County Hall
Cardiff
CF10 4UW
Tel: (029) 2087 2000

Neuadd y Sir
Caerdydd
CF10 4UW
Ffôn: (029) 2087 2000

AGENDA

Committee CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

Date and Time of Meeting TUESDAY, 6 DECEMBER 2016, 4.30 PM

Venue COMMITTEE ROOM 4 - COUNTY HALL

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

Patricia Arlotte (Roman Catholic representative), Carol Cobert (Church in Wales representative), Karen Dell'Armi (Parent Governor Representative) and Hayley Smith (Parent Governor Representative)

Time approx.

1 Apologies for Absence 4.30 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 4.35 pm

To approve as a correct record the minutes of the meeting on 8 November 2016 (to follow)

4 Central South Education Consortium *(Pages 1 - 38)*

This report provides the Committee with a briefing on the Consortium's progress in addressing the recommendations of its Estyn Inspection Report published earlier this year.

(a) Hannah Woodhouse, Managing Director, will present the report and be available to answer questions;

By receiving this Agenda Pack electronically you have saved the Authority approx. £8.00 in printing costs

(b) Questions from Committee Members

5 **Quarter 2 Performance - Education and Cardiff 2020. A revised vision for Education and Learning in Cardiff - Performance Baseline September 2016** *(Pages 39 - 92)* 5.05 pm

This report provides the committee with a copy of the Directorates Corporate Performance for Quarter 2 and the Performance Baseline performance position against desired outcomes and key goals of the Strategy.

(a) Councillor Sarah Merry (Cabinet Member, Education) has been invited to make a statement;

(b) Nick Batchelar (Director of Education and Lifelong Learning) will introduce the report and be available to answer questions;

(c) Questions from Members.

6 **Effectiveness of School Governors** *(Pages 93 - 110)* 5.35 pm

This report provides the Committee with a progress report on the implementations of the actions agreed to address the Committee's recommendations following its inquiry in 2015.

(a) Councillor Sarah Merry (Cabinet Member, Education) has been invited to make a statement;

(b) Nick Batchelar (Director of Education and Lifelong Learning) and Jackie Turner (Assistant Director of Education and Lifelong learning) will introduce the report and be available to answer questions;

(c) Questions from Committee Members.

7 **Draft Cabinet Report - Families First transition arrangement and programme update** *(Pages 111 - 176)* 5.50 pm

This report provides the Committee with an opportunity to review and comment on the draft Cabinet papers on the proposed interim arrangements for the transition period, which includes varying some existing contacts in order to extend their initial contract terms, decommissioning some of the services and potentially commissioning pilot/alternative arrangements during the transition period.

(a) Councillor Sue Lent (Cabinet Member, Early Years, Children & Families and Deputy Leader) has been invited to comment on the draft Cabinet Report;

(b) Tony Young (Director, Social Services), Angela Bourge (Operational Manager Strategy, Performance and Resources), and Ceri George (Improvement Project Manager – Prevention and

Partnerships) will comment on the report and be available to answer questions;

(c) Questions from Committee Members.

8 Quarter 2 Performance Management Information - Children's Services *(Pages 177 - 212)* 6.10 pm

This report enables the Committee to monitor the performance of the service and question the service area's progress in meeting its agreed targets.

(a) Councillor Sue Lent (Cabinet Member, Early Years, Children & Families and Deputy Leader) has been invited to make a statement;

(b) Tony Young (Director, Social Services) will introduce the report and be available to answer questions;

(c) Questions from Committee Members.

9 Correspondence Report *(Pages 213 - 220)* 6.50 pm

To provide the Committee with a summary report of letters sent to Cabinet Members and the responses received.

(a) Martyn Hutchings, Principal Scrutiny Officer to briefly introduce the report;

Discussion on follow up on any responses received.

10 Way Forward 7.00 pm

11 Date of next meeting

The date of the next meeting of the Children and Young People Scrutiny Committee is 10 January 2017 at 2.30 in Committee Room 4.

Davina Fiore
Director Governance & Legal Services
Date: Wednesday, 30 November 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

This page is intentionally left blank

CITY AND COUNTY OF CARDIFF
DINAS A SIR CAERDYDD

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE:

6 DECEMBER 2016

CENTRAL SOUTH CONSORTIUM – ESTYN INSPECTION REPORT RESPONSE UPDATE

Reason for the Report

1. To enable the Committee to receive a briefing on the Central South Education Consortium's Estyn Inspection report, published in May 2016, together with the progress being made in responding the inspection's recommendations.

2. To brief the Committee on the Consortium's plans for the future and to further develop a self-improving system for schools across the Consortium's area.

Background

3. Estyn inspected the Consortium in February / March 2016, under their new framework for Consortia published the previous autumn. It was the first of Wales' four education consortia to be inspected. The inspection took two weeks and involved nine inspectors. More than 50 head teachers and governors were interviewed as were all Council Leaders and Cabinet Members, chief executives, directors, Section 151 Officers, the senior team of the Consortium and many staff. The inspection was supported by a survey, undertaken in January, of all head teachers and governors, to which more than 50% of schools responded.

4. The Estyn report, copy attached at **Appendix A**, was published on 26 May 2016 and copied to all Committee Members on 27 May 2016. The report made five judgements within its framework with a context section on performance and outcomes. The judgements were:

- Quality of school improvement service — Adequate
- Leadership — Good

- Improving Quality — Good
- Strategic Partnerships — Good
- Resource management — Adequate

5. The report recognised a number of areas of strength, in particular the increased consistency and quality of challenge advisers and categorization processes, the clarity of vision and strategy within the self-improving school system strategy work, the strength of engagement with head teachers and authorities, and the effective use of resources. The report also made four recommendations:
   - Ensure that school improvement services address the variability of performance across schools and local authorities, particularly at key stage 4;
   - Improve the accuracy of the evaluation of schools by challenge advisers in order to ensure a greater focus on improving teaching and leadership;
   - Strengthen the procedures for monitoring and evaluating the impact of school improvement work;
   - Evaluate progress against the regional consortium's operational plans more effectively.

Issues

6. The Consortium developed a summary of the actions against each of the recommendations in its 2016/17 business plan. The plan is being used to evaluate and demonstrate progress against the recommendations in a future Estyn revisit. Progress would also be monitored monthly with reports to the Advisory Board and Joint Committee each term.

7. The Central South Consortium Joint Committee received an update against recommendations by Estyn at its meeting on 20 September 2016, copy attached at **Appendix B**. This report provided a progress narrative against each recommendation, together with details of what is being planned as well as the key actions and progress to September 2016.

8. Hannah Woodhouse, Managing Director of the Central South Consortium, has been invited to attend the meeting to provide a verbal update on the Consortium's

progress in addressing the recommendations as well as an overview of the Consortium's ambitions for the region and some details on further developing a self-improving system.

Scope of Scrutiny

9. This report will provide the Committee with an opportunity to review and respond to the progress being made by the Consortium, in addressing Estyn's recommendations.

9. This report will also provide the Committee with an opportunity to gain an understanding of the plans for this year and the development of a self-improving system for schools across the Consortium.

Way Forward

11. At the meeting, Hannah Woodhouse, managing director of the Central South Consortium will be in attendance to present the verbal progress report on Estyn's recommendations and answer any questions Members may have.

13. Members may also wish to note the information contained in the report and presentation and determine whether there are any issues or comments which they would like to pass on to the managing director of the Consortium.

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/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

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

Recommendations

The Committee is recommended to:

I. Consider the information provided in the verbal briefing from the managing director of the Central South Consortium and associated documents;

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 and the Director of Education and Lifelong Learning.

Davina Fiore
Director of Governance and Legal Services
30 November 2016

Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

WALES AUDIT OFFICE
SWYDDFA ARCHWILIO CYMRU

A report on the quality of the school improvement services provided by the Central South Consortium

Central South Consortium
Tŷ Dysgu
Cefn Coed
Nantgarw
Treforest
CF15 7QQ

February 2016

by

Estyn, Her Majesty's Inspectorate for Education and Training in Wales

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section
Estyn
Anchor Court
Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

This document has been translated by Trosol (English to Welsh).

© Crown Copyright 2016: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 27/05/2016

Context

Regional profile

Central South Consortium provides school improvement services for a region of five local authorities: Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and the Vale of Glamorgan.

The number of pupils of compulsory school age in the region in 2015 was 111,121. This represents 31% of all pupils in Wales. There are 398 maintained schools in the region, 25% of all maintained schools in Wales (PLASC, 2015).

In 2015, 20.7% of pupils in the region are eligible for free school meals. This is above the Wales average and only 0.1 percentage point below that of the region with the highest proportion of pupils eligible for free school meals.

In the region, 11% of people aged three and over say that they can speak Welsh compared to the Wales average of 19% (2011 Census, ONS).

As of 31 December 2015, ethnic minorities account for 7% of the population in the region, and this is just above the Wales average.

As of 31 March 2015, 2,015 children in the region are looked after by a local authority and this represents 36% of looked-after children in Wales.

Performance profile

There has been strong improvement in the outcomes for pupils in the main indicators for performance in all the key stages over the last three years across the five local authorities served by the central south consortium. However, since September 2012, only a minority of secondary schools inspected have been judged good or better for their standards. This is a marginally lower proportion compared to the rest of Wales.

In 2015, over half of the schools in the region are in the higher 50% when their performance is compared to that of similar schools for all the main indicators in the Foundation Phase and key stages 2, 3 and 4. This is the only region where this is the case. Overall, performance in this region has improved at a faster rate than in the other regions over the last three years, although for several indicators this has been from a low base.

Over the last three years, performance in the Foundation Phase indicator and key stage 2 core subject indicator has increased at the fastest rate in Wales. When inspected, a higher proportion of primary schools in central south Wales have been judged good or better for their standards compared to those in the rest of Wales.

The proportion of pupils gaining the expected level in the core subject indicator at key stage 3 has improved rapidly in central south Wales over the last three years, and at a faster rate than the Wales average. In 2015, performance was close to being the highest in Wales. The majority of schools in the region are in the higher 50% when their performance is compared to that of similar schools.

The percentage of pupils achieving the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics has improved at a particularly rapid pace over the last three years. Performance in every local authority in the region met or exceeded the benchmark target set by the Welsh Government in 2015. Almost two-thirds of schools in the region are in the higher 50% compared to similar schools, and only around one-sixth of schools are in the bottom 25% when compared to similar schools. The performance of pupils eligible for free school meals has improved at a faster rate than in the other regions over the last three years, albeit from a very low base. The gap in performance between girls and boys is the smallest for any of the four regions. However, boys' performance across the local authorities is far too variable.

At key stage 4, performance in the average capped wider points score has improved well over the last three years. Performance in four of the five local authorities in the region met or exceeded the benchmark target set by the Welsh Government in 2015. Just over half the schools in the region are in the higher 50% when their performance is compared to that of similar schools, and one-fifth of schools are in the bottom 25% compared to similar schools.

Although performance in the level 1 threshold at key stage 4 has improved, performance in the region has been the lowest in Wales for the last two years. However, despite this, half of the secondary schools are in the higher 50% when their performance is compared to that of similar schools.

The proportion of pupils achieving five A* or A grades or at GCSE or equivalent has been above the Wales average for the last two years, having improved at the fastest rate across the four regions. However, performance across the local authorities is too variable.

Performance in English is particularly strong in the region. Performance at level 2 is above the Wales average in 2015 and nearly two-thirds of secondary schools are in the higher 50% when their performance is compared to that of similar schools.

Performance in mathematics is the weakest of the core subjects, although central south Wales is the most improved region over the last three years.

Attendance has improved well in the region in recent years, increasing at a slightly faster rate than the Wales average. Attendance rates in a majority of primary and secondary schools place them in the higher 50% compared to similar schools in Wales.

Recommendations

R1 Ensure that school improvement services address the variability of performance across schools and local authorities, particularly at key stage 4

R2 Improve the accuracy of the evaluations of schools by challenge advisers in order to ensure a greater focus on improving teaching and leadership

R3 Strengthen the procedures for monitoring and evaluating the impact of school improvement work

R4 Evaluate progress against the regional consortium's operational plans more effectively

Main findings

Support for School Improvement: Adequate

The consortium has a clear vision and strategy to improve schools that is understood by most stakeholders and underpins the support for school improvement well. Almost all schools across the region are engaging purposefully with school-to-school working.

The consortium's 'Support and Challenge Framework' provides useful guidance for challenge advisers, local authority officers and schools. The framework outlines the process for categorising schools clearly. It also indicates how challenge advisers should work with schools in different categories of support. Following an evaluation, the consortium has recently reviewed the framework to emphasise schools' self-evaluation and improvement planning. They have also focused more sharply on the improvement priorities for the region. This appropriately includes raising the achievement of vulnerable groups of pupils.

Consortium leaders are developing the arrangements for collecting data to inform school improvement processes and to improve their knowledge of schools well. This includes collecting pupils' performance data throughout the year, which allows the consortium to track progress with greater accuracy in its schools. Many challenge advisers use this data appropriately to challenge each school's view of its standards and capacity to improve, and to make informed decisions about the school's support needs.

The categorisation process is increasingly robust and fair, and identifies clearly those aspects that require improvement. The process allows for a more open dialogue between schools and the consortium and, overall, schools have a sound understanding of what to expect. In the last two years there has been a reduction in the proportion of schools requiring a higher degree of support. However, in a minority of schools, there are still significant concerns.

Most challenge advisers' reports on schools are based appropriately on first-hand evidence, such as the scrutiny of pupils' work and observations of teaching. The consortium has suitable processes to quality assure the work of challenge advisers. Senior challenge advisers make joint visits with challenge advisers and review the quality of reports to schools. These activities have improved the consistency and clarity of the reports provided to schools. However, in a few cases, challenge adviser notes of visits to schools do not focus on the most important aspects requiring improvement, such as the quality and consistency of teaching. In addition, in a few instances, reports provided to Estyn in advance of an inspection do not reflect well enough the findings of the inspection team, especially regarding the evaluation of teaching and leadership.

