the duty effectively.

Working in partnership

17. *Prevent* work depends on effective partnership. To demonstrate effective compliance with the duty, specified authorities must demonstrate evidence of productive co-operation, in particular with local *Prevent* co-ordinators, the police and local authorities, and co-ordination through existing multi-agency forums, for example Community Safety Partnerships.

Capabilities

18. Frontline staff who engage with the public should understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it. They need to be aware of what we mean by the term “extremism” and the relationship between extremism and terrorism (see section B, above).

19. Staff need to know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it. They need to understand how to obtain support for people who may be being exploited by radicalising influences.

20. All specified authorities subject to the duty will need to ensure they provide appropriate training for staff involved in the implementation of this duty. Such training is now widely available.

Sharing information

21. The *Prevent* programme must not involve any covert activity against people or communities. But specified authorities may need to share personal information to ensure, for example, that a person at risk of radicalisation is given appropriate support (for example on the Channel programme). Information sharing must be assessed on a case-by-case basis and is governed by legislation. To ensure the rights of individuals are fully protected, it is important that information sharing agreements are in place at a local level. When considering sharing personal information, the specified authority should take account of the following:

- necessity and proportionality: personal information should only be shared where it is strictly necessary to the intended outcome and proportionate to it. Key to determining the necessity and proportionality of sharing information will be the professional judgement of the risks to an individual or the public;
- consent: wherever possible the consent of the person concerned should be obtained before sharing any information about them;
- power to share: the sharing of data by public sector bodies requires the existence of a power to do so, in addition to satisfying the requirements of the Data Protection Act 1998 and the Human Rights Act 1998;
- Data Protection Act and the Common Law Duty of Confidentiality: in engaging with non-public bodies, the specified authority should ensure that they are aware of their own responsibilities under the Data Protection Act and any confidentiality obligations that exist.

22. There may be some circumstances where specified authorities, in the course of *Prevent*-related work, identify someone who may already be engaged in illegal terrorist-related activity. People suspected of being involved in such activity must be referred to the police.

D. Monitoring and enforcement

23. All specified authorities must comply with this duty and will be expected to maintain appropriate records to show compliance with their responsibilities and provide reports when requested.

Central support and monitoring

24. The Home Office currently oversees *Prevent* activity in local areas which have been identified as priorities for this programme, and will provide central monitoring for the new duty. The Home Office shares management (with local authorities) of local *Prevent* co-ordinator teams.

25. The Home Office will:

- draw together data about implementation of *Prevent* from local and regional *Prevent* co-ordinators (including those in health, further and higher education), the police, intelligence agencies and other departments and inspection bodies where appropriate;
- monitor and assess *Prevent* delivery in up to 50 *Prevent* priority areas;
- maintain contact with relevant departments and escalate issues to them and inspectorates where appropriate;
- support the *Prevent* Oversight Board, chaired by the Minister for Immigration and Security, which may agree on further action to support implementation of the duty.

26. Where a specified body is not complying with the duty, the *Prevent* Oversight Board may recommend that the Secretary of State use the power of direction under section 30 of the Act. This power would only be used when other options for engagement and improvement had been exhausted. The power would be used only to ensure the implementation and delivery of the *Prevent* duty. It is also capable of being exercised in respect of Welsh specified authorities, and would be used following consultation with Welsh Ministers.

Inspection regime in individual sectors

27. Central support and monitoring will be supported by existing inspection regimes in specific sectors. Not every specified authority has a suitable inspection regime and in some areas it may be necessary to create or enhance existing regimes.

28. We will work with the Welsh Government on *Prevent* monitoring arrangements and provide support to Welsh inspection regimes as required.

E. Sector-specific guidance

Local authorities

29. With their wide-ranging responsibilities, and democratic accountability to their electorate, local authorities are vital to *Prevent* work. Effective local authorities will be working with their local partners to protect the public, prevent crime and to promote strong, integrated communities.

Specified local authorities

30. The local authorities that are subject to the duty are listed in Schedule 6 to the Act. They are:

- a county council or district council in England;
- the Greater London Authority;
- a London borough council;
- the Common Council of the City of London in its capacity as a local authority;
- the Council of the Isles of Scilly;
- a county council or county borough council in Wales; and
- a person carrying out a function of an authority mentioned in section 1 (2) of the Local Government Act 1999 by virtue of a direction made under section 15 of that Act.

31. Other local authorities, including stand-alone fire and rescue authorities, are not listed in the Act and are not subject to the duty, but it is anticipated, considering their wider prevention role, that in many areas they will be partners in local efforts to prevent people from being drawn into terrorism

32. In fulfilling the new duty, local authorities, including elected members and senior officers should be carrying out activity in the following areas.

Partnership

33. Local authorities should establish or make use of an existing local multi-agency group to agree risk and co-ordinate *Prevent* activity. Many local authorities use Community Safety Partnerships but other multi-agency forums may be appropriate.

34. It is likely that links will need to be made to other statutory partnerships such as Local Safeguarding Children Boards Safeguarding Adults Boards, Channel panels and Youth Offending Teams.

35. It will be important that local or regional *Prevent* co-ordinators have access to senior local authority leadership to give advice and support.

36. We expect local multi-agency arrangements to be put in place to effectively monitor the impact of *Prevent* work.

37. *Prevent* work conducted through local authorities will often directly involve, as well as have an impact on local communities. Effective dialogue and coordination with community-based organisations will continue to be essential.

Risk assessment

38. We expect local authorities to use the existing counter-terrorism local profiles (CTLPs), produced for every region by the police, to assess the risk of individuals being drawn into terrorism. This includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Guidance on CTLPs is available here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118203/counter-terrorism-local-profiles.pdf

39. This risk assessment should also be informed by engagement with *Prevent* co-ordinators, schools, registered childcare providers, universities, colleges, local prisons, probation services, health, immigration enforcement Youth Offending Teams and others, as well as by a local authority's own knowledge of its area..

40. We would expect local authorities to incorporate the duty into existing policies and procedures, so it becomes part of the day-to-day work of the authority. The duty is likely to be relevant to fulfilling safeguarding responsibilities in that local authorities should ensure that there are clear and robust safeguarding policies to identify children at risk. This guidance should be read in conjunction with other relevant safeguarding guidance, in particular Working Together to Safeguard Children (<https://www.gov.uk/government/publications/working-together-to-safeguard-children>).

Action plan

41. With the support of co-ordinators and others as necessary, any local authority that assesses, through the multi-agency group, that there is a risk should develop a *Prevent* action plan. This will enable the local authority to comply with the duty and address whatever risks have been identified.

42. These local action plans will identify, prioritise and facilitate delivery of projects, activities or specific interventions to reduce the risk of people being drawn into terrorism in each local authority. Many of these projects and activities will be community based.

Staff training

43. Local authorities will be expected to ensure appropriate frontline staff, including those of it's contractors, have a good understanding of *Prevent* are trained to recognise vulnerability to being drawn into terrorism and are aware of available programmes to deal with this issue.

44. Local authority staff will be expected to make appropriate referrals to Channel (a programme which provides support to individuals who are at risk of being drawn into terrorism which is put on a statutory footing by Chapter 2 of Part 5 of the Counter-Terrorism and Security Act 2015) and ensure that Channel is supported by the appropriate organisation and expertise. Guidance on the Channel programme can be found here:

<https://www.gov.uk/government/publications/channel-guidance>

Use of local authority resources

45. In complying with the duty we expect local authorities to ensure that publicly-owned venues and resources do not provide a platform for extremists and are not used to disseminate extremist views. This includes considering whether IT equipment available to the general public should use filtering solutions that limit access to terrorist and extremist material.

46. We expect local authorities to ensure that organisations who work with the local authority on *Prevent* are not engaged in any extremist activity or espouse extremist views.

47. Where appropriate, we also expect local authorities to take the opportunity when new contracts for the delivery of their services are being made to ensure that the principles of the duty are written in to those contracts in a suitable form.

Collaboration between areas

48. In two-tier areas, county and district councils will need to agree proportionate arrangements for sharing the assessment of risk and for agreeing local *Prevent* action plans. It is expected that neighbouring areas will also agree proportionate arrangements for sharing the assessment of risk and for agreeing local *Prevent* action plans as appropriate.

***Prevent* priority areas**

49. The Home Office will continue to identify priority areas for *Prevent*-related activity. Priority areas will, as now, be funded to employ a local *Prevent* co-ordinator to give additional support and expertise and additional Home Office grant funding is available for *Prevent* projects and activities. The Home Office will continue to have oversight of local *Prevent* co-ordinators and the funding, evaluation and monitoring of these projects.

Other agencies and organisations supporting children

50. A range of private and voluntary agencies and organisations provide services or, in some cases, exercise functions in relation to children. The duty applies to those bodies, which include, for example, children's homes and independent fostering agencies and bodies exercising local authority functions whether under voluntary delegation arrangements or via the use of statutory intervention powers. These bodies should ensure they are part of their local authorities' safeguarding arrangements and that staff are aware of and know how to contribute to *Prevent*-related activity in their area where appropriate.

Out-of-school settings supporting children

51. Many children attend a range of out-of-school settings other than childcare including supplementary schools, and tuition centres to support home education. These settings are not regulated under education law. Local authorities should take steps to understand the range of activity and settings in their areas and take appropriate and proportionate steps to ensure that children attending such settings are properly safeguarded (which should include considering whether children attending such settings are at risk of being drawn into extremism or terrorism). In assessing the risks associated with such settings, local authorities should have regard to whether the settings subscribe to voluntary accreditation schemes and any other evidence about the extent to which the providers are taking steps to safeguard the children in their care. Where safeguarding concerns arise, local authorities should actively consider how to make use of the full range of powers available to them to reduce the risks to children, including relevant planning and health and safety powers.

Monitoring and enforcement

52. In fulfilling its central monitoring role (section D above) the Home Office can (and already does) scrutinise local *Prevent* action plans, project impact and overall performance. It will also consider work with local authority 'peers' to provide targeted assistance and help authorities develop good practice.

53. The Government anticipates that local authorities will comply with this duty and work effectively with local partners to prevent people from being drawn into terrorism. Where there are concerns about compliance, the Government may need to consider the appropriateness of using existing mechanisms such as section 10 of the Local Government Act 1999. This allows the Secretary of State to appoint an inspector to assess an authority's compliance with its statutory "best value" duty in relation to one or more of the specified functions.

54. If the Secretary of State is satisfied that a council in England has failed to discharge its "best value" duty in relation to the new *Prevent* duty, it would be open to him to use his powers under Section 15 of the Local Government Act 1999 to intervene. This could include requiring the council to undertake specific actions, appointing Commissioners and transferring some of the council's functions to them. The Secretary of State must consult the council before issuing a direction. The Secretary of State may also direct a local inquiry to be held into the exercise by the authority of specified functions. Welsh Ministers' powers of intervention in relation to a Welsh council that has failed to discharge its "improvement" duties are set out in the Local Government (Wales) Measure 2009.

55. If the Secretary of State is satisfied that a local authority is failing to perform any function relating to education, childcare or children's social care to an adequate standard he may use his powers under section 497A or the Education Act 1996 (applied to childcare under section 15(3) of the Children's Act, and children's social care under section 50(1) of the Children Act 2004) to take whatever action is deemed expedient to achieve necessary improvement. In Wales, Welsh Ministers have the power to intervene under the School Standards and Organisation (Wales) Act 2013. These intervention measures are considered in cases where Ofsted inspections (or Estyn in Wales) identify inadequate practice and serious concerns about practice in relation to safeguarding, adoption and looked-after children. The Care and Social Services Inspectorate Wales (CSSIW) has a role here in terms of care settings and standards.

56. In addition to the powers above, the Act provides the Secretary of State with the power to issue a direction where a local authority has failed to discharge the duty (see paragraph 26, above).

Schools and registered childcare providers (excluding higher and further education)

57. In England about eight million children are educated in some 23,000 publicly-funded and around 2,400 independent schools. The publicly-funded English school system comprises maintained schools (funded by local authorities), and academies (directly funded by central government. In Wales, over 450,000 children attend Local Authority maintained schools, and there are 70 independent schools.¹

58. All publicly-funded schools in England are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. They must also promote community cohesion. Independent schools set their own curriculum but must comply with the Independent School Standards, which include an explicit requirement to promote fundamental British values as part of broader requirements relating to the quality of education and to promoting the spiritual, moral, social and cultural development of pupils. These standards also apply to academies (other than 16-19 academies), including free schools, as they are independent schools. 16-19 academies may have these standards imposed on them by the provisions of their funding agreement with the Secretary of State

59. In Wales, independent schools set their own curriculum, but must comply with Independent Schools Standards made by the Welsh Ministers. These Standards also include a requirement to promote the spiritual, moral, social and cultural development of pupils.

60. Early years providers serve arguably the most vulnerable and impressionable members of society. The Early Years Foundation Stage (EYFS) accordingly places clear duties on providers to keep children safe and promote their welfare. It makes clear that to protect children in their care, providers must be alert to any safeguarding and child protection issues in the child's life at home or elsewhere (paragraph 3.4 EYFS). Early years providers must take action to protect children from harm and should be alert to harmful behaviour by other adults in the child's life.

61. Early years providers already focus on children's personal, social and emotional development. The Early Years Foundation Stage framework supports early years providers to do this in an age appropriate way, through ensuring children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.

62. This guidance should be read in conjunction with other relevant guidance. In England, this includes Working Together to Safeguard Children, Keeping Children Safe in Education and Information Sharing: Her Majesty's Government advice for professionals providing safeguarding services to children, young people, parents and carers.

<https://www.gov.uk/government/publications/working-together-to-safeguard-children>;

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>;

63. In Wales it should be read alongside Keeping learners safe²:

<http://wales.gov.uk/docs/dcells/publications/150114-keeping-learners-safe.pdf>.