In many schools, challenge advisers broker support appropriately and draw well on the consortium's provision for a wide range of school-to-school support and targeted interventions.

The consortium works effectively with its local authority partners to share information about the performance of schools across the region, and to identify schools causing concern. Meetings to review the progress of schools in the highest categories of support are regular and place an appropriate emphasis on the role of the headteachers and governors to provide evidence of progress. Where there are concerns about a school's progress, the consortium acts swiftly to alert the local authority and provides timely advice to support the local authority's use of statutory powers to intervene in the school.

Teacher assessment across the region is increasingly accurate. Generally, schools are well-engaged and moderation processes have improved, helped by involvement in the national verification programme. Challenge and strategic advisers support all moderation events. The consortium has been proactive in including the Foundation Phase in their verification processes, and this provides effective support for practitioners.

To address national and regional priorities, the consortium has developed the role of strategic advisers, who lead approaches to support schools in key areas. This includes a regional strategy group to tackle poverty and disadvantage that is working with a group of schools to identify, evaluate and develop effective practice across the region. This work is well-planned, and has included commissioned research resulting in a series of best practice case studies on improving outcomes for disadvantaged pupils. This has helped to raise schools' awareness of strategies to tackle disadvantage.

The 'Central South Wales Challenge' is the consortium's key strategy for school improvement. It provides a wide range of professional learning opportunities for schools across the region, at all levels of support, which reflect well the vision for a self-improving school system. The strategy has four main activities; School Improvement Groups (SIGs), 'Pathfinders', 'Hubs' and 'Peer enquiry,' which together form a coherent and well-designed approach to school-to-school-working.

All schools in the region belong to a SIG and most schools have engaged very positively with this activity. The SIGs provide well-structured opportunities for schools to work together on improvement priorities that are specific to their context, and to share best practice. Engagement in this work has promoted productive school-to-school working across the region.

Where more targeted school-to-school working is required, the consortium has paired a number of schools in 'Pathfinder' partnerships through which effective schools support those schools in need of improvement. This strategy has brought about improvements in many of the schools involved.

'Hub' schools provide professional learning in specific priority areas, such as teaching and leadership. There is a robust application process for schools to become hubs to ensure that the lead school has the capacity to provide support. This is a mutually beneficial process for both lead schools and those attending the programmes. However, it is too early to judge the impact of this work.

The consortium has rolled out two pilot cohorts of 'peer enquiry' in the region. This involves two head teachers and a deputy head who are invited into a third school to review self-evaluation and improvement planning, including lesson observation and talking to learners and the senior leadership team. It is a method of building leadership capacity and reflection and improving self-evaluation between peer head teachers. The consortium has developed a clear methodology for its approach to peer enquiry and there are early indications that is having a positive effect on improving leadership capacity. However procedures for evaluating its impact are underdeveloped.

These support opportunities have motivated teachers across the region to become more active in and reflective on their own learning, and to support the development of others. Although participation has been high, and teachers have welcomed these opportunities for improvement, the procedures for monitoring and evaluating the impact of this work on standards, teaching and leadership are underdeveloped. The consortium is beginning to address this shortcoming.

There is a wide range of provision to improve literacy and numeracy in schools, including core support for curriculum developments. It also addresses the needs of specific groups of pupils, and provides valuable approaches to develop school-to-school support to address the particular needs of individual schools. Improvement in English has generally been good but the impact on pupils' standards in mathematics has been more limited. Overall, schools rely too heavily on interventions in literacy and numeracy to improve outcomes rather than on the development of teaching and leadership in these areas.

Following an extensive review of provision in the Foundation Phase, the consortium established the Foundation Phase Alliance, a group of specialist schools and settings for the Foundation Phase. The schools are committed to delivering professional learning events to share their good practice. Case studies show examples of improved practice. However, this work is at an early stage of development.

The consortium is developing a comprehensive suite of programmes to improve leadership across the region. This includes a broad range of programmes for headteachers at various stages of their careers to improve their practice, to gain the skills to support other headteachers, or to lead more than one school. School leaders show a strong commitment to developing a school-led self-improving system, and there has been a high take-up of leadership programmes. The Central South Wales Challenge (CSW) strategy group of headteachers provides a useful forum for school leaders to discuss and develop the school-to-school working system. Furthermore, there are valuable opportunities for teachers to develop their leadership skills through the CSW Challenge, by leading school improvements in the SIGs and in 'Hub' schools. These development opportunities are beginning to build capacity for improvement across the region, although it is too early to identify any sustained impact on schools.

The recruitment of a regional lead officer for governor training has improved the consortium's capacity to work with local authorities to provide support for governors.

Leadership: Good

Strategic leadership and management in the consortium are strong.

Senior leaders in the five local authorities and the senior management team in the consortium have a clear shared strategic vision for the regional school improvement service. These elected members and officers have worked effectively together to develop this strategic vision and to put in place the appropriate governance structure to drive this forward.

The consortium's governance structure is set out clearly in the recently revised legal agreement, which takes good account of the Welsh Government's guidance on implementing the National Model for School Improvement. This agreement confirms that the consortium is a jointly provided school improvement service and establishes an effective framework that allocates governance responsibilities and accountability to a joint committee, an advisory board, strategic and operational management groups and a host authority.

This agreement directs appropriate representation from each local authority at lead director, chief executive, and lead member levels. Every local authority is represented, and responsibilities are distributed between the five local authorities with key posts rotating periodically. All of the five local authorities engage with the governance structure well and have taken up their allotted representative posts and duties.

The joint committee and the advisory board provide clear direction to the consortium's managing director and senior management team. These groups provide the means by which the local authorities' senior leaders exercise their oversight of the work of the consortium. The consortium's officers and the members of these two groups understand their respective roles and responsibilities, and they generally discharge these well. The consortium's managing director and senior management team are also supported well by other groups of stakeholders such as the education directors' strategic group, the headteachers' steering group, and the governors' steering group.

The consortium has a clear and well-articulated vision for their self-improving schools model. The vision has been communicated effectively through regular reports, newsletters, briefings and its website and this has led to a high level of 'buy-in' by all stakeholders. However, not all school governors and elected members understand well enough the role of the consortium in raising pupils' standards and the outcomes it has achieved so far. The consortium is aware of this and is currently setting out in more detail how its vision will develop over the medium term in line with national expectations.

As well as working together well to develop the work of the consortium as a joint school improvement service, the chief executives and directors of education of the five local authorities are increasingly sharing other areas of common interest. This has led to improvements in governor support, human resource services, and data analysis. The five local authority chief executives have also recently commissioned a

useful scoping exercise to identify other education services where joint working may bring added value.

The consortium's current business plan sets out well the strategic goals for the consortium within a three-year vision, as well as its high level goals for the current year. These take good account of both the Welsh Government's school improvement priorities and those for the region.

The consortium has worked well with the local authority scrutiny committees to improve the impact of their oversight and challenge. There is now in place an agreed cycle of visits by the managing director and chair of the joint committee to each scrutiny committee. During these visits, the consortium presents a report setting out clearly its evaluation of the outcomes from the work of the consortium for the local authority's schools and pupils. The consortium has also worked effectively with each scrutiny committee to provide data and related information, as well as training, in order to help the committee hold schools and officers to account for performance. However, scrutiny chairs remain unclear about which aspects of the consortium's work they can and cannot scrutinise more directly.

Improving quality: Good

Over the last two years, the consortium has developed into a reflective organisation that is committed to evaluating and improving its own practice and performance. Senior leaders take good account of the views of a wide range of stakeholders and adjust plans and processes when necessary to ensure these meet needs more effectively. This is enabling leaders to secure increasingly accurate self-evaluation arrangements and improvements to the current business planning processes.

Leaders and managers use a wide range of first-hand information well to inform the self-evaluation process. This includes the careful analysis of data from consortium to individual pupil level. As a result, the consortium has agreed a set of appropriate key performance indicators against which it will measure progress over a three-year cycle.

The current self-evaluation report provides a fair and balanced view of the consortium's overall performance. A wide range of stakeholders contribute to the self-evaluation process and their views help to inform the final report. At the end of each key question, the report provides a useful evaluative summary of the areas the consortium identifies as in need of improvement.

Operational action plans for 2015-2016 reflect work streams required by the Welsh Government and contain a brief outline of key milestones over the next three years. The overarching business plan also includes annexes that set out how the consortium tailors its work to support each local authority's additional priorities. These plans focus on important areas for improvement and include time scales and costings but do not always identify clearly a lead individual to be held to account for progress. Overall, the actions in the plans lack clarity and specific success criteria. This makes it difficult for senior leaders to measure progress accurately. Senior leaders monitor progress regularly against the actions and key priorities in the operational plans through a colour-coded system, but this tends to focus on process

rather than outcomes. Other arrangements to monitor the progress of the 2015-2016 operational plans are often too complicated and are unclear about what is being measured.

For the 2016-2017 business planning process, leaders have taken good account of the recommendations in the Estyn report of June 2015 'Improving Schools through Regional Consortia'. The overarching business plan sets out clear performance targets for schools for the next three years at each key stage. In addition, there are precise targets to narrow the gap between the attainment of pupils eligible for free school meals and other pupils and for raising attendance in primary and secondary schools. These targets underpin effectively the three main improvement priorities in the overarching business plan. The targets focus well on raising standards in literacy and numeracy, supporting schools to become self-improving and ensuring that the consortium is a high performing organisation. These improvement priorities form a sound basis for the 2016-2017 operational action plans.

The operational plans link well to the consortium's agreed key priorities and the self-evaluation report. They contain explicit performance targets for a three-year period. Each strategic activity details clear actions with specific success criteria and timescales and a named responsible leader. There are appropriate costings to support the implementation of actions but because budget level planning is built on a single-year model dependent upon Welsh Government funding, these costings are appropriate for a one-year period only. Good quality assurance procedures ensure that all the plans contain the required information in a consistent format and meet quality standards. These plans provide a sound foundation to move work forward across the consortium.

There are appropriate procedures and processes to ensure that the consortium identifies and deals with risks at different levels.

The consortium is strengthening its performance management arrangements for individual members of staff. However, agreed objectives and identified success criteria are not always precise enough to enable senior leaders to judge accurately the quality of the work of their teams. There are appropriate arrangements in place across the consortium to deal with underperformance through agreed informal and formal processes.

Partnerships: Good

The consortium has successfully developed strong relationships with a range of partners. This has led to a shared understanding of strategic priorities and a clear commitment to working together to improve standards for all pupils.

The consortium has developed an effective partnership with its schools. This is enabling it to move purposefully towards delivering its vision for a self-improving school system.

There is a positive working relationship between consortium and local authority senior managers. Directors, chief executives, senior officers and elected members realise the benefits that can be gained from working within a wider region, and

demonstrate a clear willingness to explore other opportunities for greater collaboration both with the consortium and with each other.

The consortium is developing its partnership with governors through the development of a governor steering group, governor briefings and mandatory data training. This is helping governors to gain a better understanding of their role. The consortium has started to involve experienced governors in school-to-school support through the appointment of consultant governors.

The consortium is developing its partnership appropriately with a range of local authority services. Close working with human resource (HR) departments and trade unions across the five authorities has resulted in the development of shared capability and performance management arrangements and this is improving the support that schools receive.

The appointment of regional co-ordinators for HR, governance, attendance and looked-after children is facilitating increased collaboration and sharing of good practice between the five authorities. However, overall, this development is at an early stage.

The consortium has appropriately recognised the need to develop closer working between challenge advisers and inclusion staff to share information about vulnerable groups of pupils. Across the region there are examples of useful collaboration between these services in terms of joint meetings and visits to schools. A recently formed inclusion strategy group is providing valuable opportunities for managers in the five authorities to develop collaborative working and greater consistency across the region. However, the collation and analysis of data about vulnerable pupils are at an early stage of development.

Partnership with the diocesan authorities has improved, with regular meetings between the diocesan education directors and consortium managers. This has led to improved dialogue with senior officers about issues relating to faith schools.

There has been an improvement in the communication and working relationships between consortium challenge advisers and Schools Challenge Cymru advisers. This includes more effective sharing of data and reports as well as regular attendance at meetings.

The consortium has developed a few useful links with external partners. For example, links with higher education institutions have enabled the consortium to develop a range of professional development opportunities for new and experienced headteachers.

Collaboration with the other consortia has provided useful opportunities for sharing good practice. Examples of these include the developments relating to Welsh medium secondary education and the ‘Valleys Project’. However, it is too early to evaluate the impact of this work.

Resource management: Adequate

The consortium has sound financial management processes in place, which allow for budgets for core funding and grant expenditure to be set robustly and monitored

carefully. Costs are kept under regular and tight review by consortium staff, education directors and the joint committee. The consortium is managing the challenges of grant allocation well. This is helped by solid relationships between finance officers in the consortium and local authorities.

The link between the business planning process and spending decisions is developing well. The consortium is making good use of data to allocate resources against key priorities. As part of its priority of school-led support, the consortium increased the proportion of grant funding delegated to schools from 2015-2016 compared with previous years. This proportion is higher than Welsh Government requirements.

The local authority core funding to the consortium is lower than set out in the Welsh Government's National Model for Regional Working, although this is partly because local authorities continue to provide certain services such as HR support. The consortium has been proactive in identifying efficiencies by reducing both administration costs and duplication of work and increasing external income from the use of its office space. This has enabled the consortium to reduce the local authority core funding by 5% for 2016-2017 and a further 5% for 2017-2018 without impacting on core services. Plans are in place to review other areas for collaboration across the region, such as governor support, further to reduce costs and improve the effectiveness of the services.

The consortium has started to assess its value for money, although it recognises that there is still further work to do to develop this process and demonstrate that the use of resources is having the best possible impact on outcomes. The consortium has used the results of its value for money reviews to reconfigure particular services such as Foundation Phase support. This has led to a reduction in costs in this area. However, it is too early to assess the impact of these changes to determine if they have delivered better value for money.