¹ Schools Census results on Wales.gov.uk

² Keeping Learners Safe includes advice on radicalisation on page 51

64. The authorities specified in paragraph 65 below are subject to the duty to have due regard to the need to prevent people from being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The *Prevent* duty is not intended to limit discussion of these issues. Schools should, however, be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues. These duties are imposed on maintained schools by sections 406 and 407 of the Education Act 1996. Similar duties are placed on the proprietors of independent schools, including academies (but not 16-19 academies) by the Independent School Standards.

Education and childcare specified authorities

65. The education and childcare specified authorities in Schedule 6 to the Act are as follows:

- the proprietors³ of maintained schools, non-maintained special schools, maintained nursery schools, independent schools (including academies and free schools) and alternative provision academies⁴
- pupil referral units
- registered early years childcare providers⁵
- registered later years childcare providers⁶
- providers of holiday schemes for disabled children
- persons exercising local authority functions under a direction of the Secretary of State when the local authority is performing inadequately; and
- persons authorised by virtue of an order made under section 70 of the Deregulation and Contracting Out Act 1994 to exercise a function specified in Schedule 36A to the Education Act 1996.

66. In fulfilling the new duty, we would expect the specified authorities listed above to demonstrate activity in the following areas.

Risk assessment

67. Specified authorities are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This should be based on an understanding, shared with partners, of the potential risk in the local area.

68. Specified authorities will need to demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies in place to identify children at risk, and intervening as appropriate. Institutions will need to consider the level of risk to identify the most appropriate referral, which could include Channel or Children's Social Care, for example. These policies should set out clear protocols for ensuring that any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised.

³ Reference in this guidance to the 'proprietor' in the case of a maintained school, maintained nursery school and non-maintained special school is a reference to the governing body of the school.

⁴ Including early years and later years childcare provision in schools that is exempt from registration under the Childcare Act 2006

⁵ Those registered under Chapter 2 or 2a of Part 3 of the Childcare Act 2006, including childminders

⁶ Those registered under Chapter 3 or 2a of Part 3 of the Childcare Act 2006, including childminders

Working in partnership

69. In England, governing bodies and proprietors of all schools and registered childcare providers should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board (LSCB). In Wales, Local Service Boards provide strategic oversight.

Staff training

70. Specified authorities should make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. They should know where and how to refer children and young people for further help. *Prevent* awareness training will be a key part of this.

IT policies

71. Specified authorities will be expected to ensure children are safe from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering.

Monitoring and enforcement

72. The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects the specified authorities in England listed above, with the exception of some privately funded independent schools. When assessing the effectiveness of schools, Ofsted inspectors already have regard to the school's approach to keeping pupils safe from the dangers of radicalisation and extremism, and what is done when it is suspected that pupils are vulnerable to these. Maintained schools are subject to intervention, and academies and free schools may be subject to termination of their funding agreement, if they are judged by Ofsted to require significant improvement or special measures, or if they fail to take the steps required by their local authority, or for academies or free schools by the Secretary of State pursuant to their funding agreement, as applicable, to address unacceptably low standards, serious breakdowns of management or governance or if the safety of pupils or staff is threatened. In Wales, all publicly funded schools are inspected by Estyn.

73. Ofsted inspects 16-19 academies under the Common Inspection Framework for further education and skills.

74. Privately funded independent schools in England are inspected by Ofsted or one of three independent inspectorates. In Wales, Estyn inspects independent schools. If they fail to meet the Independent School Standards, they must remedy the problem or be subject to regulatory action by the Department for Education or the Welsh Government, which could include de-registration (which would make their continued operation unlawful).

75. Early education funding regulations in England have been amended to ensure that providers who fail to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs do not receive funding from local authorities for the free early years entitlement.

76. Ofsted's current inspection framework for early years provision reflects the requirements in the Statutory Framework for the Early Years Foundation Stage.

Further education

77. There is an important role for further education institutions, including sixth form colleges and independent training providers, in helping prevent people being drawn into terrorism, which includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. It is a condition of funding that all further education and independent training providers must comply with relevant legislation and any statutory responsibilities associated with the delivery of education and safeguarding of learners.

78. There will be further guidance issued on the management of external speakers and events, including on the interaction of the *Prevent* duty with institutions' existing duty to secure freedom of speech.

79. But it is important to realise that the risk of radicalisation in institutions does not just come from external speakers. Radicalised students can also act as a focal point for further radicalisation through personal contact with fellow students and through their social media activity. Where radicalisation happens off campus, the student concerned may well share his or her issues with other students. Changes in behaviour and outlook may be visible to staff. Much of this section therefore addresses the need for institutions in receipt of public funding to self assess and identify the level of risk, ensure all staff have access to training, and that there is welfare support for students and effective IT policies in place which ensure that these signs can be recognised and responded to appropriately.

Further education specified authorities

80. The further education specified in Schedule 6 to the Act fall into the following categories:

- further education institutions on the Skills Funding Agency (SFA) register of training organisations (ROTO), including sub-contractors which receive more than £100,000 of SFA funding via lead providers. This includes approximately 950 further education colleges and independent providers – such as private companies and third sector organisations that are eligible to receive public funding from the SFA to deliver education and training and the 93 Sixth Form Colleges and other organisations funded by the Education Funding Agency to deliver post 16 education and training;
- further education institutions in Wales funded by the Welsh Government; and
- private further education institutions who are not in receipt of public funding who may be on the UK Register of Learning Providers and have similar characteristics to those on the register. We define these as institutions that have at least 250 students who are undertaking courses in preparation for examinations which either receive public funding or are regulated by the Office of Qualifications and Examinations Regulation or the Welsh Government.

81. Most institutions already understand their *Prevent*-related responsibilities, especially in the context of ensuring the welfare of learners, staff and visitors, and there are numerous examples of good practice in these areas. As with higher education (see below), compliance with this duty will reflect existing best practice and should not add significant new burdens on institutions. It is to be implemented in a proportionate and risk-based way.

82. To comply with the duty we would expect further education institutions to be delivering in the following ways.

Partnership

83. In complying with this duty we would expect active engagement from governors, boards, principals, managers and leaders with other partners including police and BIS regional higher and further education *Prevent* co-ordinators (details of BIS *Prevent* co-ordinators can be found at www.safecampuscommunities.ac.uk). We would expect institutions to seek to engage and consult students on their plans for implementing the duty.

84. Where the size of an institution warrants, management and co-ordination arrangements should be implemented to share information across the relevant curriculum areas within an institution, with a single point of contact for operational delivery of *Prevent*-related activity.

Risk assessment

85. Each institution should carry out a risk assessment which assesses where and how students or staff may be at risk of being drawn into terrorism. These policies and procedures will help an institution satisfy itself and government that it is able to identify and support these individuals.

86. We would expect the risk assessment to look at institutional policies regarding the campus and student welfare, including equality and diversity, and the safety and welfare of students and staff. We expect the risk assessment to address the physical management of the institution's estate, including policies and procedures for events held by staff, students or visitors, and relationships with external bodies and community groups who may use premises, or work in partnership with the institution.

87. Institutions must have clear and visible policies and procedures for managing whistleblowing and complaints. In England, if an individual feels that their complaint *has not* been taken seriously by the college or provider they can raise it with the SFA (for Further Education and Private Providers) or EFA (for sixth form colleges or private providers funded by it).

88. Where an institution has sub-contracted the delivery of courses to other providers, we expect robust procedures to be in place to ensure that the sub-contractor is aware of the *Prevent* duty and the sub-contractor is not inadvertently funding extremist organisations.

89. In Wales the Safer Working Practice Guidance and assessment process should also be adhered to.

Action Plan

90. Any institution that identifies a risk should notify the relevant BIS *Prevent* co-ordinator and others as necessary (such as the SFA, EFA Welsh Government and the police) and develop a *Prevent* action plan to set out the actions they will take to mitigate the risks.

Staff Training

91. We would expect institutions to demonstrate that it undertakes appropriate training and development for principals, governors, leaders and staff. This will enable teachers and others supporting delivery of the curriculum to use opportunities in learning to educate and challenge. It will also allow leaders and teachers to exemplify British values in their management, teaching and through general behaviours in institutions, including through opportunities in the further education curriculum. We expect institutions to encourage students to respect other people with particular regard to the protected characteristics set out in the Equality Act 2010.

92. We would expect appropriate members of staff to have an understanding of the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which

are used by terrorist groups and can purport to legitimise terrorist activity. We define extremism as “vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.” Such staff should have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response. This will include an understanding of when to make referrals to the Channel programme and where to get additional advice and support.

93. At a corporate level we would expect the institution to have robust procedures both internally and externally for sharing information about vulnerable individuals. This should include information sharing agreements where possible.

94. As the independent body responsible for standards and quality improvement for further education, the Education and Training Foundation will work with the sector to ensure that appropriate training is available. This will include and draw from training provided through the network of *Prevent* co-ordinators.

Welfare and pastoral care/chaplaincy support

95. All institutions have a clear role to play in the welfare of their students and we would expect that there to be sufficient pastoral care and support available for all students.

96. As part of this, we would expect the institution to have clear and widely available policies for the use of prayer rooms and other faith-related facilities. These policies should outline structures in place for the managing prayer and faith facilities (for example an oversight committee) and mechanisms for managing any issues arising from the use of the facilities.

IT policies

97. We would expect institutions to have policies relating to the use of their IT equipment. Whilst all institutions will have policies around general usage, covering what is and is not permissible, we would expect that all policies and procedures will contain specific reference to the duty. Many educational institutions already use filtering as a means of restricting access to harmful content, and should consider the use of filters as part of their overall strategy to prevent people from being drawn into terrorism.

98. Institutions must have clear policies in place for students and staff using IT equipment to research terrorism and counter terrorism in the course of their learning.

99. The Joint Information Systems Committee (JISC) can provide specialist advice and support to the FE sector in England to help providers ensure students are safe online and appropriate safeguards are in place. JISC also has a Computer Security Incident Response Team who can provide assistance in the event of an online incident occurring.

Monitoring and enforcement

100. Ofsted inspects publicly funded further education and skills providers in England under the Common Inspection Framework. This inspection is risk-based and the frequency with which providers are inspected depends on this risk. Safeguarding is inspected as part of leadership and management judgement. In Wales the inspection regime is operated by Estyn.

101. Where Ofsted finds a publicly-funded further education institution or independent training provider inadequate intervention action would be taken. In the case of independent providers this is likely to result in their contract being terminated by the Skills Funding Agency. In the case of further education institutions and local authority providers, this would result in the Further Education or Sixth Form College Commissioner making an immediate assessment. This

could lead to governance and leadership change, restructuring or even dissolution under the Secretary of State's reserve powers. Under the Further and Higher Education Act 1992 Act, and following intervention action, it would also be possible for the Secretary of State to issue a direction as the ultimate sanction.

102. For those institutions that are not publicly funded, the Secretary of State will have a power to nominate a body to monitor compliance with the duty and undertake risk-based assessments.

Higher education

103. Universities' commitment to freedom of speech and the rationality underpinning the advancement of knowledge means that they represent one of our most important arenas for challenging extremist views and ideologies. But young people continue to make up a disproportionately high number of those arrested in this country for terrorist-related offences and of those who are travelling to join terrorist organisations in Syria and Iraq. Universities must be vigilant and aware of the risks this poses.

104. Some students may arrive at universities already committed to terrorism; others may become radicalised whilst attending university due to activity on campus; others may be radicalised whilst they are at university but because of activities which mainly take place off campus.

105. Radicalisation on campus can be facilitated through events held for extremist speakers. There will be further guidance issued on the management of external speakers and events, including on the interaction of the *Prevent* duty with universities' existing duties to secure freedom of speech and have regard to the importance of academic freedom.

106. But managing the risk of radicalisation in universities is not simply about managing external speakers. Radicalised students can also act as a focal point for further radicalisation through personal contact with fellow students and through their social media activity. Where radicalisation happens off campus, the student concerned may well share his or her issues with other students. Changes in behaviour and outlook may be visible to university staff. Much of this section addresses the need for universities to have the necessary staff training, IT policies and student welfare programmes to recognise these signs and respond appropriately.

Higher education specified authorities

107. The higher education institutions specified in Schedule 6 to the Act fall into two categories:

- the governing body of qualifying institutions within the meaning given by section 11 of the Higher Education Act 2004.
- private higher education institutions that are not in receipt of public funding from the Higher Education Funding Council for England (HEFCE) or the Higher Education Funding Council Wales (HEFCW) but have similar characteristics to those that are. This includes governing bodies or proprietors of institutions not otherwise listed that have at least 250 students, excluding students on distance learning courses, undertaking courses of a description mentioned in Schedule 6 to the Education Reform Act 1988 (higher education courses).

108. Most of these institutions already have a clear understanding of their *Prevent* related responsibilities. Institutions already demonstrate some good practice in these areas. We do not envisage the new duty creating large new burdens on institutions and intend it to be implemented in a proportionate and risk-based way.

109. Compliance with the *Prevent* duty requires that properly thought through procedures and policies are in place. Having procedures and policies in place which match the general expectations set out in this guidance will mean that institutions are well placed to comply with the *Prevent* duty. Compliance will only be achieved if these procedures and policies are properly

followed and applied. This guidance does not prescribe what appropriate decisions would be - this will be up to institutions to determine, having considered all the factors of the case.

110. We would expect universities and higher education institutions to be delivering in the following areas.

Partnership

111. In complying with this duty we would expect active engagement from senior management of the university (including, where appropriate, vice chancellors) with other partners including police and BIS regional higher and further education *Prevent* co-ordinators. We would expect institutions to seek to engage and consult students on their plans for implementing the duty.

112. Given the size and complexity of most institutions we would also expect universities to make use of internal mechanisms to share information about *Prevent* across the relevant faculties of the institution. Having a single point of contact for operational delivery of *Prevent*-related activity may also be useful.

113. We would expect institutions to have regular contact with the relevant *Prevent* co-ordinator. These co-ordinators will help universities comply with the duty and can provide advice and guidance on risk and on the appropriate response. The contact details of these co-ordinators are available on the Safe Campus Communities website: www.safecampuscommunities.ac.uk.

Risk assessment

114. Universities will be expected to carry out a risk assessment for their institution which assesses where and how their students might be at risk of being drawn into terrorism. This includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Help and support will be available to do this.

115. We would expect the risk assessment to look at institutional policies regarding the campus and student welfare, including equality and diversity and the safety and welfare of students and staff. We would also expect the risk assessment to assess the physical management of the university estate including policies and procedures for events held by staff, students or visitors and relationships with external bodies and community groups who may use premises, or work in partnership with the institution.

Action Plan

116. With the support of co-ordinators, and others as necessary, any institution that identifies a risk should develop a *Prevent* action plan to institution to set out the actions they will take to mitigate this risk.

Staff Training

117. Compliance with the duty will also require the institution to demonstrate that it is willing to undertake *Prevent* awareness training and other training that could help the relevant staff prevent people from being drawn into terrorism and challenge extremist ideas which risk drawing people into terrorism. We would expect appropriate members of staff to have an understanding of the factors that make people support terrorist ideologies or engage in terrorist-related activity. Such staff should have sufficient training to be able to recognise vulnerability to being drawn into terrorism, and be aware of what action to take to take in response. This will include an understanding of when to make referrals to the Channel programme and where to get additional advice and support.

118. We would expect the institution to have robust procedures both internally and externally for sharing information about vulnerable individuals (where appropriate to do so). This should include appropriate internal mechanisms and external information sharing agreements where possible.

119. BIS offers free training for higher and further education staff through its network of regional higher and further education *Prevent* co-ordinators. This covers safeguarding and identifying vulnerability to being drawn into terrorism and can be tailored to suit each institution or group of individuals

Welfare and pastoral care/chaplaincy support

120. Universities have a clear role to play in the welfare of their students and we would expect there to be sufficient chaplaincy and pastoral support available for all students.

121. As part of this, we would expect the institution to have clear and widely available policies for the use of prayer rooms and other faith-related facilities. These policies should outline arrangements for managing prayer and faith facilities (for example an oversight committee) and for dealing with any issues arising from the use of the facilities.

IT policies

122. We would expect universities to have policies relating to the use of university IT equipment. Whilst all institutions will have policies around general usage, covering what is and is not permissible, we would expect these policies to contain specific reference to the statutory duty. Many educational institutions already use filtering as a means of restricting access to harmful content, and should consider the use of filters as part of their overall strategy to prevent people from being drawn into terrorism.

123. To enable the university to identify and address issues where online materials are accessed for non-research purposes, we would expect to see clear policies and procedures for students and staff working on sensitive or extremism-related research. Universities UK has provided guidance to help universities manage this, which available at

<http://www.universitiesuk.ac.uk/highereducation/Pages/OversightOfSecuritySensitiveResearchMaterial.aspx>

Student unions and societies

124. Institutions should have regard to the duty in the context of their relationship and interactions with student unions and societies. They will need to have clear policies setting out the activities that are or are not allowed to take place on campus and any online activity directly related to the university. The policies should set out what is expected from the student unions and societies in relation to *Prevent* including making clear the need to challenge extremist ideas which risk drawing people into terrorism. We would expect student unions and societies to work closely with their institution and co-operate with the institutions' policies.

125. Student unions, as charitable bodies, are registered with the Charity Commission and subject to charity laws and regulations, including those that relating to preventing terrorism. Student Unions should also consider whether their staff and elected officers would benefit from *Prevent* awareness training or other relevant training provided by the Charity Commission, regional *Prevent* co-ordinators or others.

Monitoring and enforcement

126. The Secretary of State will appoint an appropriate body to assess the bodies' compliance with the *Prevent* duty. A separate monitoring framework will be published setting out the details of how this body will undertake monitoring of the duty.

The health sector

127. Healthcare professionals will meet and treat people who may be vulnerable to being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

128. The key challenge for the healthcare sector is to ensure that, where there are signs that someone has been or is being drawn into terrorism, the healthcare worker is trained to recognise those signs correctly and is aware of and can locate available support, including the Channel programme where necessary. Preventing someone from being drawn into terrorism is substantially comparable to safeguarding in other areas, including child abuse or domestic violence.

129. There are already established arrangements in place, which we would expect to be built on in response to the statutory duty.

Health specified authorities

130. The health specified authorities in Schedule 6 to the Act are as follows:

- NHS Trusts
- NHS Foundation Trusts

131. NHS England has incorporated *Prevent* into its safeguarding arrangements, so that *Prevent* awareness and other relevant training is delivered to all staff who provide services to NHS patients. These arrangements have been effective and should continue.

132. The Chief Nursing Officer in NHS England has responsibility for all safeguarding, and a safeguarding lead, working to the Director of Nursing, is responsible for the overview and management of embedding the *Prevent* programme into safeguarding procedures across the NHS.

133. Each regional team in the NHS has a Head of Patient Experience who leads on safeguarding in their region. They are responsible for delivery of the *Prevent* strategy within their region and the health regional *Prevent* co-ordinators (RPCs).

134. These RPCs are expected to have regular contact with *Prevent* leads in NHS organisations to offer advice and guidance.

135. In Wales, NHS Trusts and Health Boards have CONTEST *Prevent* leads and part of multi-agency structures where these are in place. This guidance should be read in conjunction with *Building Partnerships-Staying Safe* issued by the Department of Health and Social Services, which provides advice to healthcare organisations on their role in preventing radicalisation of vulnerable people as part of their safeguarding responsibilities.

136. In fulfilling the duty, we would expect health bodies to demonstrate effective action in the following areas.

Partnership

137. All Sub Regions within the NHS should, under the NHS England Accountability and Assurance Framework, have in place local Safeguarding Forums, including local commissioners and providers of NHS Services. These forums have oversight of compliance with the duty, and ensure effective delivery. Within each area, the RPCs are responsible for promoting *Prevent* to

providers and commissioners of NHS services, supporting organisations to embed *Prevent* into their policies and procedures, and delivering training.

138. We would expect there to be mechanisms for reporting issues to the National *Prevent* sub board.

139. We would also expect the *Prevent* lead to have networks in place for their own advice and support to make referrals to the Channel programme.

140. Since April 2013 commissioners have used the NHS Standard Contract for all commissioned services excluding Primary Care, including private and voluntary organisations. Since that time, the Safeguarding section of the contract has required providers to embed *Prevent* into their delivery of services, policies and training. This should now be bolstered by the statutory duty.

Risk Assessment

141. All NHS Trusts in England have a *Prevent* lead who acts as a single point of contact for the health regional *Prevent* co-ordinators, and is responsible for implementing *Prevent* within their organisation. To comply with the duty, staff are expected, as a result of their training, to recognise and refer those at risk of being drawn into terrorism to the *Prevent* lead who may make a referral to the Channel programme. Regional health *Prevent* co-ordinators are able to provide advice and support to staff as required. In Wales, Health is a member of the Wales Contest Board and similar arrangements are in place.

Staff Training

142. The intercollegiate guidance, *Safeguarding Children and Young people: roles and competences for health care staff* includes *Prevent* information and identifies competencies for all healthcare staff against six levels.

143. The training should allow all relevant staff to recognise vulnerability to being drawn into terrorism, (which includes someone with extremist ideas that are used to legitimise terrorism and are shared by terrorist groups), including extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups, and be aware of what action to take in response, including local processes and policies that will enable them to make referrals to the Channel programme and how to receive additional advice and support.

144. It is important that staff understand how to balance patient confidentiality with the duty. They should also be made aware of the information sharing agreements in place for sharing information with other sectors, and get advice and support on confidentiality issues when responding to potential evidence that someone is being drawn into terrorism, either during informal contact or consultation and treatment.

145. We would therefore expect providers to have in place:

- Policies that include the principles of the *Prevent* NHS guidance and toolkit, which are set out in *Building Partnerships, Staying Safe: guidance for healthcare organisations*, which can be found here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/215253/dh_131912.pdf

- A programme to deliver *Prevent* training, resourced with accredited facilitators;
- Processes in place to ensure that using the intercollegiate guidance, staff receive *Prevent* awareness training appropriate to their role; and

- Procedures to comply with the *Prevent* Training and Competencies Framework.

Monitoring and enforcement

146. Within the NHS, we expect local safeguarding forums, including local commissioners and providers of NHS Services to have oversight of fulfilling the duty and ensuring effective delivery.

147. Externally, Monitor is the sector regulator for health services in England ensuring that independent NHS Foundation Trusts are well led so that they can provide quality care on a sustainable basis. The Trust Development Authority is responsible for overseeing the performance of NHS Trusts and the Care Quality Commission is the independent health and adult social care regulator that ensures these services provide people with safe, effective and high quality care. In Wales, the Healthcare Inspectorate Wales, and the Care and Social Services Inspectorate Wales could be considered to provide monitoring arrangements. We will work with the Welsh Government to consider the arrangements in Wales.

148. We are considering whether these internal arrangements are robust enough to effectively monitor compliance with the duty or whether the duty should be incorporated into the remit and inspection regimes of one of the existing health regulatory bodies, or another body.

Prisons and probation

149. As an executive agency of the Ministry of Justice, the National Offender Management Service (NOMS) is responsible for protecting the public and reducing re-offending through delivery of prison and probation services.

150. There are 122 prisons in England and Wales including 14 prisons operated under contract by private sector organisations. There are around 85,000 prisoners in custody at any one time and 150,000 individuals in custody during a 12 month period.

151. Probation services are delivered by the National Probation Service (NPS), which supervises high-risk and other serious offenders, and 21 Community Rehabilitation Companies (CRCs), which supervise low and medium-risk offenders. NOMS is currently responsible for around 220,000 offenders under probation supervision, subject either to community sentences or to licence conditions after release from custody.

152. This responsibility for public protection and reducing re-offending gives both prisons and probation services a clear and important role both in working with offenders convicted of terrorism or terrorism-related offences and in preventing other offenders from being drawn into terrorism and the extremist ideas that are used to legitimise terrorism and are shared by terrorist groups.

Criminal justice specified authorities

153. The criminal justice specified authorities listed in Schedule 6 to the Act are as follows:

- prisons and Young Offender Institutions (YOI), including those that are contracted out;
- the under-18 secure estate (under-18 YOI, Secure training centres and Secure care homes);
- secure training centres;
- the National Probation Service; and
- Community Rehabilitation Companies.

Prisons

154. NOMS manages the risk of offenders being drawn into, or reverting to, any form of offending as part of its core business (identifying and managing the risks presented by offenders).

155. To comply with the duty we would expect public and contracted out prisons to carry out activity in the following areas.

Preliminary risk assessment

156. Prisons should perform initial risk assessments on reception, including cell-sharing risk assessments, and initial reception and induction interviews to establish concerns in relation to any form of extremism, be that faith based, animal rights, environmental, far right, far left extremism or any new emerging trends.

157. Contact with prisons chaplaincy should take place, as an integral part of the induction process. Any concerns raised as a result of chaplaincy contact with prisoners, including any concerns about extremism, should be reported throughout the sentence.

158. Prisoners should have regular contact with trained staff who will report on behaviours of concern.

159. Appropriate information and intelligence sharing should take place, for example with law enforcement partners, to understand whether extremism is an issue and to identify and manage any behaviours of concern.

Assessing ongoing risk and interventions

160. For offenders convicted of terrorist or terrorist-related offences, mainstream offender management processes will be used to determine whether interventions are necessary. These are intended to challenge the index offence and can include, where appropriate, intervention disruption and relocation.

161. Where concerns around someone being drawn into terrorism (which includes someone with extremist ideas that are used to legitimise terrorism and are shared by terrorist groups) are identified, either during the early days in custody or later, prison staff should report accordingly, through the intelligence reporting system. All such reporting should be regularly assessed by specialist staff in conjunction with the police.

162. Where such concerns are identified an establishment should look to support that individual. This could take the form of moving them away from a negative influence or providing them with mentoring from the relevant chaplain providing religious classes or guidance.

163. Management actions could also include a reduction in privilege level, anti-bullying intervention, adjudication or segregation. Alternatively, it may be appropriate to provide theological, motivational and behavioural interventions.

164. Intelligence and briefing packages targeted at staff working with terrorist and extremist prisoners and those at risk of being drawn into terrorism should continue to be made available and delivered. These should continue to be jointly delivered by appropriately trained prison staff and police, and will be updated as required. In complying with this duty, extremism awareness training provided to new staff should be increased.

Transition from custody to supervision in the community

165. Pre-release planning should take place for all prisoners, including those subject to sentences less than 12 months, who will now receive some level of post-release supervision. Prisons, probation providers and the police should consider what risks need to be managed in the community including those that have arisen whilst in custody and indicate a vulnerability to being drawn into terrorism. Where this is the case, a Channel referral will be considered as part of the risk management plans and a referral to Channel made at the earliest opportunity where appropriate.

166. For offenders already convicted of terrorism or terrorism-related offences, prisons will complete appropriate pre-release processes such as Multi-Agency Public Protection Arrangements (MAPPA) with relevant agencies including the police and the NPS. These processes ensure that the requirements of the duty are met in the management of terrorist offenders in the community with the NPS the lead agency in MAPPA for such cases.

167. For all prisoners, where sufficient remaining sentence time permits, a formal multi-agency meeting which includes the police and the probation counter terrorism lead, should take place to inform decisions after release. This will ensure that partner agencies work together to share relevant information and put provision in place to manage the risk or any outstanding concerns This can apply to periods of Release on Temporary Licence, Home Detention Curfew as well as eventual release on licence.

168. Where insufficient time remains, police and probation staff should be given fast time briefing by prison counter-terrorism staff as above and the National Probation Service CT lead

will ensure the probation provider in the community is aware of the information, the risks and relevant personnel within partner agencies.

Staff training

169. In complying with the duty, we would expect all new prison staff to receive Prevent awareness training (tailored specifically to the prison environment). For staff already in post, this should be provided through specialist training and briefing packages that cover working with extremist behaviour. This training can be delivered in partnership with the police and be available to those members of staff who work most closely with terrorist and identified extremist prisoners. All staff should have an understanding of general intelligence systems, reporting and procedures to enable them to report on extremist prisoners and those vulnerable to extremist messaging.