Appendix 1

The inspection team

Iwan Roberts	Reporting Inspector
Sarah Lewis	Team Inspector
Caroline Rees	Team Inspector
Rhona Edwards	Team Inspector
Mark Campion	Team Inspector
Gerard Kerslake	Team Inspector
Jassa Scott	Team Inspector
Margaret Elisabeth Davies	Team Inspector
Sophie Knott	WAO
Sue Walker	Nominee

Copies of the report

Copies of this report are available on the Estyn website (www.estyn.gov.wales)

Glossary of terms

National Curriculum

Expected National Curriculum levels

- By the end of the Foundation Phase, at the age of seven, pupils are expected to reach Foundation Phase outcome 5 and the more able outcome 6.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.
- By the end of the key stage 3, at the age of fourteen, learners are expected to reach level 5 and the more able to reach level 6 or level 7.

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6). The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase: literacy, language and communication in English or Welsh first language; mathematical development; personal and social development, wellbeing and cultural diversity Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

Core subject indicator in key stages 2, 3 and 4

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

External examinations at key stage 4 or post-16

Core subject indicator – as above.

Level 1 qualification – the equivalent of a GCSE at grade D to G.

The Level 1 threshold – learners must have gained a volume of qualifications equivalent to five GCSEs at grades D to G.

Level 2 qualification – the equivalent of a GCSE at grade A* to C.

The Level 2 threshold – learners must have gained a volume of qualifications equivalent to five GCSEs at grade A* to C.

The Level 2 threshold including English or Welsh first language and mathematics – learners must have gained level 2 qualifications in English or Welsh first language and in mathematics as part of their threshold.

Level 3 qualification – the equivalent of an A level at A* to C.

The Level 3 threshold – learners must have gained a volume of qualifications equivalent to two A levels at grade A* to E.

The **average wider points score** includes all external qualifications approved for use in Wales at the relevant age – for example at age 16 or 18. To calculate this, the total points gained by all learners in the cohort is divided by the number of learners.

The **capped average points score** only includes the best eight results for each pupil from all qualifications approved for use in Wales at age 16.

All-Wales Core Data sets

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.

Date: 20th September June 2016

Issue: Update against recommendations by Estyn for Central South Consortium

Summary

1. Estyn and the Welsh Audit Office (WAO) undertook joint fieldwork into the progress and effectiveness of consortia working from October 2014 – January 2015, and both published reports in the summer of 2015.

2. Following the fieldwork, Estyn inspected all four consortia during the 2015/16 academic year. The Central South Consortium was inspected in March 2016 and was the first to be inspected under a new Consortia inspection framework.

3. Since then, the remaining three consortia have been inspected. Annex B provides a summary of all recommendations across the four consortia.

4. In October, the WAO will publish in October, a progress report against their initial recommendations from the June 2015 report.

5. The Central South report was mostly positive recognising the scale of improvement across schools within the Central South region since the Consortium working began in Wales in 2012. It gave 'good' judgements for leadership, self evaluation and improvement planning and partnerships.

6. Judgements for support for school improvement and resource management remained 'adequate' which in Estyn terms means 'strengths outweigh areas for improvement'. There were four recommendations for the Consortium to take on board ahead of a likely revisit by Estyn in the autumn of 2017.

7. The Joint Committee asked for an update against the recommendations each time they meet. This report provides this update on progress since the report was published for discussion.

Recommendation

8. Members of the Joint Committee should:

    a. Note the attached report setting out progress against the inspection report and recommendations (Annex A);
    b. Note the recommendations for all consortia (Annex B);
    c. Note that the WAO will publish a follow up report to their intial thematic review in October, for the Public Accounts Committee which reflects progress of all four consortia.

Background

9. Estyn inspected the Consortium in February/March 2016 under their new framework for Consortia published the previous autumn. It was the first of the four consortia to be inspected. All four consortia have since been inspected and had a published reports (outcomes set out in Annex B).

10. The Welsh Audit Office have been conducting further fieldwork to follow their report published in May 2015. The Auditor General will publish a follow up report in October for the Public Accounts Committee.

11. The other three consortia have since also been subject to inspection. An analysis of all four reports plus recommendations and judgements can be found at Annex B.

12. Since the Central South report was published, school results in the central south region reported in August indicated a fourth successive year of improvement across the region, indicating that the region sits for the first time above the national average at all five key stages with another year or rapid improvement at GCSE and in mathematics in particular.

Progress against recommendations

13. There were also a number of areas for improvement in the four recommendations within the report. These were to:

    1. Ensure that school improvement services address the variability of performance across schools and local authorities, particularly at key stage 4;

    2. Improve the accuracy of the evaluations of schools by challenge advisers in order to ensure a greater focus on improving teaching and leadership;

    3. Strengthen the procedures for monitoring and evaluating the impact of school improvement work; and

    4. Evaluate progress against the regional consortium's operational plans more effectively.

14. In June, the Joint Committee received a report on actions planned against each recommendation with expected impact.

15. Attached at Annex B is a progress report against these planned actions indicating areas of progress and areas which are priorities for this term. These sit within the business plan and are monitored monthly as part of our self evaluation processes. The December report will include impact against actions drawing from self evaluation processes based on validated data.

Attachments:

Annex A: Progress report against recommendations.

Annex B: Analysis of all four consortia inspections.

Hannah Woodhouse

20th September 2016

This page intentionally blank

Annex A: Progress against recommendations (lifted from CSC business plan monitoring).

Recommendation	What are we planning?	Key actions/ progress to September 2016: Note: evidence/ data concerning impact to date will be presented in the December meeting
R1 Ensure that school improvement services address the variability of performance across schools and local authorities, particularly at key stage 4	✓ Improving provision of pupil level data through the establishment of a pupil level database. ✓ Collecting schools' self-evaluation reports, improvement plans and targets much earlier in the academic year so that we are able to identify at an early stage whether the targets set will reduce variability of performance between schools and authorities. ✓ Enabling challenge advisers to challenge expectations and the targets set where they are not high enough to ensure that: • the variations against key indicators reduce; • we see continuing improvement across the region in all schools. ✓ Collecting information about pupils' progress towards targets in secondary and primary schools more readily through the year to help monitor progress. ✓ Developing and coordinating a strategy to improve performance in secondary schools across the region both pre- and post sixteen. ✓ Establishing an intervention strategy to achieve a consistent approach across the region that will secure improvement at pace in schools causing the greatest concern, including use of the local authority's statutory powers. ✓ Strengthening the coordination of joint working with local authorities' inclusion services when supporting schools requiring red or amber support. ✓ Continuing work to monitor and improve the	➢ Procurement process for development of pupil level database agreed but timescale lengthened to spring term 2016 to reflect scale of task. ➢ Inclusion data pack now established to provide improved data for the analysis of performance by specific groups. ➢ Submission of schools' self-evaluation reports, improvement plans and targets is more prompt than in previous years but still a need to reinforce expectations to ensure full compliance. ➢ Full, experienced challenge adviser team in place including SCC advisers working as part of team; ➢ Arrangements being made for collection of in-year data about pupils' progress. ➢ Draft secondary strategy being developed further in response to feedback with emphasis given to capacity building in partnership with schools with focuses on improving leadership, teaching, management of curricular change, improving pupils' performance and intervention in inverse proportion to success. ➢ Secondary performance board established; arrangements being made to discuss strategy and agree with headteachers ➢ Intervention strategy agreed and in place to provide framework for schools causing concern, process in place to identify schools which require formal and informal intervention. ➢ Inclusion working group now established. Have provided input into development of inclusion data pack. Scope for collaboration in areas of service provision discussed in response to directors' remit. Collaboration also in

	consistency of teacher assessment. ✓ Taking action to raise standards further and improve the quality of teaching and leadership in literacy and English/ Welsh and mathematics. ✓ Increasing the supply of secondary mathematics teachers. ✓ Working with schools to improve the outcomes achieved by eFSM pupils, looked after children, more able pupils, pupils with SEN or EAL and in so doing narrowing the gaps overall on the basis of improvement by all pupils.	responding to allocation of innovation grant by Welsh Government in context of ALN Bill nationally. ➢ Development of national recruitment branding and marketing campaign for core subjects in partnership with other consortia for roll out in early 2017. ➢ Forward planning by assessment lead to provide further professional development for assessment leaders in schools, building on practice and recommendations from 2015-2016. **Priorities for this term:** • Complete procurement of provider for development of pupil level database and begin development. • Clarify with Welsh Government requirements concerning future secondary performance measures so that challenge advisers can scrutinise and challenge schools' targets effectively. • Ensure secondary strategy reflects emphasis in the region on building capacity to be self-improving. • Ensure consistency and impact in intervention across secondary schools, particularly where vulnerable groups not making sufficient progress. • Agree key work streams for inclusion working group during 2016-2017.
R2 Improve the accuracy of the evaluations of schools by challenge advisers in order to ensure a greater focus on improving teaching and leadership	✓ Reviewing and developing further the service's protocol, assessment criteria for writing reports and exemplar materials to ensure consistency. ✓ Making the evaluation of teaching and leadership more explicit. ✓ Ensuring this is a focus in the professional development of senior challenge advisers, challenge advisers and the strategic teams. ✓ Linking this with the performance management objectives of staff. ✓ Intensifying action to quality assure written reports.	➢ Guidance concerning categorisation reports, pre-inspection briefings and inspection follow up progress reports revised and strengthened. ➢ Service's writing protocol revised to provide more specific guidance ➢ Written examples of all types of report provided to promote consistency. ➢ Expectations concerning evaluation of teaching and leadership made explicit and included in examples. ➢ Support and professional development for senior challenge advisers provided through workshop in July

	✓ Continuing the practice where senior challenge advisers accompany challenge advisers when undertaking work in schools to assure quality and promote consistency.	with former HMI to support quality assurance role. ➢ Focus on expectations about writing, including evaluation of teaching and leadership, in programme at start of term for new and existing challenge advisers. ➢ Arrangements put in place to quality assure categorisation reports and consistency of outcomes across the region. ➢ Arrangements also made to continue practice where line manager accompanies each challenge adviser at one review, challenge and support meeting. ➢ Initial planning to link with performance management objectives. **Priorities for this term:** • Ensure that guidance, quality assurance and support achieve consistency across the categorisation process, which is earlier than in previous years.
R3 Strengthen the procedures for monitoring and evaluating the impact of school improvement work	✓ Review and revise the Framework for Challenge and Support to strengthen the impact of the monitoring, evaluation and brokerage activity of challenge advisers in order to meet the expectations inherent in recommendation 1 above, namely: • reducing the variations in performance between schools and authorities; • improving the performance of secondary schools; • improving the outcomes of specific groups vulnerable to underachievement. ✓ Using the regional analysis of needs that has been completed to guide the work of the hubs, SIGs and the intervention in red and amber support schools. ✓ Establishing baseline measures and success criteria at the outset to support evaluation of the impact of the support provided by: • professional learning and curriculum hubs in the	➢ The challenge framework has been updated to reflect the further changes to national categorisation ➢ Challenge advisers will now have access to improved information about the achievement of specific groups to inform their support and challenge. ➢ The guidelines for the action to be taken by schools and challenge advisers when there is an unexpected drop in outcomes have been issued and are being used to determine next steps in response to the analysis of outcomes. ➢ All programmes offered by hub schools are aligned to the analysis of regional needs and follow an enquiry- led approach. ➢ Establishment of research and development board in partnership with Cardiff University and work to develop evidence of the impact of school-based improvement work under way. Long table exercise conducted with leads in five areas. Learning points for the organisation

	English and Welsh-medium sectors, including the Foundation Phase Alliance; • lead practitioners; • SIGs; • pathfinder partnerships; • the leadership development programmes; • peer enquiry; • programmes to improve the quality of learning and teaching • consultant leaders and consultant governors. ✓ Continuing work to assess the progress of red and amber support schools against clear targets and success criteria. ✓ Implementing the research and evaluation strategy, supported by researchers from Cardiff University, integrating this with an annual plan for assessing value for money against our key strategies.	being collated in a report. Aspects of the five identified areas to be selected, a baseline established and impact measured. ➢ Recruitment of a number of teacher researchers completed as part of the planned capacity with appointment of a project officer planned for the current half term. ➢ As part of this work, a survey and sampling techniques being established. A 20% survey of schools has been commissioned to baseline proxy indicators of capacity building in the system. ➢ Evaluation of peer enquiry by HMI Ofsted completed. Guidance and expectations for 2016-2017 strengthened. Implementation of phase 3 following training later this month. ➢ A provisional view of schools likely to require amber or red support in 2016-2017 has been established and this will be confirmed through the categorisation process. There is likely to be a further reduction of around 25%. Arrangements are being made to broker support and begin the process of monitoring and reporting progress as soon as possible in the term. ➢ Service's self-evaluation report and associated process being develop to ensure ownership and the creation of a live document. **Priorities for this term** • Carry out a more substantial review of the challenge framework from the spring term 2017. • Deliver baseline indicators and confidence about research and evaluation capacity to capture impact in the system against each school to school strategy.
R4 Evaluate progress against the	✓ Providing internal challenge by continuing to monitor progress against operational action plans	➢ Monthly monitoring of progress against key actions and expectations for position in each term established.

regional consortium's operational plans more effectively.	monthly. ✓ Refining the service's performance dashboard to evaluate noteworthy progress, barriers and risk and action in response. ✓ Ensuring that monitoring assesses progress against termly milestones as well as key actions and evaluates the extent to which improvement is occurring as intended. ✓ Providing external challenge through the meetings of the advisory board and joint committee. ✓ Implementing the service's new system – CRONFA- to improve information management.	➢ Performance dashboard reconfigured as intended. Now provides better focus on barriers to progress and action to be taken in response. ➢ Advisory board provided with information and data to support challenge role. ➢ The new information management system has now gone live. Training has been provided both for schools and staff within the consortium **Priorities for this term:** • Ensure that monitoring of progress draws not just on evidence about completed actions but also emerging evidence about impact and improvement as set out in termly milestones as part of embedded SER.