Under-18 secure estate

170. The under-18 secure estate differs in terms of governance and service provision to that of the prisons and probation services for adults.

171. The Youth Justice Board (YJB) has a statutory responsibility to commission secure services for children and young people under the age of 18 and has a statutory duty to place children and young people sentenced or remanded by the courts into secure establishments.

The under -18 secure estates consists of:

- **Secure Children's Homes (SCHs)**
Secure children's homes are run by local authority children's services, overseen by the Department of Health and the Department for Education. They have a high ratio of staff to young people and are generally small facilities, ranging in size from six to forty beds.
- **Secure Training Centres (STC)**
Secure training centres are purpose-built centres for young offenders up to and including the age of 17. They are run by private operators under contracts, which set out detailed operational requirements. There are currently three STCs in England.
- **Young Offender Institutions (YOI)**
Young offender institutions are facilities run by both the Prison Service and the private sector and can accommodate 15 to 21-year-old male offenders.

172. We would expect that staff at each secure estate and Youth Offending Teams (YOT) overseeing the care of the child or young person would receive appropriate training in identifying and managing those at risk of being drawn into terrorism.

173. As part of the ongoing care and monitoring of each child or young person, any indication of risk should be identified and a referral made to Channel if appropriate

Probation

174. To comply with the duty we would expect all providers of probation services, particularly the National Probation Service (NPS) and Community Rehabilitation Companies (CRCs) to demonstrate that they are delivering activities under all of the following categories.

Leadership

175. We would expect every NPS division to have a designated probation counter-terrorism lead (PCTL) to provide the leadership necessary at a regional level to ensure processes for identifying, assessing and managing high-risk terrorist offenders are followed. We would expect PCTLs to provide a consultative role to CRCs.

Partnerships

176. In all partnership working we would expect that all providers of probation services will comply with the duty; for example both the NPS and CRCs are partners in local Community Safety Partnerships (CSPs). Active participation in CSPs will enable all probation providers to work together with other partners to share information and develop joint referrals and interventions.

Risk assessment

177. We would expect probation staff to adopt an investigative stance in undertaking risk assessments as they should in all cases. Where there are concerns, albeit these may be intelligence led, about someone being at risk of being drawn into terrorism this should initially be recorded in the core risk assessment.

178. Additionally, we would expect existing risk assessment processes to be supplemented by specialist assessments, for example, extremism risk screening. We would expect PCTLs to provide a consultative role to CRCs in doing this, where appropriate.

179. For offenders already convicted of terrorist or terrorist-related offences we would expect the NPS to work in partnership with other agencies, including prisons and the police, to manage any risks identified via MAPPAs and to provide bespoke interventions where relevant. For offenders who have not been convicted of a terrorism-related offence and may not be MAPPA eligible, but who are subsequently at risk of being drawn into terrorism, we would expect probation providers to have processes in place to escalate these cases to other agencies or otherwise refer the offender for appropriate interventions – for example to the Channel programme.

Staff training

180. We would expect probation providers to ensure that all staff receive appropriate training in identifying and managing those at risk of being drawn into terrorism including those with extremist ideas that can be used to legitimise terrorism and are shared by terrorist groups. *Prevent* awareness training has already been given to probation staff in recent years. In complying with the duty, we expect this and other relevant *Prevent* training to continue.

181. In the future, we expect *Prevent* awareness training to be included within the Probation Qualification Framework, which is completed by all newly qualified probation staff in both the NPS and CRCs. In addition PCTLs should lead the development of, for example, faith awareness

or Extremism Risk Screening training of local training and staff development to supplement the *Prevent* awareness training. This should focus on emerging issues and any new support and interventions that become available.

Monitoring and enforcement for prisons and probation

182. Within prisons, we would expect compliance with the duty to be monitored and enforced internally by:

- mandatory compliance with Prison Service Instructions and Orders which define policy and best practice; and
- regular assessment of levels and risk of extremism and radicalisation internally via regional counter-terrorism co-ordinators.

183. Externally, our preference is to use existing inspection regimes where appropriate to do so. We consider that a thematic inspection by HM Inspector of Prisons could be a useful addition to the monitoring arrangements outlined above.

184. For probation providers, internally, we would expect compliance with the duty to be reinforced by detailed operational guidance set out in Probation Instructions. CRCs are contractually required to comply with the mandatory actions in relevant Probation Instructions and a similar requirement exists for the NPS in Service Level Agreements. Compliance with Probation Instructions is monitored and assured internally by contract management and audit functions within NOMS and the Ministry of Justice

185. Externally, we consider that a thematic inspection by HM Inspector of Probation could be a useful addition to the monitoring arrangement outlined above.

186. The YJB monitors the flow of young people through the Youth Justice system identifying the needs and behaviours of young offenders working closely with local partners to improve the support available.

The police

187. The police play an essential role in most aspects of *Prevent* work alongside other agencies and partners. They hold information which can help assess the risk of radicalisation and disrupt people engaged in drawing others into terrorism (which includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit). The Police work alongside other sectors in this document to play a galvanising role in developing local *Prevent* partnerships and bring together a wide range of other organisations to support local delivery of *Prevent*.

188. The police are uniquely placed to tackle terrorism and whilst it is acknowledged that the Police Service will designate dedicated *Prevent* roles within Policing, a key objective for the police is to ensure that *Prevent* is embedded into all aspects of policing including patrol, neighbourhood and safeguarding functions. In fulfilment of their duties consideration must be given to the use of all suitable police resources, not just those specifically designed as *Prevent*.

Police specified authorities

189. The police specified authorities listed in Schedule 6 to the Act are as follows:

- police forces in England and Wales;
- Police and Crime Commissioners;
- the British Transport Police;
- port police forces; and
- the Civil Nuclear Police Authority

190. In fulfilling the new duty we would expect the police to take action in the following areas.

Prosecute, disrupt and deter extremists

191. In complying with the duty, police should engage and where appropriate disrupt extremist activity, in partnership with other agencies. We expect the police to prioritise projects to disrupt terrorist and extremist material on the internet and extremists working in this country. Officers should consider the full range of investigative and prosecution options when it comes to disrupting extremist behaviour, including the use of public order powers where appropriate. This may include:

- Enforcing terrorist proscription and public order legislation;
- Working with local authorities to consider municipal powers, including local highways and leafleting by-laws, using safeguarding of young people legislation;
- Advising other specified authorities, for example local authorities or universities, to develop venue booking processes and good practice;
- Lawfully disrupting or attending events involving extremist speakers in both private and municipal establishments;
- Providing high visibility police presence at relevant events in public places.

Supporting vulnerable individuals

192. *Prevent* requires a multi-agency approach to protect people at risk from radicalisation. When vulnerable individuals are identified the police will undertake the following:

- In partnership with other agencies including the local authority, consider appropriate interventions, including the Channel programme, to support vulnerable individuals;
- Work in partnership with and support Channel Panels chaired by local authorities to co-ordinate Channel partners and Channel actions;
- Support existing, and identify potential new Intervention Providers.

Partnership and risk assessment

193. The police should:

- Engage fully with the local multi-agency groups that will assess the risk of people being drawn into terrorism, providing (where appropriate) details of the police counter-terrorism local profile (CTLP);
- Support the development and implementation by the multi agency group of a *Prevent* action plan to address that risk;
- Support local authority *Prevent* co-ordinators, regional further and higher education co-ordinators, regional health *Prevent* leads and regional NOMS *Prevent* co-ordinators in carrying out their work;
- Co-ordinate the delivery of the Channel programme by accepting referrals, including acting as a conduit for Channel referrals with partners; and
- Ensure *Prevent* considerations are fully embedded into counter-terrorism investigations.

194. The success of *Prevent* work relies on communities supporting efforts to prevent people being drawn into terrorism and challenging the extremist ideas that are also part of terrorist ideology. The police have a critical role in helping communities do this. To comply with the duty, we would expect the police, to support others including local authorities, to build community resilience by:

- Supporting local authority *Prevent* Coordinators in developing *Prevent*-related projects and action plans;
- Supporting the Charity Commission in providing guidance to avoid money being inadvertently given to organisations which may endorse extremism or terrorism and enforcing legislation where fraud offences are identified.
- Supporting opportunities to develop community challenges to extremists; and
- Collate and analyse community tension reporting across the UK that enables police and partners to identify and respond to emerging concerns.

Monitoring and enforcement

195. The Strategic Policing Requirement makes clear that Police and Crime Commissioners (PCCs) and Chief Constables must demonstrate that they have contributed to the government's counter terrorism strategy (CONTEST). This includes the *Prevent* programme, where they are required to take into account the need to identify and divert those involved in or vulnerable to radicalisation. The Home Secretary can direct a PCC to take specific action to address a specific failure.

196. HM Inspectorate of Constabulary (HMIC) is the statutory body for inspecting the police. They can carry out thematic inspections and can be asked to inspect a particular force or theme by the Home Secretary.

F. Glossary of terms

‘Having due regard’ means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

‘Extremism’ is defined in the 2011 *Prevent* strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

‘Interventions’ are projects intended to divert people who are being drawn into terrorist activity. Interventions can include mentoring, counselling, theological support, encouraging civic engagement, developing support networks (family and peer structures) or providing mainstream services (education, employment, health, finance or housing).

‘Non-violent extremism’ is extremism, as defined above, which is not accompanied by violence.

‘Prevention’ in the context of this document means reducing or eliminating the risk of individuals becoming involved in terrorism. *Prevent* includes but is not confined to the identification and referral of those at risk of being drawn into terrorism into appropriate interventions. These interventions aim to divert vulnerable people from radicalisation.

‘Radicalisation’ refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

‘Safeguarding’ is the process of protecting vulnerable people, whether from crime, other forms of abuse or (in the context of this document) from being drawn into terrorist-related activity.

The current UK definition of **‘terrorism’** is given in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

‘Terrorist-related offences’ are those (such as murder) which are not offences in terrorist legislation, but which are judged to be committed in relation to terrorism.

‘Vulnerability’ describes the condition of being capable of being injured; difficult to defend; open to moral or ideological attack. Within *Prevent*, the word describes factors and characteristics associated with being susceptible to radicalisation.

**CITY AND COUNTY OF CARDIFF
DINAS A SIR CAERDYDD**

CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

12 January 2016

**UPDATE ON THE IMPLEMENTATION OF THE SOCIAL SERVICES and WELL -
BEING (WALES) ACT 2014**

Purpose of Report

1. This report provides Committee with an update on the progress being made to ensure the Council is prepared to implement the Social Services and Well-being (Wales) Act 2014. It sets out the regional governance structure monitoring the preparatory work, including the specific work streams that are being delivered as part of the Sustainable Social Services Programme.

Background

2. The Committee has previously received briefings in January 2015 and July 2015 providing an update on progress with the preparations for the Act. These briefings included:
 - an implementation timeline and self- assessment of readiness,
 - information on the implications of the Act for Social Services and the wider Council,
 - details of the advice and support available to assist Councils in implementing the Act,
 - detail on the various statutory codes of guidance and regulations that Welsh Government were enacting to support the primary legislation, and
 - the Cardiff and Vale Social Care and Workforce Development Plan, which will ensure the workforce receive the information they need to deliver the changes the Act requires.

3. A Regional Steering Group has been established to oversee and monitor the preparations for implementing the Act and reports to the Integrated Health and Social Care Governance Board, so that all partners are kept up to date on progress.

Update and Issues

4. An updated Regional Implementation Plan, attached at **Appendix 1** has been developed in a more user friendly format. It was submitted to Welsh Government on 16th October 2015. The Plan reflects the nine work streams being delivered through the Sustainable Social Services Programme and includes a risk assessment of the tasks required to implement the Act.
5. The governance structure for this Programme is contained in **Appendix 2**. Regional task and finish groups are in place for each work stream and lead co-ordinating officers have been assigned to each task and finish group. These groups are developing more detailed local action plans for implementation.
6. Four national work groups have been established to share best practice and produce consistent material on an all Wales basis. Cardiff and the Vale region have appointed officers to contribute to each of these groups. They are helping with the development of national checklists and, where possible, avoidance of duplication.
7. One of the key work streams is the provision of an Information, Advice and Assistance Service. The First Points of Contact being developed in Cardiff for Childrens and Adults will form an important part of this service. One of the ways the Council will ensure that officers and service users can access up to date information is through a national directory of services. Officers have recently received a demonstration of a new national directory of services, Dewis Cymru, which has been developed by the Social Services Improvement Agency and piloted in North Wales. It provides a national solution for supporting the requirements of the Information, Advice and Assistance Services part of the Act. Dewis can be accessed via this link www.Dewis.Wales and the Council is are working with partners to make sure this is available for services in the Cardiff and Vale region.

8. Content on the site is organised under a range of themes, which were developed in consultation with citizens. These are:

- Being well
- Being at home
- Being social
- Being safe
- Managing your money
- Children and families.

9. The Care Council for Wales has established a Communication Hub which sets out the updated versions of the Regulations and Codes of Practice pages. This can be accessed via this link: <http://www.ccwales.org.uk/regulations-and-codes/> These Codes and Regulations support the primary legislation and provide the detail on the changes required with the new Act. Some of these Codes were only laid before the National Assembly for Wales in November/December so the timescales for implementation are challenging. The task and finish group approach being taken is vital in making sure all aspects are considered. The Minister has recently acknowledged the work in progress to ensure all are ready to implement the Act **(Appendix 3)**.

10. A Code of Practice setting out in more detail the responsibilities of the Director of Social Services was issued for consultation in October. Subject to feedback and any proposed revisions, the final Code of Practice will be placed before the Assembly in February 2016 and come into force from April 2016.

11. Workforce development continues to be a high priority and additional resources are being provided to assist staff in their preparation for implementing the Act. The Cardiff and Vale of Glamorgan Regional Social Care Workforce Development Partnership Mid-Year Monitoring Report and updated Plan, submitted to Welsh Government on 25th September 2015.

12. The national training materials for four core modules are still being finalised.

These modules are:

- General Functions

- Eligibility and Assessment of Need
- Looked After and Accommodated Children
- Safeguarding.

13. External trainers have been assigned through the national call off arrangements, to deliver this workforce development on a prioritised basis in February and March. A training plan is being developed to include the period prior to implementation and the months after. Additional resources are also available to help deliver awareness training to elected Members and to provide support for the new Regional Partnership Board which will be established under Part 9 of the Act. The Minister has written to Health Board Chairs and Chief Executives; Cabinet Members for Social Services; Directors of Social Services and Regional Chairs to emphasise the importance of workforce development in the lead up to the Act implementation date. A copy of the letter is appended to this report (**Appendix 4**).

14. The Care Council (in conjunction with the All Academy Wales, Learning Pool and Skills for Justice) has developed an interactive e-learning module, based on the Information and Awareness pack. This is designed to give users a clear and simple overview of the Act. The module can be viewed via the link below:

<http://www.ccwales.org.uk/learning-resources/>

15. Four Welsh voluntary organisations have received funding to enable them to develop learning materials to support implementation. Age Cymru, Tros Gynnal Plant, Disability Wales and Hafal were each awarded the funding through the second round of the Co-production Grant Fund, created by the Care Council to draw upon the expertise of other organisations in developing resources for the Act. All learning materials developed by these organisations will be available by the end of March. Some of the third sector bodies will develop their materials themselves; others will take a partnership approach with various other organisations contributing to the final output.

Further considerations for Scrutiny

16. The Governance Structure contained in **Appendix 2** sets out nine work streams. Committee is asked to consider receiving further reports giving more detail on the preparatory work for implementation on the areas of the Act that will introduce the greatest change:

- Information, Advice and Assistance Service
- Financial Assessment and Charging
- Planning and promoting Preventative Services
- Eligibility/Assessment of Need
- Performance Measures
- Advocacy.

Scope of Scrutiny

17. The scope of this scrutiny is to consider the implementation of the Social Services and Well Being (Wales) Act 2014, and to pass on any observations, comments or recommendations to the Director of Social Services, and cover:

- the progress being made to undertake the Actions identified in the Implementation Plan;
- any identified risks and the appropriateness of any proposed countermeasure;
- The effectiveness of the implementation plan in addressing the requirements of the Social Services and Well Being (Wales) Act 2014.

Way Forward

18. Tony Young (Director of Social Services) and Nichola Poole (Regional Lead – Sustainable Social Services) have been invited to Committee present the briefing and answer any questions Members may have.

19. Members are invited to consider the information set out in this report and to identify any issues on which they would wish to receive further information.

Legal Implications

20. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct legal implications. However, legal implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to Cabinet/Council will set out any legal implications arising from those recommendations. All decisions taken by or on behalf of the Council must (a) be within the legal powers of the Council; (b) comply with any procedural requirement imposed by law; (c) be within the powers of the body or person exercising powers on behalf of the Council; (d) be undertaken in accordance with the procedural requirements imposed by the Council e.g. Scrutiny Procedure Rules; (e) be fully and properly informed; (f) be properly motivated; (g) be taken having regard to the Council's fiduciary duty to its taxpayers; and (h) be reasonable and proper in all the circumstances.

Financial Implications

21. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct financial implications at this stage in relation to any of the work programme. However, financial implications may arise if and when the matters under review are implemented with or without any modifications. These financial implications will need to be considered before any changes are implemented. Any report with recommendations for decision that goes to Cabinet/Council will set out any financial implications arising from those recommendations.

RECOMMENDATIONS

The Committee is recommended to:

1. Consider this briefing paper and provide comments or advice to the Cabinet Member and Director of Social Services.

2. Receive further update reports at the next 6 Committee meetings with more in depth information on the following areas of change:
 - Information, Advice and Assistance Service
 - Financial Assessment and Charging
 - Planning and promoting Preventative Services
 - Eligibility/Assessment of Need
 - Performance Measures
 - Advocacy.

MARIE ROSENTHAL
Director Governance and Legal Services

TONY YOUNG
Director of Social Services

6 January 2016

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Appendix 1

Cardiff and Vale of Glamorgan Integrated Health & Social Care Partnership **Social Services & Well-being (Wales) Act 2014** **Action Plan for Implementation**

Foreword

This latest version of the regional action plan provides an overview of the programme arrangements that exist to support the implementation of the Social Services & Well-being (Wales) Act 2014 across Cardiff and the Vale of Glamorgan. It builds on the original regional implementation plan submitted to Welsh Government in March 2015.

Self-Assessment

Cardiff and the Vale of Glamorgan carried out a regional self-assessment in January 2015 to help determine our position in relation to meeting the requirements of the Social Services and Wellbeing (Wales) Act 2014 and our ability to implement the cross cutting themes and strategic intent of the Act. The exercise involved all key partners. The self-assessment was used to inform and develop our first Regional Implementation Plan (Appendix 1). Progress has been monitored through the regional governance arrangements. The evolving work programme and governance structure reflects the need for this process to be iterative, with implementation/action plans regularly reviewed and updated.

Governance Arrangements

The governance structure to deliver implementation of the Act on a regional basis is overseen by the Integrated Health and Social Care Governance (Partnership) Board. This comprises key partners across Cardiff Council, the Vale of Glamorgan Council, Cardiff and Vale University Health Board the Third Sector and independent service providers. It should be noted that governance arrangements are still evolving to ensure a programme managed approach to implementation is in place that links effectively to the wider service integration agenda.

This structure continues to be developed and, once the relevant Part 9 statutory guidance has been published, new Terms of Reference will be produced to reflect mandatory requirements. The current governance arrangements are set out in a structure chart at Appendix 2.

A Regional Steering Group has been established to focus on the operational actions required to implement the Act from 6th April, 2016. Nine work streams have been developed and senior officers from Cardiff and the Vale of Glamorgan have been allocated responsibility for making progress in these areas.

The programme builds on the regional work already started through the Regional Collaboration Fund, the Intermediate Care Fund, the Fast Track Integration agenda for older people's services and the children's services integration programme sponsored by the LSCB Executive Board. Key partners across Cardiff and the Vale of Glamorgan are committed to working together to improve the way in which our citizens receive care and support, ensuring a more joined up approach and one which achieves the best possible outcomes for people and meets the expectations and requirements of the Act. Grant funded projects to support the delivery of the work streams are well advanced and include work on:

- Single Point of Access
- Preventative Interventions
- Accommodation Discharge Solutions
- Enhanced Reablement Services
- Enhanced Services for People with Learning Disabilities.

Updating the First Regional Implementation Plan

The first Regional Implementation Plan was developed using the all Wales format provided. It was formally endorsed by the Cardiff and the Vale IHSC Partnership Board 14th April 2015. Since then, the strategic priorities and actions have remained under constant review in order to respond to the new and amended Regulations and Codes of Practice issued by Welsh Government throughout the year. For this reason, the plan has to be an iterative document and this latest version more closely reflects the work streams which have now been established. The plan is seen as a key tool to assist the region in driving forward the key actions identified and it will continue to evolve over time.

We seek also to reflect the work that is being undertaken at a national level and in other regions. At Appendix 3, there is a diagram which sets out to align the complementary actions of Welsh Government, the Care Council and ADSS Cymru.

Phil Evans

Lead Director for Implementation of the Social Services and Well-being (Wales) Act 2014

14th October, 2015

Social Services and Well-being (Wales) Act 2014 Action Plan for Implementation

Strategic Intention/Key Decision	Timescale	Suggested lead/ Decision body	Update	RAG Status
1 Information, Advice and Assistance (IAA) - Ensuring access to good information, advice and assistance for people to find out about and access universal services available in the community. Lead Officers: Lance Carver/ Irfan Alam Relevant Duties: Part 2: General Functions & Overarching Duties Part 10: Complaints, Representations & Advocacy Services				
1.1	June 2015	IHSC Governance Board	IHSC Governance Board approval 26/06/15. Target Operating Model setting out a Single Point of Access with preventative services and services for those in need of more complex care and support.	Green
1.2	Sept 2015	IHSC Strategic Implementation Group	Project brief setting out health services for inclusion in the SPoA agreed by IHSC Governance Board on 26.06.15. This is providing a customer contact point for Adult Services in the	Amber/Green

Strategic Intention/Key Decision	Timescale	Suggested lead/ Decision body	Update	RAG Status
			Vale which can be accessed by service users and health professionals	
1.3	Oct 2015	IAA Lead officers	The first point of contact went live on 1 st October 2015	Green
1.4	March 2016	IAA Lead Officers	Work is progressing on the first points of contact in Cardiff and the Vale for Adult Community Services. Once these have been fully established and tested, they will be expanded to include more services for each authority before the regional access point is delivered. Both points of contact are being developed on a complementary model and the lead officers for each are in regular contact.	Amber/Green
1.5	Jan 2016	Regional Lead	Regional demonstration arranged for 2 nd October 2015	Amber/Green

Strategic Intention/Key Decision		Timescale	Suggested lead/ Decision body	Update	RAG Status
1.6	Nominate regional representatives to participate in the ADSSC National Implementation Programme workstream to support the development of IAA services	Sept 2015	Directors of Social Services	All Wales workstream – ADSSC/WG. The first meeting was held on 07.10.15 with representation from the Cardiff and Vale region contributing to the discussions. The Regional Lead – Sustainable Social Services chaired the first national work group meeting.	Green
1.7	As part of the work of the task and finish group (see 1.4) ensure that any national core tools developed to support IAA services are adapted to meet local needs and that the necessary development of websites and ICT systems to support the process is undertaken	December 2015	IAA Lead Officers	The regional task and finish group will develop an action plan setting out milestones for delivering this.	Red/Amber
1.8	Ensure that new models of service delivery for providing access to information, advice and assistance are aligned to the wider Organisational Development and Reshaping agendas in the City of Cardiff and the Vale of Glamorgan Councils.	March 2016	Directors of Social Services	Work in progress, lead officers attend and report to the Vulnerable Adults and Childrens Boards in Cardiff and to the Reshaping Services Board in the Vale	Green

Strategic Intention/Key Decision	Timescale	Suggested lead/ Decision body	Update	RAG Status
2 Planning & Promoting Preventative Services – <i>Placing the well-being and prevention agenda at the heart of strategic planning, commissioning and delivery of services in order to minimise the escalation of critical need and keep people independent for longer</i> Lead Officers: Suzanne Clifton/Angela Bourge Relevant Duties: Part 2: General Functions & Overarching Duties				
2.1	June 2015	IHSC Governance Board	End of year reports submitted to Welsh Govt. 30 April 2015, including analysis of key projects. Project briefs approved for 4 priority areas of work to be continued in 2015/16, based on the initial evaluation of what has worked well.	Completed
2.2	April 2016	Directors of Social Services	Work in progress – additional funding has been allocated through the ICF/ RCF and Primary Care Fund to develop a wider range of preventative and early intervention services	Red/Amber
2.3	March 2017	IHSC Governance	Ongoing	Amber/Green

Strategic Intention/Key Decision	Timescale	Suggested lead/ Decision body	Update	RAG Status
		Board		
2.4	Sept 2015	Directors of Social Services	All Wales work stream – ADSSC/WG. Need to identify front line officers to assist with the development of this work stream.	Green
2.5	March 2016	Preventative Services Lead officers	Lead officers have been identified for this work stream and a task and finish group is being established.	Amber/Green
3 Eligibility/ Assessment of need <i>Mobilising a wide spectrum of proportionate community support which citizens with some care needs can access to help maximise their independence and achieve their desired well-being outcomes without having to rely on complicated assessments or care packages</i> Lead Officers: Rachel Evans/ Lance Carver/ Amanda Phillips Relevant Duties: Part 3: Assessing the needs of individuals Part 4: Meeting needs Part 5: Charging & Financial Assessment				
3.1	Dec 2015	Directors of Social Services	All Wales workstream – ADSSC/WG. Lead officers have been identified the	Green

Strategic Intention/Key Decision	Timescale	Suggested lead/ Decision body	Update	RAG Status
develop a National Assessment & Eligibility toolkit that is linked to, and supports the development of regional tools, policies, protocols and ICT at a local level			first meeting has taken place.	
3.2 Establish a regional task and finish group to develop an action plan which will ensure that the work on the National Assessment & Eligibility toolkit is linked to, and supports the development of regional tools, policies, protocols and ICT at a local level	Dec 2015	Eligibility/Assessment of Needs Lead Officers	Lead officers have been identified and the task and finish group is being established. This will link closely to the national work stream to ensure consistent approach is being developed.	Red/Amber
3.3 Continue the work to ensure that the UHB complete roll out of integrated assessment processes in line with expectations around a national approach	March 2016	UHB Directors	Further work required once the national toolkit has been developed	Red/Amber
3.4 Nominate representatives to participate in the ADSSC National Implementation Programme work stream to develop a National Assessment & Eligibility toolkit for adults in the secure estate	Sept 2015	Directors of Social Services	All Wales work stream – ADSSC/WG. Andy Cole identified as lead officer	Green
3.5 Establish integrated working protocols with the Prison In-reach and Health Care Teams.	March 2016	UHB Directors	Further work required once the national toolkit has been developed	Red/Amber

Strategic Intention/Key Decision	Timescale	Suggested lead/ Decision body	Update	RAG Status
4 Looked After & Accommodated Children Lead Officers: Rachel Evans/ Irfan Alam Relevant Duties: <i>Part 6: Looked after & Accommodated Children</i>				
4.1	April 2016	Directors Social Services	Work has started on the preparation of the Policy which will take account of the requirements of the Act.	Amber/Green
4.2	Jan 2016	Looked After and accommodated Children Lead Officers	Four pilot sites have been established and the Lead Officers are linking into these as part of the preparatory work.	Amber/Green
4.3	Dec 2015	Looked After and accommodated Children Lead Officers	Lead Officers have been identified.	Red/Amber
5 Safeguarding - <i>Providing help and support to the most vulnerable individuals with significant or enduring problems to assess their needs and organise and secure the care and support services they require</i> Lead Officers: Phil Evans/Tony Young Relevant Duties: <i>Part 7: Safeguarding</i>				