This page intentionally blank

Annex B: Estyn Consortia reports. Sept 16

NB: This is analysis carried out by ERW Directors and does not repeat every aspect of all reports.
Strengths – Black
Areas for Improvement / Issues - Red

KQ	CSC	GwE	EAS	ERW
2.1: Support for School Improvement	Adequate • The consortium has a clear vision and strategy to improve schools that is understood by most stakeholders. • Almost all schools across the region are engaging purposefully with **school-to-school** working. • The consortium has recently reviewed the framework to emphasise schools' self-evaluation and improvement planning • In the last two years there has been a reduction in the proportion of schools requiring a higher degree of support. However, in a minority of schools, there are still significant concerns. • The Challenge and support framework provides useful guidance for challenge advisers nad has been reviewed to focus sharply on improvement priorities • Activities have improved the consistency and clarity of the reports provided to schools and arrangements for collecting data. • However, in a few cases, challenge adviser notes of visits to schools do not focus on the most important aspects requiring improvement, such as the quality and consistency of teaching. • Meetings to review the progress of schools in the highest categories of support are regular	Adequate • Inspection outcomes also show that schools are, in the main, categorised appropriately. • a high proportion of resource and focus in the consortium was given to improving schools categorised as red and amber. This activity resulted in improvements in many of these schools. However, the rate of improvement in other schools slowed and the consortium did not identify shortcomings that resulted in unexpectedly weak outcomes at key stage 4 in 2015. Inconsistencies in target-setting and tracking projected outcomes across the region's secondary schools meant the consortium did not challenge under-performance robustly enough. Although the consortium has since provided further guidance to schools on how targets should be set, the resulting targets agreed by schools, local authorities and the consortium result in regional targets that are much higher than the targets the consortium had previously agreed in its business plan, particularly in relation to the performance of pupils eligible for free school meals. • However, data is not always used effectively or appropriately	Good • The EAS has a three-year strategy in place for implementing its school-to-school support programme. • (EIBs)Through these boards, the EAS holds school leaders to account for the progress being made more robustly. • local authorities are provided with sufficient information to support their use of statutory powers to intervene in these schools. • The EAS monitors many headline performance indicators across the region carefully and uses this information well to inform priorities in the business plan. As a result, where there has been a specific focus on improving outcomes such as in English and mathematics at GCSE, standards have improved. • Challenge advisers and senior leaders do not focus enough on the full range of performance data to ensure that all learners across the region are challenged to make good progress across a range of learning areas. • However, in a few schools, teacher assessment remains unreliable. • The EAS provides a coherent range of training and support materials to raise standards in	Good • In most cases, advisers challenge school leaders robustly about the school's performance, provision and leadership and agree appropriate priorities for support for the year ahead. As a result, ERW categorises schools appropriately. In a few cases, challenge advisers are too generous in their judgements about schools and miss important areas for improvement in the school. • In most cases, ERW provides local authorities with enough information to support their use of statutory powers of intervention in schools that are causing concern. Schools causing concern often make good progress in the region. Although a few secondary schools do not make good progress, the reasons for this are, in part, a matter for the relevant local authorities to address rather than the regional school improvement service. • ERW supports local authorities to agree suitable statutory targets for performance at the end of key stages in every school. ERW does not set other targets with all schools. However, other specific targets are often used effectively with schools identified for

	and place an appropriate emphasis on the role of the headteachers and governors to provide evidence of progress. • Where there are concerns about a school's progress, the consortium acts swiftly to alert the local authority and provides timely advice to support the local authority's use of statutory powers to intervene in the school. • The strategy has four main activities; School Improvement Groups (SIGs), 'Pathfinders', 'Hubs' and 'Peer enquiry • However procedures for evaluating its impact are underdeveloped. • Overall, schools rely too heavily on interventions in literacy and numeracy to improve outcomes rather than on the development of teaching and leadership in these areas. • The consortium is developing a comprehensive suite of programmes to improve leadership across the region.	enough in evaluating programmes and projects to support school improvement. • However, challenge advisers' evaluations in a few schools are too generous or too vague and do not evaluate leadership well enough. • self-improving system' where leaders of education provide 'mutual support and challenge to raise standards in all schools'. Headteachers are very positive about this cultural change and exemplify early benefits anecdotally. There are examples of robust, helpful challenge between headteachers engaged in the first year of this programme. However, evaluations in peer review reports tend to rely too heavily on data without checking this against first-hand evidence such as lesson observations or scrutiny of learners' work. Challenge advisers join discussions between headteachers but do not always carry out their quality assurance role rigorously enough. • The consortium has been slow to provide clear and consistent challenge and support for schools on reducing the impact of deprivation on outcomes. • The consortium has developed a comprehensive and coherent range of programmes to develop leadership in the region • local authorities have sufficient intelligence to support the use of their statutory powers of intervention in schools causing concern.	English and literacy. Schools receive details of the support available through the professional learning offer. In addition, the EAS has supported local authorities to address particular priorities, for example in working to improve pupils' standards in writing in Blaenau Gwent, or pupils' reading in Torfaen. • However, success criteria for aspects of the service offer are not always clear or measurable enough to enable the EAS to evaluate the impact of actions. • However, although the performance of pupils eligible for free school meals has improved slowly across the region at key stage 4, it varies notably across the five local authorities. • This enables headteachers from successful, often high achieving, schools to work together as a small group and visit each other's schools. • The EAS provides strong support for school governors.	intensive support. • most reports that ERW provides to Estyn prior to school inspections or monitoring visits show a sound understanding of a school's strengths and areas for improvement. • The consortium now has strong quality assurance processes in place for the work of its challenge advisers and other school improvement staff. • In most schools, ERW successfully provides or brokers suitable support to address areas for improvement. • ERW uses its knowledge of good practice well to broker a significant amount of school-to-school support, which usually works successfully. • use of the Pupil Deprivation Grant. However, ERW's evaluation of the impact of funding on learners' standards is limited. • ERW has good systems for recording information about their work with, and evaluations of, schools. •
3.1 Leadership	Good • Senior leader in authorities and in	Adequate • underpinned by a vision of a	Good • The membership of the board has	• established a strong identity for ERW.

	the senior management team have a clear shared strategic vision of the service and there is appropriate governance in place. • The consortium has a clear and well-articulated vision for their self-improving schools model. • However, not all school governors and elected members understand well enough the role of the consortium in raising pupils' standards and the outcomes it has achieved so far. • The joint committee and advisory board provide clear direction to the consortium's managing director and senior management team. • The five local authority chief executives have also recently commissioned a useful scoping exercise to identify other education services where joint working may bring added value. • The consortium has worked effectively with each scrutiny committee to provide data, training in order to help the committee hold schools and officers to account for performance. • However, scrutiny chairs remain unclear about which aspects of the consortium's work they can and cannot scrutinise more directly.	self-improving system that is generally well understood by the majority of stakeholders. • However, the strategic overview and accountability of joint working within a range of partnerships is not fully developed. • The management board provides appropriate challenge to the consortium's officers in most areas, although they do not sufficiently challenge the quality of the consortium's self-evaluation processes and reports. • There is a better balance between challenge and support to schools and there are indications that the approach is having a positive impact on improving outcomes in schools categorised as red and amber. • However, the arrangements between the scrutiny committees and GwE officers are not always planned sufficiently in advance and this brings unnecessary pressure on officers to respond at short notice.	stabilised, and the board is now realising the benefits of operating as a company. In particular, this approach to providing a regional service is enabling the board to make decisions quickly and take swift action to address issues. • The board holds the interim managing director to account increasingly effectively, although formal performance management arrangements for this role are not currently in place. • EAS has tailored its work well to support the context of each local authority. Targets for improvement in the plan do not take enough account of wide range of performance indicators in order to fully measure progress in areas for improvement, such as the performance of vulnerable learners and more able learners. • Leaders in the EAS and the local authorities have developed trusting relationships that allow for effective mutual challenge of each other's work. This means that barriers to the successful delivery of the business plan are addressed quickly. • she has streamlined communication with schools and brought additional clarity and rigour to several aspects of the daily work of staff.	• As a consequence of this joint working, there has been improved support and challenge to schools within the region, with more consistent collection and analysis of data and better evaluation of provision and leadership in schools. • However, the agendas, minutes and reports for many of these groups do not provide a clear enough record of what has been discussed, the actions agreed, progress made, or the implications of these to the work of ERW.This means that decisions taken, important changes, progress against expected milestones, and interim outcomes are not recorded well enough, which makes it difficult to monitor and audit what is going on effectively. Despite occasional lapses, communication between ERW's senior leaders and local authority senior leaders is usually good enough to sustain effective working relationships between all leaders. • Each local authority's education department has its own strategic planning documents .. and there are many links with ERW's Regional Strategy and Business Plan. In most local authority education improvement plans, the contribution of ERW is clearly laid out. However, in a few plans this is less clear, which makes it more difficult to track how the contribution of ERW will be targeted and to evaluate the potential impact of specific pieces of work in these local authorities. • ERW takes appropriate account of

				local and national priorities in its strategic planning and workstreams, such as improving literacy and numeracy, improving pupil attendance, closing the gender performance gap. However, the quality of individual strategy documents varies too widely. • ERW generally supports elected members well in carrying out their scrutiny functions. Local authority portfolio holders do not have a clear enough input to the management or oversight of the work of ERW despite their key responsibility in their local authority for the oversight of education services.
3.2: Improving Quality	Good • Over the last two years the consortium has developed into a reflective organisation that is committed to evaluating and improving its own practice and performance. • Senior leaders take good account of a wider range of stakeholders and adjust plans when necessary to meet needs. This is enabling leaders to secure increasingly accurate self evaluation arrangements and improvements to the business planning process. • These plans focus on important areas for improvement and include time scales and costings. • The consortium is strengthening its performance management arrangements for individual members of staff. However, in 2014/15 agreed objectives and identified success criteria were not always precise enough to enable senior leaders to judge	Adequate • They regularly consult with schools and other partners to gauge opinions, on the overall quality of the school improvement service. • However, senior leaders do not always use data at pupil level effectively enough to inform their judgements about strengths and areas for improvement in all performance outcomes, for example in analysing the outcomes of groups of pupils, including vulnerable pupils, at a regional level. • However, the few evaluations that have been conducted rely too heavily on a narrow breadth of evidence, tend to focus on process rather than outcomes and are generally too descriptive. This hinders senior leaders' abilities to reflect on the overall effectiveness of the initiatives. • However, the self-evaluation	• Service area leaders review progress half-yearly. The best examples of reviews are analytical and identify clearly the impact of actions in schools. A few evaluations are not sharp or specific enough. However, the senior management team offers appropriate challenge to team leaders and supports them well to improve their analyses. • To provide a more frequent check on progress, self-evaluation is enhanced by the use of the 'FADE' approach, in which the capital letters stand for focus, analyse, do, evaluate. • However, in a few areas, targets for improvement do not focus well enough on important areas for improvement, such as raising achievement in the capped points score. This means that it is difficult for leaders to monitor progress in these areas. • The Joint Executive Group (JEG)	Adequate • ERW has sound arrangements for evaluating the effectiveness of its school improvement services. • There are strong procedures for gathering evidence about the quality and impact of support that is provided to schools. • However, evaluations lack sufficient detail about the performance of groups of pupils, including vulnerable pupils, at a regional level. • The key regional priorities are grouped into three relevant strategic areas: leading learning; teaching and learning; and support for learning. • However, the business plan and related documentation do not set out clearly enough how the impact of ERW's work is to be evaluated and how progress against ERW's priorities will be tracked and measured. This limits ERW's capacity to capture,

	accurately the quality of the work of their teams, 2015/16 shows improvement.	report is generally too descriptive and lacks sufficiently robust evaluation of the effectiveness of the consortium's work. • the priorities focus well on supporting schools to become self-improving and on ensuring that the consortium is consistent in its support and challenge of schools in the region. However, many of the priorities, their associated milestones, and the delivery actions within the workstreams lack measurable targets or clear success criteria. This makes it difficult for senior leaders to measure progress within the region accurately enough. • However, these risks are not considered or evaluated systematically by the Joint Committee or other groups to which they are assigned. As a result, the consortium lacks appropriate ownership of the risks in order to work effectively to mitigate their possible effect.	and the company board scrutinise the delivery of the business plan with increasing effectiveness and an appropriate level of challenge. Reports to the JEG and the company board now identify risks and make suitable reference to the risk register. However, the formal identification and management of risk in the company are at an early stage of development. • The service has also used external surveys effectively to improve its quality improvement procedures.	process, analyse, and report on the information needed to review how effectively it is improving aspects of its service. • ERW has suitable performance management arrangements for its central team of staff. They all have relevant performance management objectives. However, in a few instances these objectives are not linked clearly enough to the ERW business plan. This makes it difficult for senior leaders to monitor individuals' contributions to the overarching goals.
3.3 Partnerships	Good • The consortium has successful developed strong relationships with a range of partners. • The consortium has started to involve experienced governors in school-to-school support through the appointment of consultant governors. • The consortium has appropriately recognised the need to develop closer working between challenge advisers and inclusion staff to share information about vulnerable groups of pupils.	Adequate • However, the strategic role of the regional networks and their accountability to the Joint Committee is not clear and the future direction of aspects of their work within the National Model has not been fully identified. • the work undertaken by the Special Educational Needs (SEN) and Inclusion Network, systems and processes are more consistent across the region. For example, there is a cohesive approach to co-ordinating services	Good • There are good arrangements for sharing information between the local authorities and the EAS. For example, the useful monthly meetings of local authority and the EAS officers to discuss and share information about specific issues in schools enable appropriate and timely support to be provided to schools. • The EAS works well with the local authorities to support pupils with additional learning needs (ALN) and to promote social inclusion and wellbeing. • The collaborative working and the	Good • Headteachers and local authority officers contribute well in influencing the strategic direction and priorities of ERW. • Governors generally have a good understanding of data at governor level due to the training provided by ERW. They are however less clear about the differences between the support provided by ERW and that provided by local authorities. • However, the role that the diocesan authorities have in shaping regional policy is less well developed.