Strategic Intention/Key Decision		Timescale	Suggested lead/ Decision body	Update	RAG Status
5.1	Continue to develop the programme for the Regional Adults and Children's Safeguarding Boards.	June 2015	Directors of Social Services	Ongoing and good progress being made. Both Boards are actively progressing the regional strategic agenda.	Amber/Green
5.2	Implement the agreed programme of work for integrating Children and Family Services across the region, overseen by the LSCB Executive.	March 2016	Directors of Social Services	Work in progress	Amber/Green
5.3	Establish a regional task and finish group to further develop the guidance for staff working with vulnerable adults to support the implementation of new adult protection powers.	Dec 2015	Directors	Ongoing	Red/Amber
6	Performance Management Lead Officer: Suzanne Clifton/Angela Bourge Relevant Duties: Part 1: Overview Part 2: General Functions				
6.1	Nominate regional representatives to participate in the ADSSC National Implementation Programme work stream on Performance Management	Sept 2015	Directors of Social Services	All Wales work stream on Performance Management – ADSSC/WG. Front line officers have been identified to assist with the	Green

Strategic Intention/Key Decision	Timescale	Suggested lead/ Decision body	Update	RAG Status
			development of this work stream.	
6.2	Oct 2015	Directors of Social Services	First meeting has been held and work started on scoping which measures relate to each work stream	Amber/Green
6.3	March 2016	IHSC Strategic Implementation Group	IHSC Governance Board on 26.06.15 confirmed commitment to proceed on a regional basis with the roll out of the CCIS. Deputy Director Primary Care, Communities and Mental Health UHB has been appointed to lead this project for the region.	Red/Amber
7	<p>Co-operation & Partnership - Adopting a 'whole' local area approach, based on meaningful engagement, to understanding the needs of the local population to produce a whole systems change in local areas and the creation of new models of care and integrated service delivery</p> <p>Lead Officer: Phil Evans</p> <p>Relevant Duties:</p> <p>Part 9: Co-operation & Partnership</p>			
7.1	Dec 2015	Directors	IHSC Governance Board agreed approach at meeting on 14.04.15. Discussions on going with	Amber/Green

Strategic Intention/Key Decision	Timescale	Suggested lead/ Decision body	Update	RAG Status
			Cardiff and the Vale of Glamorgan Council's Citizen Panel co-ordinators to agree way forward.	
7.2 Develop an agreed framework for the region together with the third and independent sectors describing how it will engage with citizens/communities. <ul style="list-style-type: none"> • Explore with citizens and third sector partners how to improve our culture of engagement and greater co-production in services. • Develop an effective methodology and tools to capture the feedback of citizens when they access/use services and to proactively engage with them during service redesign. • Agree how to encourage citizens, families and communities to accept greater responsibility for their well-being, wherever possible. 	April 2016	IHSC Governance Board	Resources to be assigned to this task with a view to building on existing arrangements for citizen engagement across Cardiff & the Vale of Glamorgan	Amber /Green
7.3 Develop and agree an Implementation Plan following the external review of Adult Community Health and Social Care services. Consider the results of the analysis of	Sept 2016	IHSC Governance Board	Report presented to IHSC Governance Board on 26.06.15 setting out priority areas for fast tracking	Red/Amber

Strategic Intention/Key Decision	Timescale	Suggested lead/ Decision body	Update	RAG Status
<p>spend/demand for Adult Community Health and Social Care, agreeing priority areas for whole system change. This work will form the basis of the work streams underpinning the Fast Track Integration agenda</p>			<p>integration. Workshop to prepare the Implementation Plan took place on 07.09.15. IHSC Strategic Leadership Team considering next steps at the meeting on 29.09.15</p>	
<p>7.4 As part of 7.3 above, agree the regional approach and future operating model to delivering integration across Adult Community Health (NHS) and Social Care that sets out:</p> <ul style="list-style-type: none"> • Options for new models of working that will deliver preventative services and safely reduce dependency and demand for high cost services • Options for establishing the management of shared services • Options for the arrangements of joint/pooled budgets • Options for service planning at GP cluster levels. 	<p>April 2016</p>	<p>IHSC Governance Board</p>	<p>Final report presented to the IHSC Governance Board on 26.06.15. Work is ongoing to develop an Implementation Plan, setting out priority areas, timescales and lead officers.</p> <p>The IHSC Strategic Leadership Team signed off the implementation plan at the meeting on 29.09.15 meeting and agreed to appoint an Assistant Director to take forward this work.</p>	<p>Red/Amber</p>
<p>7.5 Ensure that the work led by Public Health on the Population Needs Assessment is linked to</p>	<p>April 2015</p>	<p>IHSC Strategic Implementation</p>	<p>Confirmed that Public Health will take the lead for</p>	<p>Green</p>

Strategic Intention/Key Decision	Timescale	Suggested lead/ Decision body	Update	RAG Status
and makes good use of the learning/ tools being developed for national use by SSIA/WLGA		Group	the Region on the Population Needs Analysis. The Fast Tracking Integration report prepared by independent advisors has started the process. Work is ongoing on a national template by the WLGA and Public Health Wales.	
7.6 Work with corporate partners through the Joint LSB and the Integrated Health and Social Care Governance Board to ensure all understand the collective responsibility for well-being of citizens.	July 2015	Directors & Joint Local Service Board	Presentation to the JLSB on the new Act and the implications for all partner organisations.	Amber/Green
7.7 Further explore opportunities for joint commissioning across the Region, with commissioning strategies focused on improving outcomes, best value, prevention and promoting the contribution of social enterprises/cooperatives/user led services and third sector.	Sept 2016	Directors	The Fast Tracking Integration Implementation Plan has identified Strategic Commissioning as a priority. The IHSC Leadership Team will consider this report on 29.09.15	Red/Amber

Strategic Intention/Key Decision	Timescale	Suggested lead/ Decision body	Update	RAG Status	
INFRASTRUCTURE FOR DELIVERY					
8 Governance Arrangements Regional Implementation Lead Officer: Phil Evans					
8.1	Establish a programme managed approach for regional implementation of the Act, to include terms of reference for a Regional Steering Group.	Sept 2015	Director of Social Services Vale of Glamorgan Council	Work in progress – new governance structure prepared and first Regional Steering Group held to identify lead officers for each workstream	Green
8.2	Identify key posts and prioritise resources to assist with preparing the region for implementation of the Act, including Lead Director, Programme Manager, Programme Support Officer, Project Officers.	April 2015	Directors of Social Services	Work in progress, Lead Directors, Programme Manager, Support Officer and 2 Project Officers appointed	Amber/Green
8.3	Review the terms of reference of the Governance Board to reflect the National Partnership Board arrangements	Dec 2015	IHSC Governance Board	New Terms of Reference approved by the IHSC Governance Board on 14.04.15. New members attended the Board meeting on 26.06.15. Further work will be required on the ToR once the Part 9 statutory guidance has been confirmed.	Amber/Green

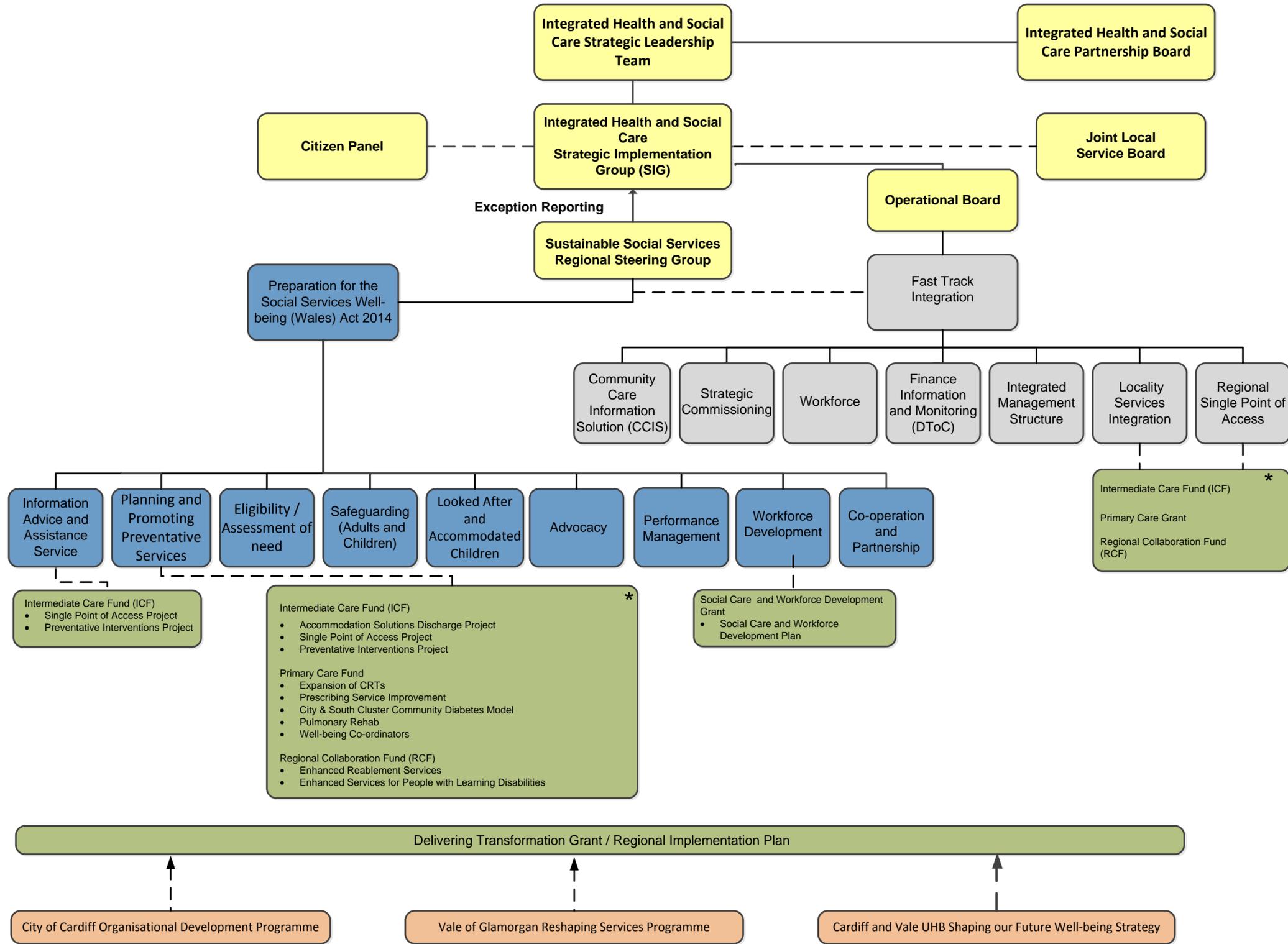
Strategic Intention/Key Decision		Timescale	Suggested lead/ Decision body	Update	RAG Status
8.4	Respond to the Welsh Government Social Services and Well-being (Wales) Act consultation on the code of practice in relation to measuring the performance of social services and tranche 2 consultation on the regulations and guidance.	Sept 2015	Directors of Social Services	Responses were submitted to both Tranche 1 and Tranche 2 of the Welsh Government Consultation.	Completed
8.5	Development of a Regional Communications Strategy to complement the National Strategy being delivered by Welsh Government	Dec 2015	IHSC Governance Board	The Regional Lead-Sustainable Social Services has regular meetings with the other Regional Coordinators and Officers from Welsh Government to ensure these strategies will be aligned.	Amber/Green
9	Training and Development of Workforce Regional Workforce Lead Officer: Tony Young				
9.1	Prepare a Regional and Outline Learning and Development Strategy, which reflects the workforce development priorities of the region and the Strategy being prepared by the Care Council for Wales.	July 2015	Regional Workforce Lead Director of Social Services	First draft of the Social Care Workforce Development Plan submitted to Welsh Govt. on 29.05.15	Completed

Strategic Intention/Key Decision		Timescale	Suggested lead/ Decision body	Update	RAG Status
9.2	Establish a Regional Social Care and Workforce Development Partnership.	Sept 2015	Regional Workforce Lead Director of Social Services	Work in progress – first regional meeting held in July 2015	Completed
9.3	Submit the Mid–Year Monitoring report and updated Regional Social Care and Workforce Development Plan	Sept 2015	Regional Workforce Lead Director of Social Services	Mid–Year Monitoring report and regional Social Care and Workforce Development Plan submitted 25.09.15	Completed
9.4	Continue with the Awareness Raising training for Social Services staff and partners across the region.	Dec 2015	Regional Workforce Lead Director of Social Services	Training and development materials have been prepared by the Care Council for Wales and training sessions have been arranged for up to 6000 staff. These are taking place in Cardiff and the Vale from Sept – Dec 2015	Green
9.5	Agree a regional approach to leading and coordinating social care workforce development in line with a Learning and Development Strategy that will deliver on expectations relating to : - Information, Advice and Assistance - Eligibility and Assessment of Need	Jan 2016	Director of Social Services	Tony Young is the Lead Director for Workforce Development. SCWDP Plan submitted to Welsh Govt. on 29.05.15. Regional update required by 25.09.15.	Red/Amber

Strategic Intention/Key Decision	Timescale	Suggested lead/ Decision body	Update	RAG Status
<ul style="list-style-type: none"> - Safeguarding - Early Intervention and Preventative Services - Looked after and Accommodated Children 			<p>IPC have been procured to develop the tranche 2 training materials in conjunction with the Care Council for Wales.</p>	

DRAFT

Sustainable Social Services Governance Structure



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Ein cyf/Our ref MA - P/MD/1453/15

20 December 2015

Dear Colleague,

On 2 November I laid seven codes of practice before the National Assembly for Wales supporting local authorities in delivering their duties under the Social Services and Well-being (Wales) Act 2014. Today I am issuing those codes, alongside statutory guidance under the Act on collaboration and partnership working. At the same time, the statutory framework has been substantially completed with the making of the principal remaining regulations under the Act around charging and financial assessment, looked-after and accommodated children and collaboration and partnership. This letter therefore marks a watershed moment in our journey towards our shared approach to social services in Wales: services which are sustainable and which promote the voice and control of the citizen.