			recent joint planning of the resource have led to economies of scale in the delivery of training across the region and the establishment of common policies and working practices. •	
3.4 Resource management	Adequate • The consortium has sound financial management processes in place which allow for budgets to be set robustly and monitored carefully. Costs are kept under regular and tight review. • The consortium is making good use of data to allocate resources against key priorities. • This has enabled the consortium to reduce the local authority core funding by 5% for 2016-2017 and a further 5% for 2017-2018 without impacting on core services. Plans are in place to review other areas for collaboration across the region, such as governor support, further to reduce costs and improve the effectiveness of the services.	Unsatisfactory • However, GwE has not fully developed its financial analysis to support the delivery of its three-year business plan. GwE has yet to develop a medium-term financial plan or workforce plan aligned to its business plan. • However around 11 per cent of GwE's core funding is retained by the local authorities to deliver governor advice and support, regional ICT, and specialist HR support through regional networks. The delivery of the Foundation Phase, 14-19 learning pathways and Welsh in Education strategic plans and Welsh in Education grant are still delivered by the local authorities and are funded by the non-delegated element of the Education Improvement Grant. • GwE recognises that there is further work required to align grant allocations with its priorities, although progress to date has been limited. • GwE does not currently systematically collate the information gathered on schools' use of grant funding and therefore opportunities to share effective practice and wider learning are not fully exploited. • There is not a consistent view across all stakeholders of how the value for money of GwE's	Good • There are recent, clear arrangements in place to demonstrate how resources are allocated to priorities and to identify the resources used for each element of the business plan and its detailed appendices. • the EAS and local authorities have agreed to a reduction of 3% in core funding for 2016-2017 alongside a reduction in grant income. • Whilst lacking a written workforce strategy, the EAS has a reasonable understanding of future workforce needs and this has informed the business plan and the draft medium-term financial plan. • A recent value for money report to the Joint Executive Group … considers appropriately the resources applied to the work of challenge advisers, school-to-school developments and training at local authority level, and notes the categorisation of each school at local authority level. This type of analysis enables the resources used and value for money to be considered in the light of future changes to categorisation of schools overall and for each local authority. •	Good • School improvement funding is largely retained within the six local authorities and resources are allocated within the region according to need, which is based primarily on the categorisation process. • As outlined in ERW's legal agreement, each of the six local authorities provides an in-kind shared service for the region, for example procurement or monitoring officer. However, as the cost of these services to each local authority varies, the burden is shared unequally across the six authorities. A further accepted part of the regional approach is that local authority officers contribute to regional working by providing a wide range of activities on an in-kind basis. However, the region does not seek to quantify the full financial value of this support. • The region's strong emphasis on working collaboratively has led to the effective provision of guidance documents, templates and policy support, which are reducing duplication and increasing consistency of approach across the authorities. • Within ERW's business plan there is limited information on the level of resources for the business plan areas relating to the central team,

		activities can be measured, with a considerable emphasis being placed on key stage 4 level 2+ results over other business plan objectives. • GwE's annual review for 2014-2015 did not clearly link the cost of services with the outcomes it achieved. For example the annual review identifies that effective use was made of its commissioning budget. However, the criteria by which that judgement was made are not clearly stated and no report was provided to the Joint Committee nor the Management Board on the use of this budget. • GwE and the consortium recognise the need to evolve an approach to measuring its value for money and to develop processes to demonstrate that its use of resources will have the maximum impact on pupil outcomes. The deficit in critically evaluating the outcomes achieved against the costs of delivery means that GwE is not currently well placed to assess how best to use its resources in order to achieve the aims and priorities in its business plan.		although the plan does identify whether core funding or grant funding is to be used. • There is a clear principle in place that funding is used to deliver school improvement and increase the capacity of schools whilst retaining a lean central team. • Whilst lacking a written workforce strategy, ERW has a good understanding of the future workforce needs across the region and this has informed the recent development of a number of partnerships to address these issues, although it is too soon to assess the impact. ERW uses secondments well to provide development opportunities for school leaders and build capacity for self-improvement • ERW has further developed its framework to consider value for money, which includes a series of seven principles that seek to inform an overall judgement. It considers the impact of its services on pupil outcomes, noting the overall performance of headline indicators at key stage 4, including the performance of pupils eligible for free school meals. However, this approach is not fully developed and it does not consider the totality of resources used to influence outcomes, including the in-kind contributions from each local authority. • ERW plans to conduct a formal value for money review later in 2016 for consideration by the Joint Committee
Recommendations	Recommendations	Recommendations	Recommendations	Recommendations

	R1 Ensure that school improvement services address the variability of performance across schools and local authorities, particularly at key stage 4 R2 Improve the accuracy of the evaluations of schools by challenge advisers in order to ensure a greater focus on improving teaching and leadership R3 Strengthen the procedures for monitoring and evaluating the impact of school improvement work R4 Evaluate progress against the regional consortium's operational plans more effectively	R1 Ensure that the school improvement service uses data, target setting and tracking procedures more effectively to challenge and support schools in order to improve performance of all learners across schools and local authorities, particularly at key stage 4. R2 Improve the quality of evaluation in the delivery of school improvement services. R3 Improve the rigour of the arrangements for identifying and managing risk. R4 Ensure that business and operational plans contain clear success criteria and that progress against these are monitored effectively. R5 Clarify the strategic role of the regional networks and their accountability to the Joint Committee. R6 Develop an appropriate framework to assess value for money; ensure that the business plan is accompanied by a medium-term financial plan and that work-streams are fully costed.	R1 Consider the use of a wider range of performance indicators at school and regional level to ensure that the progress of all groups of learners is challenged and supported R2 Improve consistency in the quality of evaluation of school improvement activities throughout the service R3 Identify and manage risks more effectively	R1 Ensure that school improvement services address the performance of schools causing concern, particularly in the secondary sector R2 Ensure that planning for education improvement clearly integrates local and regional priorities, so that ERW and local authority plans are complementary and contain actions that are specific and measurable, with appropriate milestones for delivery R3 Ensure that the work of the main boards and working groups is recorded carefully and consistently, so that concerns, decisions and actions are clear, auditable and fully costed, and that they enable leaders to monitor progress R4 Refine the framework for assessing value for money so that all relevant costs across the six authorities are taken into account fully when set against outcomes

CITY AND COUNTY OF CARDIFF
DINAS A SIR CAERDYDD

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

6 December 2016

QUARTER 2 CORPORATE PERFORMANCE REPORT AND CARDIFF 2020: A REVISED VISION FOR EDUCATION AND LEARNING IN CARDIFF – PERFORMANCE BASELINE SEPTEMBER 2016

Reasons for the Report

1. The first part of this report provides the Committee with the Education and Lifelong Directorate's Corporate Performance report for Quarter 2 2016/17, following its consideration by the Cabinet on 21 November 2016. The Performance Report Quarter 2 is attached at **Appendix A.**

2. This report provides the Children and Young People Scrutiny Committee with a baseline performance position against the desired outcomes and key goals of the recently published Cardiff 2020 strategy, as at the beginning of the academic year 2016/17 copy attached at **Appendix B & C**.

3. This baseline is provided to support Members in their role in scrutinising the performance of Education services and outcomes for children and young people.

4. The report also outlines how performance against the strategy will be governed and monitored.

Revised Corporate Performance Reports

5. The January 2016 '*Wales Audit Office (WAO) Corporate Assessment Follow On Report*' stressed the importance of the Council building on its capacity and mechanisms for internal challenge and self assessment.

6. In response to the '*WAO Corporate Assessment Follow On Report*' the Council acknowledged that there is a need for more consistency around performance management and benchmarking. The Council is of the view that the framework

and mechanisms for effective performance management and reporting have been in place for a while; however, there is scope for further improvement – particularly in terms of the scope for strengthening the relationship between the Council's Central Performance Team and Service Directorates.

7. In light of recommendations made in the WAO's latest report, the Framework element of the Performance Management Strategy has been updated to include guidance around timelines that support current processes. A significant aspect of this refresh will be embedding it into the organisation's culture. Ensuring that the Council's Performance Management Strategy is acknowledged, understood and used will require the Central Performance Team to engage and work proactively with service managers and performance leads.

8. The Council's Performance Management Framework includes the regular reporting of Quarterly Performance by Directorate. The Quarter 2 Education Performance report, attached at **Appendix A,** and covers:
    - Council Overview Score Card
    - Directorate Performance reports
        - Progress against performance indicators
        - Corporate Plan priorities
        - Directorate priorities
        - Key Challenges faced by Directorate
        - Key achievements.

9. The report provides the Committee with information on the Directorate commitments as set out in the Delivery Plan together with the progress, issues and mitigating actions that the Directorate has undertaken to ensure that the Quarter 2 commitments are achieved. Overall progress is highlighted through the use of the red/amber/green status format.

Cardiff 2020 – A renewed vision for education and learning in Cardiff: Performance Baseline September 2016

Background

10. On Tuesday 14 June 2016, the Children and Young People's Scrutiny Committee considered the draft Cardiff 2020 strategy, a long term strategy to improve education and learning in Cardiff. The strategy sets out a vision, desired outcomes and five key goals for the next four years.

11. Our vision is that all children and young people in Cardiff attend a great school and develop the knowledge, skills and characteristics that lead them to become personally successful, economically productive and actively engaged citizens.

12. Our desired outcomes for children and young people are that:
    - All children and young people will be able to access an appropriate, high quality education place that meets their individual needs.
    - Educational attainment at the end of each key stage will be the best in Wales and in line with top quartile performance in the core cities of the UK.
    - Every child will leave primary school literate and numerate in line with age related expectations.
    - Pupils from low-income families will achieve at the same level as their peers – we will close the attainment gap.
    - Children and young people with additional learning needs will be able to access an improved system designed to ensure that their needs are assessed, and the provision necessary to meet those needs is planned for in a more collaborative, consistent and equitable way.
    - All young people will have achieved a recognised qualification at the end of statutory schooling.
    - All young people will complete statutory schooling equipped with a menu of skills for life and make a successful transition to education, employment or training.
    - All young people are safe and their emotional well-being is high.

- Children and young people will be aware of their right to participate and for their opinion to be heard, and will be involved in decision-making about education policies and services which affect their lives.

14. To deliver these outcomes are key goals are:
    - Excellent outcomes for learners
    - A high quality workforce
    - 21st century learning environments
    - A self- improving school system
    - Schools and Cardiff in partnership.

13. The Cardiff 2020 strategy was launched with partners on 29th June 2016, including head teachers, school governors, young people, business leaders, representatives of creative, cultural and sporting organisations, community leaders, regulators and more. Cardiff 2020 is a partnership strategy and its success will be dependent upon a shared commitment to action.

Cardiff 2020 Strategy - Baseline position

14. **Appendix B** to this report provides a baseline position against the 'Desired Outcome' statements and the success measures stated against the five 'Key Goals' of the Cardiff 2020 Strategy, copy attached at **Appendix C**. The performance indicators selected aim to provide a measure of the Council's performance in each of these areas, using the most recent, available performance information.

15. It is recognised that in certain areas of the strategy that measuring performance, in terms of outcomes for children and young people, will be more challenging. For example:
    - The educational achievement and progression of children with additional learning needs cannot be effectively measured by standard national curriculum attainment levels in isolation. We will need to consider additional information with the support of expert practitioners in this area of work.

- We will need to consider how to measure progress in improving the emotional well-being of children and young people as a targeted desired outcome. This is not a quantitative measure and will need further consideration.

16. Where available, we have provided comparisons to the All Wales average performance levels. Whilst we aspire to compare to core cities in the UK, this information is not easily accessible or directly comparable and will require further investigation.

17. The baseline position does not include key performance indicator targets for future years at present. Targets will be developed as appropriate over the next 3 to 6 months, as educational attainment data for 2015/16 is finalised, targets from schools are collated and challenged for the next 3-year cycle, and as Welsh Government confirm changes to assessment criteria at the end of Key Stage 4.

18. The actions to deliver the ambitions of Cardiff 2020 will continue to be integral to the Education and Lifelong Learning Directorate Delivery Plan, the Consortium Business Plan, School Improvement Plans and partner agencies plans as appropriate.

19. The Education Development Board will maintain an overview of progress against the stated outcomes and goals of Cardiff 2020 and will receive regular updates on performance throughout each year. An important aspect of this will be the Director's Annual Performance of Schools report.

Previous Scrutiny

20. The Committee last reviewed a report Cardiff 2020 - Aiming for Excellence Strategy at its meeting on 14 June 2016. The Committee noted that the strategy is a very high level strategic document which focusses on the key aspirations for education over the next five years and that there will be operational plans to deliver the success measures along with actions, performance measures and milestones. The Members understood that at this stage these operational plans

are not fully drafted, and asked that the strategy with operational plans, be presented to the Committee at its December 2016 meeting.

21. Members expressed some concern around the governance arrangements for the implementation and assessment of the Cardiff 2020 – Aiming for Excellence Strategy, which will be undertaken by the Council's Education Development Board. The Committee recommended that this Scrutiny Committee is included in the governance arrangements and receives regular progress and monitoring reports.

22. Cabinet Member for Education Councillor Sarah Merry responded that operational plans would be presented to the December meeting of the Committee together with a performance framework which will be developed over the autumn term, which will cover:

    a. Illustrate how plans will align to deliver our ambitions, including the Education and Lifelong Learning Directorate and Consortium's business plans;
    b. Baseline current performance against all of the desired outcomes and measures stated in the Cardiff 2020;
    c. Set out how progress will be tracked and monitored as we move forward.

23. The response letter also stated that the performance framework will be reported to scrutiny in December 2016 and will be followed by regular performance updates throughout the year.

24. The Committee, at its meeting on 27 September 2016, watched a DVD of the launch of Cardiff 2020 – Aiming for Excellence, together with the slide show of the event and feedback. Members noted that the event had been accessed widely on the internet and were also pleased to hear that a large number of organisations had been involved in the launch.

Scope of Scrutiny

25. The scope of the scrutiny of this report is to enable Committee to review, assess and challenge the implementation of actions to improve education for Cardiff's pupils through the Quarter 2 Performance Report and provisional school results, and to provide any comments, concerns or recommendations to the Cabinet Member or the Director of Education and Lifelong Learning.

26. At this meeting Committee can review and question:
    (i) the progress being made in achieving the Performance Indicator targets for 2016/17;
    (ii) the resources available to deliver the Corporate Plan priorities and Directorate priorities;
    (iii) any identified project risks (red status) and the appropriateness of the proposed countermeasure;
    (iv) the quality and analysis of the performance framework in addressing the implementation and monitoring of the Cardiff 2020 strategy.

Way Forward

27. At the meeting Councillor Sarah Merry (Cabinet Member for Education), Nick Batchelar (Director of Education and Lifelong Learning) and Suzanne Scarlett, (Performance Manager), will be in attendance to present the information and answer any questions Members may wish to ask.

28. Members are invited to consider the information set out in the report and attached **Appendices A, B, and C** and identify any issues which require more detailed scrutiny.

Financial Implications

29. There are no direct financial implications arising from this report. 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.

Legal Implications

30. 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.

RECOMMENDATION

The Committee is recommended to:

- Review the information provided in the Education Quarter 2 Performance report, copy at **Appendix A** and provide any comments, concerns or recommendations to the Cabinet Member and Director of Education and Lifelong Learning.

- Review and assess the information provided in the Cardiff 2020 baseline, copy attached at **Appendix B & C** and provide any comments, concerns or recommendations to the Cabinet Member and Director of Education and Lifelong Learning.
- Identify any issues which require more detailed scrutiny.

DAVINA FIORE
Director Governance and Legal Services

NICK BATCHELAR
Director of Education and Lifelong Learning

30 November 2016

This page is intentionally left blank

Council Overview Scorecard Quarter 2 2016-17

Internal Processes - transforming the way that we do things

Enabling & Commissioning Services

This portfolio will establish Council-wide measures to support effective delivery and cost reduction across all directorates.

↑ 11 Green	↓ 5 Amber/Green	→ 9 Red/Amber	→ 0 Red

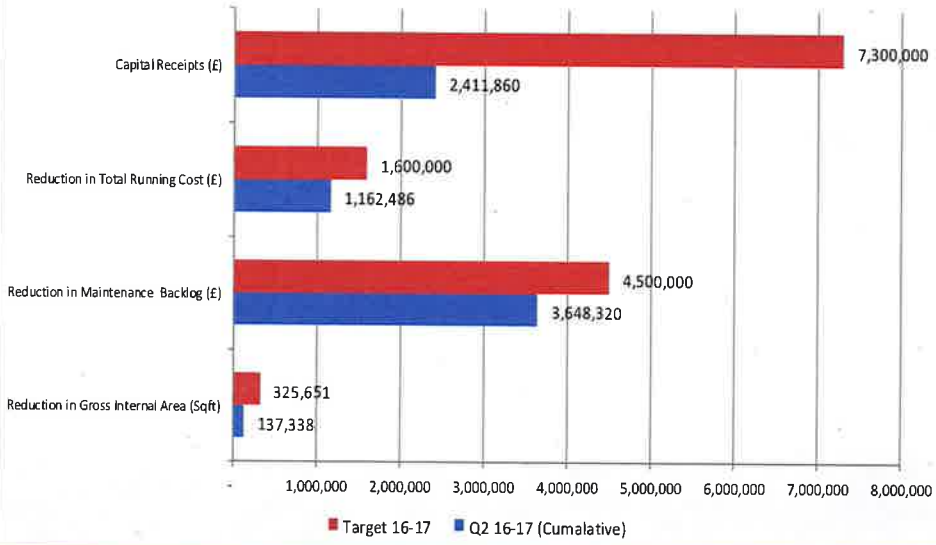
Reshaping Services

Reshaping Services will exploit enabling technologies and develop working practices to facilitate the reshaping of key services across the Council.

Its aim is to better understand and manage customer demand, re-align services and functions that are currently delivered across a number of service silos, and deliver services at a reduced cost in order that they are sustainable within the tough financial climate.

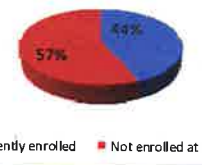
↑ 7 Green	↓ 9 Amber/Green	↑ 2 Red/Amber	→ 0 Red

Corporate Asset Management 2016-17

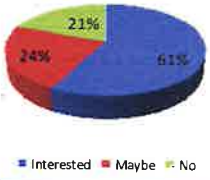


Learning & Growth - inspired, competent, engaged & aligned workforce

Enrolment on the Cardiff Manager Programme Phase 2 Grade 7 and below with line management responsibility



Completion of ILM qualification in phase 2 of Cardiff Manager Programme



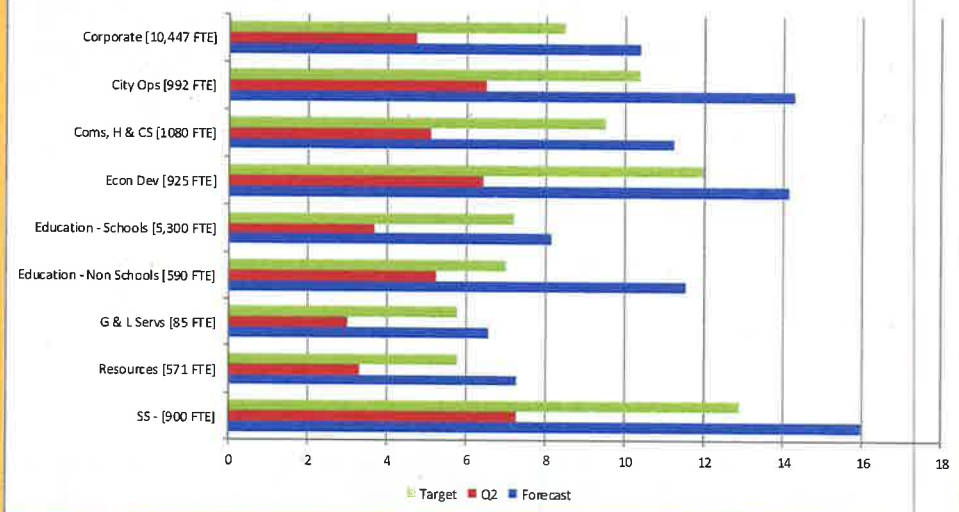
*Total cohort of 338

*Since the Corporate Apprenticeship scheme commenced in 2014-15, 4 apprentices have completed the scheme and another 12 are currently in place with more posts in development.

There are currently 15 trade apprentices on the establishment and we currently have 22 trainees which are directorate led and cover areas such as Benefits, Housing and Highways.

Employment opportunities for young people

Sickness Absence - FTE Days Lost Per Person

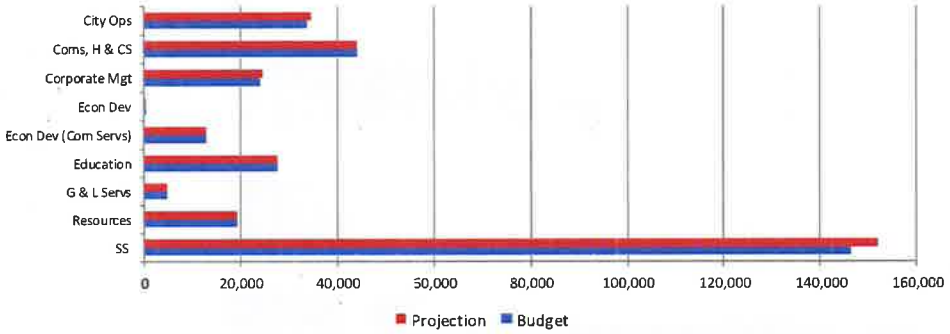


90% of Return to Work Interviews have been completed across the organisation

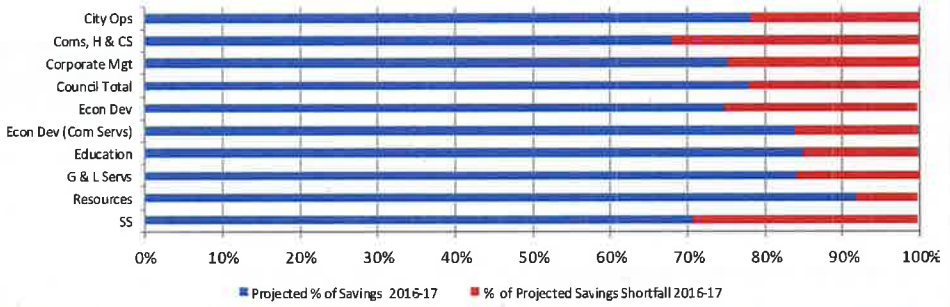
Council Overview Scorecard Quarter 2 2016-17

Financial - tracking financial success and value

Projected Budget Outturn 2016-17



Percentage of Projected Savings 2016-17



Staff Budgets, Overtime & Agency

The table above represents the percentage spend for Quarter 2

Customer - clarifying and adding value to the customer

Social Media

Twitter

63,731 followers @cardiffcouncil

2,123 followers @cyngorcaerdydd

7,487 Likes on Facebook

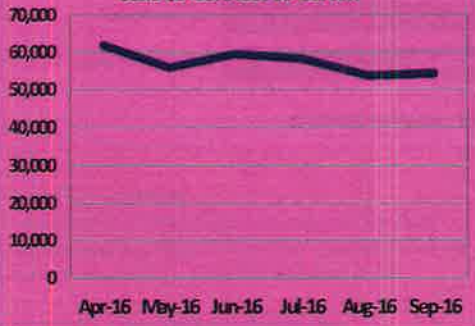
Customer Satisfaction Levels Q2

Visitors to Hubs : 99%

Callers to C2C : English - 96% Welsh - 100%

Repair Reporting Line : 86%

Calls to Connect to Cardiff



Customer Languages

Welsh calls to C2C account for **0.8%** of the total calls.

Chinese, Japanese, Polish and **Arabic** are the most popular languages in which to view the **Council's website**

Other than English, **Arabic** (5%) and then **Czech** (1.5%) are the most popular language requirements for clients to the **City Centre Advice Hub**.

Of the 46,338 accounts set up with **Rent Smart 1.9%** have been in **Welsh**

During the 1st half of the year there were **1,236,923** visits to Library & Hubs across the City, which is up from 1,016,096 for the same period the year before

61.1% of **Parking permit applications** now made online

75.9% of **requests for caddies / extra bags** made online

Mobile/Tablet Devices now account for over 55 % of the visits to the website

Complaints

Quarter 2 has seen a 12% decrease in complaints from 425 (Q1) to 374 with 94% being responded to within 20 days

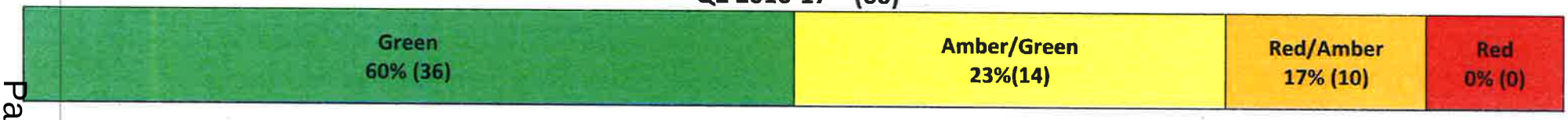
Information Requests

There has been an increase the compliance for both FOI and DPA requests with the overall Information Requests compliance improving from 88% to 92.32%

Q2 Delivery and Performance Report 2016-17

Performance against Commitments in the Corporate Plan 2016-17

Q2 2016-17 – (60)



Performance against Performance Indicators included in this report

Q2 2016-17 – (47)

Performance RAG Status Matrix for Corporate Commitments

LIKELIHOOD	CONSEQUENCES			
	A1	A2	A3	A4
	B1	B2	B3	B4
	C1	C2	C3	C4
	D1	D2	D3	D4

LIKELIHOOD	CONSEQUENCES
A = Very Likely	1 = Major
B = Likely	2 = Significant
C = Unlikely	3 = Moderate
D = Very Low	4 = Minor

RAG DEFINITION
Significant issues. Commitment will not be achieved, or requires immediate action required to address. Issue to be raised with the Performance Support Board/SMT and Emphasis should be given on including in Performance Reports.
Moderate issues. Management action required to bring matters back on track. Issue either requires a corporate response to address or can be managed within the Directorate but issues needs to be raised with the Performance Support Group/SMT. Emphasis should be given on including in Performance Reports.
Some Issues. Delivery of the commitment is either delayed, or will not achieve the all the desired outcomes. Issues can be managed with the Directorate and does not require escalation.
On target – Commitment is on course to be delivered on time, on budget and to achieve the desired outcome.