Sustained and committed leadership through the Leadership Alliance has underpinned the journey to this point, and the Leadership Group and Citizen Panel have made an invaluable contribution. I am writing to you particularly to acknowledge your contribution to this process, both individually, as leaders, chairs and portfolio holders, and collectively. You have contributed powerfully through the Social Services Policy Group, the Partnership Forum, ably chaired by Gwenda Thomas AM, and most recently through the regional collaboratives, which in their new form as Regional Partnership Boards I expect to be the powerhouses driving delivery of the Act.

It is therefore with confidence that I turn to you to sustain your leadership of this change and focus it on the successful delivery of the new statutory framework which the Welsh Government has put in place. Together we have the chance to lead the creation of a social care system in Wales fit for the twenty-first century, in the form of the Act and its accompanying regulations, codes and guidance on the one hand and the training materials from the Care Council for Wales on the other. I know you will be proud to deliver a service on which so many of our fellow citizens depended on a daily basis.

Yours sincerely,

Mark Drakeford

Mark Drakeford AC / AM
Y Gweinidog Iechyd a Gwasanaethau Cymdeithasol
Minister for Health and Social Services

Bae Caerdydd • Cardiff Bay
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Correspondence.Mark.Drakeford@wales.gsi.gov.uk

Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

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Ein cyf/Our ref MA - P/MD/1168/15

7 December 2015

Dear Colleague

We are now less than five months away from the implementation of the Social Services and Well-being (Wales) Act, which comes into force on 6 April 2016.

The Act provides the legal framework for improving the well-being of people who need care and support, and their carers, and will play a critical role in transforming social services in Wales. In particular, the Act will give people greater freedom to decide the kind of support they need while offering consistent, high-quality services across the country.

To ensure this Act has the impact we would all wish to see, it is vital that our people who provide care and support services get the training they need to be aware of what the legislation will mean in their everyday work. After all, any Act can only be as effective as the people who make it work in practice. That is why I am writing to you.

Training is vital, not only in providing the workforce with the knowledge and skills they need to help achieve the aspirations of the Act, but also to changing culture and attitudes.

I expect all agencies involved in care and support to now be familiarising themselves with the legislation, finding out what it means for them and their people, and identifying who should be trained using the many excellent resources already available. Training is not only important for those working in social care, but also for practitioners in health, housing and any other fields that can contribute to the well-being of people in Wales.

It is essential we all set our priorities now for what we need to do to be ready and then collaborate with others to make sure everything happens as it should. It is only through proper training and collaborative working that we can bring about the change in culture needed to make the Act come to life for those providing and receiving care. We should also think about the workforce we will need in the longer-term and the implications for future training needs.

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We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

Hopefully, you are aware of all the information and materials already available to help you train your staff. I have provided over £1m of dedicated funding to the Care Council for Wales to be responsible for developing and implementing a national learning plan that equips the workforce with the knowledge, skills and understanding to bring the Act to life through their work. This includes an online Information and Learning Hub (www.ccwales.org.uk/getting-in-on-the-act-hub) where you can find all the latest information and resources for training and communication. By early December, four more specific learning modules will be available. These will provide an introduction and explanation of general functions as well as focusing on assessing and meeting individuals' needs; looked-after and accommodated children; and safeguarding. There will also be 'training the trainer' events to support those providing training on the implications of the Act.

I have also directed that the Social Care Workforce Development programme grant be strongly aligned with the training and development needs for implementation of the Act for this and subsequent years.

Therefore, an increasing level of resources and support are available to help you prepare your staff for the implications of the Act. I would urge you to make the most of them in training your staff so that, from 6 April next year, they will be able to play a well-informed role in helping transform social services and improving the well-being of people in Wales.

Yours sincerely
Mark Drakeford

Mark Drakeford AC / AM

Y Gweinidog Iechyd a Gwasanaethau Cymdeithasol
Minister for Health and Social Services

**CITY AND COUNTY OF CARDIFF
DINAS A SIR CAERDYDD**

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

12 January 2016

DRAFT PLAY STRATEGY – CABINET BRIEFING PAPER

Purpose of the Report

1. The purpose of this report is to provide Members with an opportunity to undertake the scrutiny of the Cabinet briefing paper on the Council's New Delivery Model for Children's Play, which is due to be considered by Cabinet in the near future (copy attached at **Appendix A**).

Background

2. The Budget approved by Council on 26 February 2015 agreed that an alternative operational model be put in place for Play Services that include funding to enable the engagement of three Community Development Officers, to help develop and support the transition to alternative operational arrangements relating to the completion of the transfer of buildings into community use, by 31 March 2016.

Key Issues

3. The Briefing Report (copy attached at **Appendix A**) sets out a proposed new delivery model, which would enable a greater emphasis on partnership, community ownership of the Play agenda and a clear pathway allowing a targeted response to those in need, based on clear evidence providing integration with existing Council provision for young people.
4. The new delivery model is based on the premise of the Council working with partners and the community to develop a dynamic service approach which is both accessible and responsive to the needs of children and

young people. The model will be developed on the following three principles:

- Community Play provision will be targeted at 5 – 14 years olds to enable a transition between flying start service (0 – 4) and Youth Services Provision (15 – 25);
 - There will be a move away from delivery in traditional play centres to a flexible model of community outreach in accessible venues across each of the city's six neighbourhoods;
 - there will be a targeted approach to provision based on needs of communities, derivation and the evidence prepared as part of the play Sufficiency Assessment to be completed by 31st March 2016;
5. The Briefing Paper also contains details of the current provision of Children's Play, and the Play Centres being considered for potential asset transfer, for operations under licence by 31 March 2016. The briefing also contains (in paragraphs 25 to 27) details of the transitional Play provision models and (at paragraphs 28 to 34) the Play Grant Commissioning Model for operation from April 2017.

Scope of Scrutiny

5. At this meeting Members may wish to consider the New Delivery Model for Children's Play Briefing Paper and to pass on any observations, comments or recommendations to Cabinet (copy attached at **Appendix A**).
6. Councillor Peter Bradbury (Cabinet Member for Community Development, Co-operatives & Social Enterprise) has been invited and may make a statement. Andrew Gregory (Director of City Operations) and Malcolm Stammers (Operational Manager, Leisure and Play) will make a presentation and will be available to answer any questions Members may have.

Way Forward

7. Members may wish to comment on the draft Cabinet briefing report attached at **Appendix A**, submit any comments or recommendations to the Cabinet Member and Director of City Operations, and consider any issues for further investigation.

Legal Implications

8. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct legal implications. However, legal implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to Cabinet/Council will set out any legal implications arising from those recommendations. All decisions taken by or on behalf of the Council must (a) be within the legal powers of the Council; (b) comply with any procedural requirement imposed by law; (c) be within the powers of the body or person exercising powers on behalf of the Council; (d) be undertaken in accordance with the procedural requirements imposed by the Council e.g. Scrutiny Procedure Rules; (e) be fully and properly informed; (f) be properly motivated; (g) be taken having regard to the Council's fiduciary duty to its taxpayers; and (h) be reasonable and proper in all the circumstances.

Financial Implications

9. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct financial implications at this stage in relation to any of the work programme. However, financial implications may arise if and when the matters under review are implemented with or without any modifications. These financial implications will need to be considered before any changes are implemented. Any report with recommendations for decision that goes to

Cabinet/Council will set out any financial implications arising from those recommendations.

Recommendations

Members are recommended to review the information contained in **Appendix A**, and submit any comments or recommendations to the Cabinet Member and Director of City Operations.

Marie Rosenthal
Director of Governance and Legal Services

6 January 2016

BRIEFING PAPER

A NEW DELIVERY MODEL FOR CHILDREN'S PLAY

PAPER BY DIRECTOR OF CITY OPERATIONS

PORTFOLIO: Community Services, Co-operatives and Social Enterprise

Reason for this Briefing

1. To agree a new operating model for Children's Play in Cardiff which enables a greater emphasis on partnership, community ownership of the Play agenda and a clear pathway allowing a targeted response to those in need based on clear evidence providing integration with existing Council provision for young people.

Background

2. The City of Cardiff Council currently provides "Open Access" play opportunities for children through the operation of seven children's play centres, playgrounds in parks and on school sites and through the provision of leisure centres (some with soft play provision) and parks and green spaces (some with skateboard and BMX facilities).
3. Play is defined for the purposes of the Children and Families (Wales) Measure 2010 as including "any recreational activity" (Section 11(6) Measure). The definition of play includes but is not limited to "any recreational activity". This recognises that children enjoy and benefit from taking part in a wide range of activities that are, in the main, organised by adults for children. These can include junior and youth clubs; leisure centre and sporting activities; cultural and arts activities; indoor play centres, play buses and events organised for children and their families. These recreational activities may offer a combination of adult led organised activities, and opportunities for freely chosen and child led play. In any of these situations children should have the choice of taking part and a voice in what opportunities are offered and how they are organised. (for a list of opportunities, please see appendix "a")
4. The *provision of play services* is not a statutory function of local authorities. However, Section 11 of the Children and Families (Wales) Measure 2010 places a statutory duty on local authorities to assess and secure sufficient play opportunities for children in their area through the undertaking of a Play Sufficiency Assessment.
5. The main purpose of the Play Sufficiency Assessment is to assess the relative sufficiency of play opportunities within a local authority's area and address any shortfalls or gaps in provision. The Assessment also needs to demonstrate consideration for a range of factors that affect children's opportunities for play; these include demographic profile, open space

assessment of existing and potential play space, dedicated play provision and recreational provision. The first Play Sufficiency Assessment was undertaken in 2013 and a revised Assessment is due for submission to Welsh Government by end of March 2016.

6. In addition to the need to produce a Play Sufficiency Assessment, the second part of the Children and Families (Wales) Measure 2010 was commenced in 2014 and places a duty on local authorities to *secure* sufficient play opportunities for children in their areas, so far as reasonably practicable, having regard to their assessments. The duty also requires local authorities to publish and keep up to date information about play opportunities for children in their areas.
7. In performing its duties under Section 11 of the Measure a local authority must have regard (among other things) to:
 - The needs of children who are disabled persons (within the meaning of section 1 of the Disability Discrimination Act 1995 (c. 50)).
 - The needs of children of different ages.
8. Whilst local authorities have statutory requirements in relation to the completion of the Play Sufficiency Assessment and in securing play opportunities, the Welsh Government statutory guidance “Wales – A Play Friendly Country” recognises that *“To achieve a play friendly society that offers a wide range of play and recreational opportunities it is necessary for all partners within the community to work together for this purpose”*.
9. From 1st April 2016 the age range for registration of childcare in Wales will be extended from 8 to 12 years. For childcare providers these changes will mean that if they provide, or are planning to provide, care for children over eight years of age they would be required to register to provide the service. This would include the registration of Play Services including the provision of Open Access Play and will result in additional staffing required under the new regulations. For Open Access Play provision the minimum staffing ratio is 1:13 children aged five to sixteen years.
10. Other changes to the regulations proposed in the Welsh Government’s consultation “Changes to the registration of childcare provision in Wales” that will impact on Children Play include complying with National Minimum Standards in relation to Manager’s experience of working in a regulated child care setting and levels of qualifications recognised on the Care Council for Wales’ current list of Accepted Qualifications for the Early Years and Childcare Workforce in Wales or Skills Active’s Integrated Qualification Framework for Playwork. Both these factors will impact on the ability for any new delivery models to recruit and retain suitably qualified staff and which the Council and its partners can help support in terms of providing appropriate training.

11. The budget approved by Council on 26th February 2015 agreed that an alternative operational model be put in place for play services that included funding to enable the engagement of three Community Development Officers to help develop and support the transition to alternative operational arrangements related to the completion of the transfer of buildings into community use with a target date of 31st March 2016. The Development Officers are hosted by the Communities First Teams. In addition, the budget also approved that all Play Centres to remain open and staffed for children's play for five evenings per week until the alternative arrangements are put in place.
12. This report sets out a proposed delivery model which would enable enhanced targeted provision and improved outcomes in communities of most need; provide a more flexible service in a greater number of community venues; maximise opportunities for securing additional grant funding; align provision with Flying Start and Youth Services to enable an improved transition from 0-25 years whilst fulfilling statutory requirements.

Current Provision

13. Currently, the City of Cardiff Council Children's Play Service manages seven play centres in Adamsdown, Ely, Grangetown, Llanedeyrn, Llanrumney, Splott and Riverside. The Centres are staffed and managed by the Council, admission is free and there is primarily 'free play' in that young people are able to determine what and how they play. The Centres operate on an "Open Access" policy whereby children are free to turn up or leave as and when they wish. The Centres have some organised programmes for young people who wish to engage in them in activities such as sport and arts. All play areas provide a small hall with toilets and a kitchen area, along with an outdoor area often with fixed play equipment outside.
14. The Play Centres are operational from 3.15pm to 7.00pm Monday to Friday term times and also offer holiday schemes. There are Parent volunteers at most centres which assist with trips off site and a number of Centres have Friends Groups which support the operation of the Centres.
15. The City of Cardiff Council's current net budget for Children's Play is £1,068,000. The Play Centres have a net cost of between £60,000 and £110,000 per annum for each Centre with approximately 80% of the costs being in staffing. Monthly attendances* range from 721 in Llanedeyrn (term time) to 4,481 in Riverside holiday provision. An overview of attendance and figures and costs can be seen in the table below:

	Monthly Attendance*		Facility Budgets			
	Holiday (Aug 2014)	Term-time (Nov 2014)	Building	Service	Staff	Total
Adamsdown	879	788	£13,130	£2,970	£87,000	£103,100
Ely	2,465	2,993	£5,640	£7,810	£99,000	£112,450
Grangetown	1,865	924	£13,230	£5,350	£51,000	£69,580
Llanedeyrn	1,184	721	£8,770	£2,970	£65,000	£76,740
Llanrumney	1,203	950	£4,930	£2,380	£25,000	£32,310
Riverside	4,481**	856	£16,940	£2,970	£27,000	£46,910
Splott	2,410	2,962	£8,910	£6,050	£52,000	£66,960
Healthy Living	-	-	-	£6,280	£42,170	£48,450
Central	-	-	-	£22,060	£231,830	£253,890
Total	14,487	10,194	£71,550	£58,840	£680,000	£810,390

* Please note that where attendance figures are given, these relate to the number of visits per site, not the number of children.