Performance RAG Status Matrix for Performance Indicators

The RAG definitions are based on an automated mathematical formula*:

RAG DEFINITION
Red - any indicator which is 10% or greater off target
Amber - any indicator 0.1% - 10% off target
Green - any indicator hitting target or above

NB. There are some exceptions to this where Welsh Government have mandated a threshold/RAG system and these would be exempt from the automated RAG process

Quarter 2 2016-17 Directorate Performance Report

Directorate: Education and Lifelong Learning	Director: Nick Batchelar	Number Employees (FTE): 586	Cabinet Members: Cllr Merry

Corporate Plan Priorities

Priority 1. Better Education and Skills for all / Improvement Objective: 1.1 Every Cardiff school is a good school

Performance Indicator CP = Corporate Plan Indicator 2020 = Cardiff 2020 Indicator CS = Currently secure school figures (in year) P = Provisional result for academic year F= Final Result for academic year R = Real time figures	Result 2015-16 Academic Year 2014-15	Target 2016-17 Academic Year 2015-16	Q1 Position Academic Year 2015-16 (June 2016)	Q2 Position Academic Year 2015-16 (Sept 2016)	Q3 Position Academic Year 2015-16 (Dec 2016)	Target 2017-18 Academic Year 2016-17	Q4 Position Academic Year 2016-17 (March 2017)	Source	RAG	Commentary
The % **of pupils** achieving **Level 2+ threshold** (5 GCSEs at A*- C, including a GCSE grade A*-C in English or Welsh first language and Mathematics) at **Key Stage 4** (CP & 2020)	59.30%	65.00%	61.40%CS	62%P	F	67.88%	CS		A	Although the target was not met, In the Level 2+ threshold Cardiff's performance rose by 3 ppt, making a 12 ppt improvement over the last three years.
The % of **FSM pupils** achieving the **Level 2+ threshold** at **Key Stage 4** (CP & 2020)	32.23%	45.45%	35.95%CS	35.4%P	F	50%	CS		R	Although the gap in attainment is reducing, there are still marked variations between the performance of eFSM pupils and their peers, particularly at KS4.
The % of pupils achieving **Level 2 threshold** (5 GCSEs at A*- C) at **Key Stage 4** (CP)	81.06%	87.08%	83.79%CS	84%P	F	*Subject to WG guidance on new quals framework*	CS		A	Improvement in attainment at Level 2 is still lower than target and will remain a priority area for the directorate.
The % of pupils achieving **Level 1 threshold** (5 GCSEs at Grade A- G) at **Key Stage 4** (CP)	92.15%	97.81%	95.10%CS	94%P	F		CS		A	Improvement in attainment at Level 1 is still lower than target and will remain a priority area for the directorate.
The % of pupils achieving the **Core Subject Indicator** at the end of **Key Stage 3** (CP)	83.40%	85.00%	86.60%P	86.6%F	F	88%	CS		G	At KS3 performance in the CSI is still improving and the rate of improvement has increased this year.
The % of pupils achieving outcome 5 in the **Foundation Phase Outcome Indicator** (2020)	86.73%	86.00%	88.58%P	88.9%F	F	88.63%	CS		G	In the Foundation Phase the rate of improvement over the last

										four years in Cardiff is greater than across Wales.
The **% of pupils** achieving the **Core Subject Indicator** at the end of **Key Stage 2** (CP & 2020)	87.76%	89.62%	89.53%P	89.5%F	F	93.09%	CS		A	In KS2 the rate of improvement over the last four years in Cardiff is greater than across Wales.
The **% of FSM pupils** achieving the **Core Subject Indicator** at the end of **Key Stage 2** (CP & 2020)	76.74%	81.14%	79.16%P	86.90%P	F	85%	CS		A	Although the gap in attainment is reducing, there are still marked variations between the performance of eFSM pupils and their peers.
% Attendance at primary school (CP & 2020)	95.1%	95.4%	95.08%P	95%P	R 2016/17	95.5%	R		A	Attendance in primary schools fell very slightly to 95%. Overall, 48.4% of primary schools achieved an attendance rate over 95% and 22.1% of schools achieved attendance of 96% or above. Welsh average figures are not yet available.
% Attendance at secondary school (CP &2020)	93.86%	95%	94.18%P	94.5%F	R 2016/17	95.5%	R		A	The 2015-16 attendance figure for secondary schools was 94.4%. This is above the Welsh average of 94.2% and places Cardiff 9th out of the 22 local authorities in Wales compared with 11th last year. Attendance improved in sixteen of nineteen schools on the previous year with nine schools achieving attendance above 95% compared to seven last year.

Improvement Objective summary of progress (encapsulating commitment outcomes)	Issues/Mitigating Actions/Next Steps
School Performance Results for the academic year 2015-16 indicate improvements at all levels: Foundation Phase, Key Stage 2, Key Stage 3 and Key Stage 4.	Outcomes at the end of Key Stage 4, particularly for eFSM pupils and EOTAS pupils, and in the level 1 and level 2 thresholds, need further improvement. An external EOTAS (Educated Other than at School) review was carried out in the

	summer term of 2016 and recommendations from that review are being discussed with Secondary Head Teachers and Education Management Team to agree next steps.
Regarding improving Mathematics, the percentage of pupils achieving the expected levels in Maths at Key Stage 2, increased to 91.4% this year from 89.9% last year. The most recent Key Stage 4 results in Maths also show an increase to 67.2% this year from 63.6% last year.	Outcomes in Maths accelerated in 2016 but this improvement needs to be built upon in future years. The consortium has implemented a regional Maths Improvement Plan and progress is being monitored.
The difference in performance of **eFSM** (Eligible for Free School Meals) pupils and **nFSM** (not eligible) pupils continues to reduce at each key stage. The difference is smallest in the Foundation Phase but widens at each successive key stage. In the primary phase, the number of schools in the lowest benchmarking quarter for at least one key stage has reduced from 23 schools in 2015 to 17 schools in 2016.	The Central South Consortium is implementing a 'Closing The Gap' strategy to support the improved attainment of vulnerable groups and progress is being monitored.
The six secondary schools involved in the Schools Challenge Cymru Programme all achieved improvements in the Level 2+ threshold at Key Stage 4 from between 1.8 ppt and 12.1 ppt.	Performance remains low in the three lowest attaining secondary schools - less than 30% of pupils achieved the Level 2+ threshcld (5 GCSEs A* - C, including English/Welsh and Mathematics). These schools are part of the Schools Challenge Cymru programme. Progress is evaluated through the monthly Accelerated Improvement Board meetings attended by the LA's Head of Achievement and Inclusion.
The latest school categorisation data from the Consortium (January 2016) indicates that there are currently 10 Red, including 2 special schools, and 23 Amber schools in Cardiff. This is an improvement on 2015 figures.	All schools in an Estyn monitoring category have a post-inspection action plan. Progress against the plan is monitored by the schools Challenge Adviser and evaluated through the joint LA and Consortium progress review meetings.
There are currently 11 schools in an Estyn monitoring category: 3 in Special Measures, 1 in Significant Improvement and 7 in Estyn Monitoring. This is an improvement on Quarter 1 where there were 10 Cardiff schools in Estyn Monitoring, 3 in Significant Improvement and 3 in Special Measures.	
<u>Other priorities</u> The Schools Organisation Programme (SOP) Capital Programme is progressing well. Construction of Eastern High has commenced and the design brief for the new High School in the West has been prepared for tender. The three new primary schemes have been	

completed. The inclusion service, in collaboration with the four other Local Authorities of the Central South Consortium, is planning a range of projects to prepare for ALN (Additional Learning Needs) reform (the bill will be introduced in December), making use of the ALN Reform Innovation Grant. Improvements to Special Educational Needs (SEN) provision will also be integral to the Band B submission of the Schools Organisation Programme.	An ALN-SEN Working Group has been established for officers, head teachers and other partners to develop the Cardiff strategy for ALN-SEN.
By the end of the summer term the Digital Pioneers had completed a draft of the Digital Competence Framework (DCF) and a range of engagement events took place across the four consortia. The information gathered during the engagement events was used to finalise the first version of the DCF which was released at the start of this term. The Digital Pioneers will now enter a new phase of development, working with other schools in the network to support the development of the DCF over the course of the coming year. The Pioneer Network will be tasked with developing a Professional Learning Offer for the DCF.	A challenge in implementing the DCF will be ensuring that all school-based staff (teaching and non-teaching) have the appropriate level of ICT skills to deliver the new curriculum. A range of skills audits are being undertaken to assess training requirements and scope appropriate training programmes. Primary school attendance in 2015-16 was on track to improve slightly on last year's position. However, in May, a High Court decision on authorisation of term time holidays (IOW vs Platt) triggered a significant increase in the number of families taking holidays in term time in the summer term and consequently caused a marked drop in overall attendance.

Commitments (Part 1 in Delivery Plans)	Q1	Q2	Q3	Q4
Deliver the Schools Organisation Programme including the completion of Band A investment projects by 31 March 2019	G	G		
Contribute to the development of a regional 'Central South Wales networked learning community', run by schools for September 2017, focused on improvements in the quality of leadership, teaching and learning	G	G		
Implement the requirements of the new curriculum for Wales- 'Successful Futures'- by September 2021, commencing with the introduction of the Digital Competence Framework in all Cardiff schools by September 2016	A/G	G		
Implement the new strategy framework for supporting children and young people with additional learning needs, in accordance with the legislative framework, by 2021	G	G		
Turn around the performance of the minority of Secondary Schools that are causing concern by July 2018	R/A	R/A		
Improve and sustain the expertise of Cardiff schools in mathematics and English, increasing capacity in teaching and learning at all levels	R/A	R/A		

Quarter 2 2016-17 Directorate Performance Report

Directorate: Education and Lifelong Learning	Director: Nick Batchelar	Number Employees (FTE): 586	Cabinet Members: Cllr Merry

Address the persistent impact of poverty on attainment and the marked variations between schools in the attainment of FSM pupils	A/G	R/A		

Corporate Plan Priorities

Priority 3. Creating more and better paid jobs / Improvement Objective: 3.3 All young people make a successful transition into employment, education or training

Performance Indicator CP = Corporate Plan Indicator 2020 = Cardiff 2020 Indicator CS = Currently secure school figures (in year) P = Provisional result for academic year F= Final Result for academic year R = Real time figures	Result 2015-16	Target 2016-17	Q1 Position	Q2 Position	Q3 Position	Target 2017-18	Q4 Position	Source	RAG	Commentary
	Academic year 2014-15 October 2015 count	Academic Year 2015-16	Academic Year 2015-16 (June 2016)	Academic Year 2015-16 (Sept 2016)	Academic Year 2015-16 October 2016 count	Academic Year 2016-17	Academic Year 2016-17 (March 2017)			
The **% of Year 11** leavers making a successful **transition** from compulsory schooling to **education, employment or training.** (CP & 2020)	95.5% (4.5% NEET)	96.5% (3.5% NEET)	/	/	P	97% (3% NEET)	P		A	Performance in this area will be counted in October and published in the new year.
The **% of Year 13** leavers making a successful **transition** from compulsory schooling to **education, employment or training.** (CP & 2020)	97.04% (2.96% NEET)	97% (3% NEET)	/	/	P	97% (3% NEET)	P		G	

Improvement Objective summary of progress (encapsulating commitment outcomes)	Issues/Mitigating Actions/Next Steps
There were 1348 young people on the Vulnerability Assessment Profile tool (VAP) which was run in April 2016. Of these, 455 Year 11 pupils were considered at risk of not making a successful transition post-16 (this equates to 13% of the total cohort). 72 of these young people are not yet in a destination. The Youth service and Careers Wales have been working together to provide transition support to this group. The European Social Fund (ESF) programme Inspire to Achieve has also commenced. 16 Youth Mentors have been recruited and allocated to all secondary schools together with five Families First-funded mentors. The WASPI Information Sharing Agreement has been completed and signed up to by all partners. Arrangements are in place to share information for the October 2016 Destinations survey. The local authority is working with Welsh Government and Careers Wales to look at the creation of regional data hubs in order to create bespoke posts to support with data management.	The ESF Inspire to Work has still not been approved by WEFO due to concerns regarding the possible duplication of beneficiaries with work already commissioned through Communities 4 Work. Issues are emerging regarding the availability of options for learners requiring Level 1 provision at 16, as funding previously available to the College (CAVC) for this purpose has ceased from September 2016. Challenges are apparent in identifying options for 191 young people (in tier 3) that have been seeking employment for more than 3 months. There are 185 young people in Tier 1 (who cannot enter employment) and 121 young people in Tier 2 (who are waiting for additional support before entering the labour market). Work is ongoing to deliver the objectives of the 'Cardiff Commitment'. In the short / medium term this will require the development of an improved Vulnerability Assessment Profile (VAP), consolidation of support networks for the identified

Quarter 2 2016-17 Directorate Performance Report			
Directorate: Education and Lifelong Learning	**Director: Nick Batchelar**	**Number Employees (FTE):** 586	**Cabinet Members: Cllr Merry**

59 young people from Cardiff schools have been offered a place on the Junior Apprenticeship programme with Cardiff and Vale College for the 2016-17 academic year. 20 pupils are in Year 11 and will follow a one-year programme. The remaining 39 pupils are in Year 10 and will follow the full two-year programme. They have been enrolled on one of six pathways: construction, hospitality and catering, automotive, hair and beauty, public services and digital media. The range of traineeships and apprenticeship opportunities available to young people both within the Council and in wider public and private sector organisations is being mapped out.	vulnerable young people, improved co-ordination of post-16 curriculum options, training and pathways to work, enhanced employer relationships to increase access to opportunities for young people and training for staff that may be able to act as youth mentors for young people securing places in the Council. Additional summer resource was put in place via Careers Wales and the Youth Service to target Year 11 leavers from the Vulnerability Assessment Profile in readiness for the Careers Wales October Destinations Survey.

Commitments (Part 1 in Delivery Plans)	**Q1**	**Q2**	**Q3**	**Q4**
Improve multi agency arrangements: - To ensure the early identification of children and young people at risk of not progressing to ongoing education, training or employment after leaving school, and to ensure that identified children and young people receive early and appropriate support	A/G	R/A		
Strengthen and extend the existing lead worker model to directly support the transition of young people into employment, utilising European Social Fund resources to extend capacity for the next 3 years.	A/G	G		
Improve information sharing and tracking systems between partners for young people pre and post 16 by September 2016	R/A	G		
Implement the Welsh Government Youth Guarantee and Cardiff Commitment to ensure appropriate progression routes for all learners by September 2016.	A/G	R/A		
Enhance the range of opportunities for young people to develop employability skills and secure employment in Cardiff	A/G	R/A		

Corporate Plan Priorities	
Priority 2. Supporting vulnerable people / Improvement Objectives: 2.1 People at risk in Cardiff are safeguarded	
Improvement Objective summary of progress (encapsulating commitment outcomes)	**Issues/Mitigating Actions/Next Steps**
Child Friendly City Meetings have been held with UNICEF to consider engagement in the next round of the Child Rights Partners programme in the UK from April 2017. The UNICEF prospectus should be available on 6th October, for submission by the end of November. An Officer group will be identified to drive this forward.	There are no issues at this pre-initiation stage. The challenge will be agreeing a proportionate approach to this commitment, which will add most value whilst being manageable to deliver.