** Centre closed alternative parks play scheme in place

16. In addition to “Open Access” play provided at Play Centres, the City of Cardiff Council commissions provision through the medium of Welsh, which is delivered at a number of locations via Menter Caerdydd; and disability play provision such as Ty Gwyn Special School and The Hollies Special School. This budget is currently £258,000 in 2015/16. It should be noted that the Play Sufficiency Assessment will guide an changes to the current provision which could require a realignment of funding.
17. External funding is also secured for specific programmes through the Families First, Child and Youth Engagement and Healthy Lifestyles package which amounts to £162k.
16. Alongside open access play provision provided by the Council there is a host of opportunities for children and young people across Cardiff, particularly in relation to supporting the family. For example, within the Early Years Programme, Flying Start offers language and play courses, childcare opportunities and ‘Stay and Play’ sessions. Stay and Play sessions provide the opportunity for parents to have a fun time playing with their child in a safe and friendly setting within the Flying Start area.

Provision in Neighbouring Local Authorities

17. In neighbouring local authorities, the level of play provision varies greatly. Following changes made by Welsh Government in 2011/12 to the previous Cymorth Grant Programme as part of the transition to the existing Families First Programme, the emphasis moved away from specific play schemes to a more ‘whole family’ approach in improving

outcomes for young people. As a result many authorities were adversely affected and funding targeted at play was significantly reduced. Core funding for children's play in neighbouring authorities is therefore limited and relies heavily on third sector partnerships.

18. For example, the Vale of Glamorgan Council has a budget of £25,000 for play schemes and events (which covers areas such as agency play scheme staff, training, venue hire, resources etc) and, with the exception of opportunities through Big Lottery and staffed "Open Access" play provision in Vale of Glamorgan is no longer provided across the year on a regular basis. However, some additional core Council budget also covers some of the Play Development Officer post.
19. Alongside the Council's funding, additional Welsh Government Families First grant funding of £50,000 is available for the inclusion of disabled children into Play Schemes and provides a contribution towards the Play Development Officer post; agency staff costs for playworkers; pre-scheme administrative support to link in disabled children; specialist equipment, specialist training where required, 1:1 support; and transport where appropriate. The Vale of Glamorgan Council is also able to deliver additional projects if further funding is secured, enabling for example linking with the Out of School Grants funding to run an after school club in a school within Barry, and running the 'Pick n Mix' project in identified schools to encourage parents to undertake play activities with their children.
20. Newport City Council operates a range of Children's Play opportunities within its Leisure Services. These include free Play Areas in Parks, Holiday Play Schemes and Play Clubs within a community setting. Approximately £50k is allocated from core budget and supplemented by external funding.
21. Torfaen Borough Council operates Children's Play through Education and Learning and offers Play Clubs within community facilities, After School Clubs and Holiday Play Schemes. Budget information unavailable at present.
22. From current research, no other local authority in Wales operates "Open Access" play sessions from purpose built facilities. All schemes are operated by a small Play Development Team in local community facilities and in partnership with local stakeholders including schools, youth centres and community groups. Cardiff appears to be exceptional in that it provides a wider range of provision in this discretionary area.

The New Delivery Model for Play Services

23. The new delivery model for play services is based on the premise of the City of Cardiff Council working with partners and the community to develop a dynamic service approach which is both accessible and responsive to the needs of children and young people. To achieve this vision, the model will be developed on the following principles:

- a. Community Play provision will be targeted at 5-14 year olds to enable a transition between Flying Start services (0-4 years) and Youth Service Provision (15-25)
- b. There will be a move away from delivery in traditional play centres to a flexible model of community outreach in accessible venues across each of the city's six neighbourhoods.
- c. *There will be a targeted approach to provision based on needs of communities, deprivation and the evidence prepared as part of the Play Sufficiency Assessment to be completed by 31st March 2016.*

i. Buildings

- 24. The Council is currently working closely with Communities First across Cardiff to develop business plans in relation to potential asset transfers of the existing Play Centres and it is intended that all Play Centres will be transferred/operate under licence by 31st March 2016. Proposals have been developed for taking responsibility for the buildings and offering community activities and events in six of the seven Play Centres and further discussions are continuing in relation to options for provision in Llanrumney.

ii. Existing Play Provision Model - April 2016 Onwards

- 25. As the statutory Cardiff 'What Matters Strategy (2011) outlined, *"the variation in outcomes and opportunities across Cardiff shows that partners must address different issues in different parts of the city. Similarly organisations must be agile enough to target intervention and geographically tailor responses to meet local need. Addressing inequality is dependent on partners being able to direct resources to the people and areas who need it most. Only by focusing our efforts on the areas of distinct disadvantage can we break the pattern that has come to characterise need in the city"*.
- 26. As part of the delivery of existing service provision and whilst the transfer of buildings are progressed, for a period of no longer than 12 months the existing Play Team will be relocated to Youth Centres based in the 6 Neighbourhood Partnership areas. From these centres they will continue to deliver existing core play provision through outreach work in various community settings, after school and holiday club opportunities from a range of community based facilities within Neighbourhood Partnership Areas. This will reflect and compliment the new Youth Services Delivery Model to enable transition of young people between the different age groups.
- 27. Operating with a budget of £492,000 this 'Peripatetic Team' will consist of up to 9 X Grade 4 Play Organisers and 3 X Grade 6 Senior Play Organisers. This method of Play Delivery not based around or from the existing Play Centres will be for one year only while the buildings

themselves are transferred to community use and resources will be allocated according to the findings of the new Play Sufficiency Assessment due in March 2016. The centres where the play service will be delivered from in each neighbourhood area will include:

North: (Llanedeyrn Play Centre catchment)

Staff based at Llanedeyrn Youth Centre (Powerhouse)

Using possible venues for outreach play sessions: Llanishen Leisure Centre, Glen Wood Church Centre, Rhiwbina Church Hall, Boxing Club

East: (Llanrumey Play Centre catchment)

Staff based at St Mellons Youth/Education Centre

Using possible venues for outreach play sessions: Rumney Hub, Trowbridge Community Centre, John Reynolds Centre, Beacon Centre, Llanrumney hall.

South East: (Splott & Adamsdown Play Centre catchment)

Staff based at East Moors Youth Centre

Using possible venues for outreach play sessions: Willows High School, Plasnewydd Community Centre, St Germans Church Hall, Belmont Church Hall.

City & South: (Grangetown Play Centre catchment)

Staff based at Channel View Leisure Centre

Using possible venues for outreach play sessions: Channel View Leisure Centre, Yemeni Centre, Boys & Girls Club.

South West: (Ely & Riverside Play Centre catchment)

Staff based at North Ely Youth Centre

Using possible venues for outreach play sessions: Western Leisure Centre, Trelai Youth Centre, Ely & Caerau Family Centre, Riverside Warehouse, Kitchener Road School, Canton Community Hall, Severn Road Primary School.

West:

Staff based at Gabalfa Youth Centre

Using possible venues for outreach play sessions: Venues in Whitchurch area Community Centre, Peter Lee Primary School.

iii. Play Grant Commissioning Model – April 2017 onwards

28. The New Delivery Model will primarily be an evidence based approach delivered through a play grant commissioning process in order to assist and support community organisations in the delivery of community play schemes based on the new Youth Service Grant Commission process and allocated according to the needs identified in the Play Sufficiency Assessment 2015.
29. The new Youth Services Grant Commissioning process aims to increase the input of services for young people from the Voluntary and Community sectors. In addition to the current Youth Service provision to be delivered in the 6 neighbourhood partnership areas, funding has been allocated for services to be commissioned from the Third Sector/Voluntary/Community organisations and from young people accessing youth activities in

community based venues. This funding amounts to £234,000 in total for 2015/16 and is allocated on a neighbourhood basis. To date, ten Youth Commissioning Grants have been allocated with a second round of five under consideration.

30. The new Play Grant Commissioning process will be based upon the principles of the Youth Services Grant Commissioning model as outlined above. The allocation of grants will be targeted against the needs and demands identified in the Play Sufficiency Assessment and delivered in partnership with other Council services in order to ensure that there is a clear pathway on offer to young people. This new model will promote community and partner delivery of play services in Cardiff in response to the needs of children and young people. It will also provide for additional funding opportunities to be pursued by the respective groups/organisations that will further enhance the provision.
31. The new Programme will be aimed at addressing the differing needs of communities and responding to the priorities highlighted following the completion of the city-wide Play Sufficiency Assessment. This assessment requires an audit of Demographic profile of the area; open space and potential play space; dedicated play provision; recreational provision and other factors that promote play opportunities including planning, traffic, transport, information, publicity and workforce development. This assessment will provide the evidence needed to identify gaps in provision and support the development of action plans to address these gaps. Also, it will provide firm evidence of achievement against the agreed outcomes.
32. The new Play Grant Commissioning budget for 17/18 will be established on a similar basis to that of the Youth Services ensuring an equal and proportional allocation of resources according to the needs identified in this assessment but will seek to identify further efficiencies and opportunities for partnership funding from additional sources.
33. The Council will play an active role in signposting parents and young people to the wide range of play and youth provision which exists across Cardiff through the Family Information Service utilising community networks.
34. The Council will work with its partners to support a Workforce Development Programme to encourage the professional development, recruitment of community volunteers to deliver high quality provision and ensure minimum standards are met.

Reason for Briefing

35. The report offers a way forward for play provision within the City for the foreseeable future while allowing Centres to be retained for community use.

Financial Overview

36. The report outlines the proposed new operating model for Children's Play in Cardiff. The current net budget totals £1,068 million and includes the building and staff costs of operating seven play centres across the City together with specific funding for the commissioning of play provision through the medium of Welsh and to support disability play provision in Cardiff. The new operating model assumes that all play centres will transfer to community use or be operated under licence by 31st March 2016. A restructure of the staff establishment will be undertaken in order to realign the current structure and to create a Peripatetic Play Team for a period of up to twelve months. This will be reviewed for 2017/18 and a new play grant commissioning budget established. No changes are anticipated in relation to the existing funding arrangements for the commissioning of play provision through the medium of Welsh or in relation to disability play provision. Overall, a budget saving of £270,000 is currently anticipated as a result of these changes in 2016/17.

Legal Overview (including Equality Impact Assessment where appropriate)

37. The relevant statutory consideration is referred to in the body of the report.
38. The Council has to satisfy its public sector duties under the Equalities Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics.

Protected characteristics are:

- Age
- Gender reassignment
- Sex
- Race – including ethnic or national origin, colour or nationality
- Disability
- Pregnancy and maternity
- Marriage and civil partnership
- Sexual orientation
- Religion or belief – including lack of belief

As such decisions have to be made in the context of the Council's equality act public sector duties.

39. The decision maker should take due account of any equality impact in making its decision.
40. The Council has a legal obligation to obtain the best consideration reasonably obtainable from its land disposals in accordance with section 123 of the Local Government Act 1972. Pursuant to the General Disposal Consent (Wales) Order 2003 the Council has power to dispose

of land at undervalue of up to two million pounds if it considers that the the disposal is in the interests of the economic social or environmental well being of its area, taking account of its Community Strategy. The well being power is contained in section 2 of the Local Government Act 2000 and must be exercised having to the Council's Community Strategy comprised in the 'What Matters' Strategy.

HR Overview

41. There are significant HR implications to this approach. There have been initial consultations with the Trade Unions and employees affected by the proposals within this report. With regards to the Community Asset Transfers it will be necessary for the business cases to be provided to HR in order for advice to be made available to the service area as to whether there are implications regarding Transfer of Undertakings (Protection of Employment) Regulations (TUPE) for any of the proposals which are coming forward from the community. If TUPE does apply then the Council will abide by its legal obligations in these matters.
42. In order to restructure to the non-play centre based approach, the service area will ensure that there is full consultation with Trade Unions and employees and will utilise the corporately agreed processes for this restructure. However, as, based on the figures within the report, there will need to be a reduction of 2 Grade 4 Play Organisers and 2.6 Grade 6 Senior Play Organisers, there will be resultant need to either try to find redeployment opportunities for those displaced or voluntary redundancy.

ANDREW GREGORY
DIRECTOR OF CITY OPERATIONS
24th November 2015

The following appendices are attached:

Appendix 1- Current play provision in Cardiff

The following background papers have been taken into account in producing this briefing paper:-

“Wales: A Play Friendly Country” – Welsh Government Statutory Guidance, July 2014

“Creating a Play Friendly Wales” – Welsh Government Statutory Guidance 2012

“Play Sufficiency in Wales” – Play Wales October 2015

“Youth Engagement and progression Framework” Welsh Government

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Appendix 1

Current Play provision in Cardiff

Organised Sport Provision

Football (eg grass pitches and 3g pitches such as Gol and Leisure Leagues)
Rugby
Hockey
Tennis
Cricket
Baseball
Netball
Gymnastics
Swimming Pools

Open Space Provision

Parks
Playgrounds
Multi use Games Areas (MUGA)
Skate Parks
BMX pump tracks

Purpose Built Provision

Adventure Play Centres (eg Y Parc, Ants in your Pants etc)
Boulders
Jump
Infinity
Rebounders
Somersault
Funky Little Chickens

Other

After School Clubs
Scouting and Girl Guiding
Playgroups
Dance groups
Arts Centres (eg Chapter and Llanover Hall)
Drama Groups (Stagecoach etc)
Playgroups (schools/churches)

Leisure Centres

Soft Play
Junior sports programme
Learn to Swim
Holiday Clubs

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