Quarter 2 2016-17 Directorate Performance Report

Directorate: Education and Lifelong Learning	Director: Nick Batchelar	Number Employees (FTE): 586	Cabinet Members: Cllr Merry

Commitments (Part 1 in Delivery Plans)	Q1	Q2	Q3	Q4
- Deliver a Child Friendly City	R/A	A/G		

Corporate Plan PIs (total 12)

RAG	Red % (No)	Amber % (No)	Green % (No)	Notes*
Q1	0%	40% (4)	60% (6)	
Q2	8% (1)	67% (8)	25% (3)	
Q3				
Q4				

Progress against Corporate Plan Commitments (Part 1) total: 13

RAG	Red	Red/Amber	Amber/Green	Green
Q1	0% (No)	23% (3)	54% (7)	23% (3)
Q2	0% (No)	46% (6)	8% (1)	46% (6)
Q3				
Q4				

Progress against Directorate Core Business Actions (Part 2) total: *18*

RAG	Red	Red/Amber	Amber/Green	Green
Q1	-	-	-	-
Q2	0% (No)	66.66% (12)	0% (No)	33.33% (6)
Q3				
Q4				

Q2 Other Challenges & Achievements

Key Challenges for Directorate – other than noted above (Max. five)		RAG			
Challenge	**Mitigating Actions**	**Q1**	**Q2**	**Q3**	**Q4**
Out of county placements - There is a projected overspend of around £450,000.00 for children requiring education outside of Cardiff (e.g. SEN)	A working group has been established, in partnership with Children's Services, to review how reliance on out of county placements can be reduced.	R	R		

Key Achievements (Good News and Successes) (Max. five)

Initial view of 2015-16 performance

The provisional results for the 2015-2016 academic year build on the improvements seen last year.

- In the Foundation Phase and Key Stage 2 the rate of improvement over the last four years in Cardiff is greater than across Wales as a whole.
- At Key Stage 4 provisional 2015-16 performance shows improvement in all the main indicators. In the Level 2+ threshold Cardiff's performance rose by 3 ppt, making a 12 ppt improvement over the last three years. Cardiff is above the national average in this indicator.

Quarter 2 2016-17 Directorate Performance Report			
Directorate: Education and Lifelong Learning	**Director: Nick Batchelar**	**Number Employees (FTE):** 586	**Cabinet Members: Cllr Merry**

• At Key Stage 5 the proportion achieving A*-C and A*-E increased. All measures compare favourably with the national averages.
Launch of junior apprenticeships programme The junior apprenticeship programme, in partnership with Cardiff and Vale College, launched in September 2016. 59 Year 10 and 11 learners were offered a place and have been enrolled on one of six pathways: construction, hospitality and catering, automotive, hair and beauty, public services and digital media.
School Organisation Programme The construction of Eastern High was commenced by Willmott Dixon, with the new £26 million Community Focused School due for completion in December 2017.

CARDIFF 2020 BASELINE POSITION – DESIRED OUTCOMES

Appendix B

OUTCOME	KEY MEASURES	Cardiff Position September 2016
1. All children and young people will be able to access an appropriate, high quality education place that meets their individual needs.	The percentage of children securing their first choice for school placement: Primary Secondary	 86% 76%
	The percentage of children securing one of their 3 choices for school placement: Primary Secondary	 93% 88%
	The number of schools from within catchment oversubscribed (over 10%) Primary Secondary	 6 schools 3 schools

OUTCOME	KEY MEASURES	Cardiff Position Academic year 2015/16	Cardiff Ranking	Wales Average 2015/16
2. Educational attainment at the end of each key stage will be the <u>best in Wales and in line with top quartile performance</u> in the core cities of the UK. *P = provisional* *Core Cities data is not easily accessible or comparable- this is being investigated further*	The percentage of pupils achieving the **Foundation Phase Outcome Indicator**, at the end of year 2	88.9%	7	87%
	The percentage of pupils achieving the **Core Subject Indicator**, at the end of **Key Stage 2**	89.5%	11	88.6%
	The percentage of pupils achieving the **Core Subject Indicator,** at the end of **Key Stage 3**	86.6%	10	85.9%
	The percentage of pupils achieving the **Level 2+** threshold at the end of **Key Stage 4** (5 GCSEs A* - C inc. Maths & Eng/Welsh)	62.8%P	(2014/15) 10	60%P
	The percentage of pupils achieving the **Level 2** threshold at the end of **Key Stage 4** (5 GCSEs A* - C)	84.4%P	(2014/15) 19	84%P
	The percentage of pupils achieving the **Level 1** threshold at the end of **Key Stage 4** (5 GCSE'S A* - G)	94.9%P	(2014/15) 21	95%P

OUTCOME	KEY MEASURES	Cardiff Position Academic year 2015/16	Wales Average 2015/16
3. <u>Every</u> child will leave primary school literate and numerate in line with age related expectations.	The percentage of pupils achieving the expected outcomes (level 4) at the end of Key Stage 2 in:		
	English	91%	90.3%
	Welsh (as a first language)	96.1%	90.8%
	Mathematics	91.4%	91%
	The percentage of pupils achieving <u>above</u> the expected outcomes (level 5) at the end of Key Stage 2 in:		
	English	44.7%	42%
	Welsh (as a first language)	47.6%	38%
	Mathematics	45.3%	43.2%

OUTCOME	KEY MEASURES	Cardiff Position Academic year 2015/16	Wales Average 2015/16

OUTCOME	KEY MEASURES	Cardiff Position Academic year 2015/16	Wales Average 2015/16
4. Children and young people with additional learning needs will be able to access an improved system designed to ensure their needs are assessed, and the provision necessary to meet those needs is planned for in a more collaborative, consistent and equitable way. *Wales averages are from June 2015 National Assembly for Wales Research paper, SEN/ALN in Wales. This is the most recent available data.* *Enhanced progress measures are under consideration for this group of children and young people*	Categorisation of LA Maintained Special Schools (January 2016): - Green - Yellow - Amber - Red	 4 2 0 1	 Not yet available
	The percentage of SEN pupils achieving the **Foundation Phase Indicator**, at the end of year 2: - Statemented - School Action Plus - School Action	 16.7% 45.3% 73%	 Not yet available
	The percentage of SEN pupils achieving the **Core Subject Indicator**, at the end of **Key Stage 2**: - Statemented - School Action Plus - School Action	 18.3% 54.7% 84.2%	(2013/14 Welsh Average) 27.5% 52.5% 76.1%
	The percentage of SEN pupils achieving the **Core Subject Indicator**, at the end of **Key Stage 3**: - Statemented - School Action Plus - School Action	 25.6% 50.9% 70.3%	(2013/14 Welsh Average) 19.7% 49.5% 71%

OUTCOME	KEY MEASURES	Cardiff Position Academic year 2015/16	Wales Average 2015/16
	The percentage of SEN pupils achieving the **Level 2+** threshold at the end of **Key Stage 4** (5 GCSEs A* - C including Maths & English/Welsh)		(2013/14 Welsh Average)
	- Statemented	16%	10.6%
	- School Action Plus	17.8%	15.5%
	- School Action	29.8%	19.6%
	The percentage of SEN pupils achieving the **Level 2** threshold at the end of **Key Stage 4** (5 GCSEs A* - C)		(2013/14 Welsh Average)
	- Statemented	44.3%	29%
	- School Action Plus	56%	46%
	- School Action	70.2%	60.4%
	The percentage of SEN pupils achieving the **Level 1** threshold at the end of **Key Stage 4** (5 GCSEs A* - C)		(2013/14 Welsh Average)
	- Statemented	63.2%	61.4%
	- School Action Plus	82.7%	83.3%
	- School Action	92.7%	95.3%

OUTCOME	KEY MEASURES	Cardiff Position Academic year 2015/16	Wales Average 2015/16
5. Pupils from low-income families will achieve at the same level as their peers- we will close the attainment gap. *P= provisional* *Final eFSM attainment data and eFSM data at Levels 1 and 2 at KS4 is not published by WG until January 2017.*	The percentage of eFSM pupils achieving the Foundation Phase Outcome Indicator, at the end of year 2	80.3%P	(2014/15 Wales Average) 75.10%
	Difference in achievement between pupils eligible for free school meals vs those not eligible	11.60P	14.87
	The percentage of eFSM pupils achieving the Core Subject Indicator, at the end of Key Stage 2	78.83%P	(2014/15 Wales Average) 75.10%
	Difference in achievement between pupils eligible for free school meals vs those not eligible	13.61P	15.66
	The percentage of eFSM pupils achieving the Core Subject Indicator, at the end of Key Stage 3	70.68%P	(2014/15 Wales Average) 66.43%
	Difference in achievement between pupils eligible for free school meals vs those not eligible	20.12P	22.20
			(2014/15 Wales

OUTCOME	KEY MEASURES	Cardiff Position Academic year 2015/16	Wales Average 2015/16
	The percentage eFSM pupils achieving the **Level 2+** threshold at the end of Key Stage 4 (5 GCSEs A* - C including Maths & English/Welsh)	35.4%P	Average) 31.63%
	Difference in achievement between pupils eligible for free school meals vs those not eligible	32.6P	32.43
	The percentage eFSM pupils achieving the **Level 2** threshold at the end of Key Stage 4 (5 GCSEs A* - C)	(2014/15 Cardiff) 65.25%	(2014/15 Wales Average) 69.42%
	Difference in achievement between pupils eligible for free school meals vs those not eligible	21.26	19.46
	The percentage of eFSM pupils achieving the **Level 1** threshold at the end of Key Stage 4 (5 GCSE'S A* - G)	(2014/15 Cardiff) 81.45%	(2014/15 Wales Average) 89.45%
	Difference in achievement between pupils eligible for free school meals vs those not eligible	14.34	8.13

OUTCOME	KEY MEASURES	Cardiff Position Academic year 2015/16	Wales Average 2015/16
6. <u>All</u> young people will achieve a recognised qualification at the end of statutory schooling.	The percentage young people acquiring a recognised qualification by the end of Year 11.	99%	(2014/15 Wales Average) 98.8%
OUTCOME	**KEY MEASURES**	Cardiff Position Academic year 2015/16	Cardiff ranking
7.<u>All</u> young people will complete statutory schooling equipped with a menu of skills for life and make a successful transition to education, employment, or training.	The percentage of Year 11 leavers making a successful transition from compulsory schooling to education, employment or training.	(2014/15 Cardiff) 95.5% (4.5% NEET)	(2014/15 Ranking) 22 out of 22
	The percentage of Year 13 leavers making a successful transition from compulsory schooling to education, employment or training.	(2014/15 Cardiff) 97.04% (2.96% NEET)	(2014/15 Ranking) 7 out of 22

OUTCOME	KEY MEASURES	Cardiff Position	Wales Average

		Academic year 2015/16	2015/16
8. All young people are safe and their emotional well-being is high *Other measures are being explored to enable more comprehensive/ rounded measurement of emotional health and wellbeing.*	Fixed term exclusions per 1000 pupils in primary (5 days or fewer)	9.38	(Wales Average 2014/15) 8
	Fixed term exclusions per 1000 pupils in primary (6 days or more)	0.2	(Wales Average 2014/15) 0.5
	Fixed term exclusions per 1000 pupils in secondary (5 days or fewer)	55.3	(Wales Average 2014/15) 55
	Fixed term exclusions per 1000 pupils in secondary (6 days or more)	0.91	(Wales Average 2014/15) 3.4
	Attendance in primary schools	95%	(Wales Average 2014/15) 94.95%
	Attendance in secondary schools	94.5%	94.2%

OUTCOME	KEY MEASURES	Baseline 2016
9. Children and young people will be aware of their right to participate, for their opinion to be heard, and will be involved in decision-making about education policies and services which affect their lives.	***Measures to be determined***	Cardiff Council is considering the opportunity to work on a Child Rights Partners approach with UNICEF – akin to the Child Friendly Cities programmes that have happened internationally. Further information will be available in the New Year 2017.

Key Goal: Excellent Outcomes for Learners			
Success Measure In 2020 strategy	Key Performance Indicator	Cardiff Position Academic year 2015/16	Wales Average Academic year 2015/16
Increase the percentage of pupils achieving the expected outcomes in the mandatory areas of learning in the Foundation Phase at the end of year 2 *See also Desired Outcome 2*	The percentage of pupils achieving the **Foundation Phase Outcome Indicator**, at the end of year 2	88.9%	87%
Increase the percentage of pupils achieving the expected outcomes in the core subjects of Mathematics, English/Welsh and Science in Key Stage 2 at the end of year 6 *See also Desired Outcome 2*	The percentage of pupils achieving the **Core Subject Indicator**, at the end of **Key Stage 2**	89.5%	88.6%
Increase the percentage of pupils achieving the **Level 2+** Threshold (5 GCSE's at A*-C) including English/ Welsh and Mathematics) at the end of Key Stage 4 (year 11) *See also Desired Outcome 2*	The percentage of pupils achieving the **Level 2+ Threshold** (5 GCSE's at A*-C) including English/ Welsh and Mathematics) at the end of **Key Stage 4 (**year 11)	62%P	60%P

Success Measure In 2020 strategy	Key Performance Indicator	Cardiff Position Academic year 2015/16	Wales Average Academic year 2015/16
Improve the levels of achievement of vulnerable learners in line with their individual requirements, needs and aspirations. In particular: <u>Pupils with additional learning needs</u> *See also Desired Outcome 4* *Wales averages are from June 2015 National Assembly for Wales Research paper, SEN/ALN in Wales*	The percentage of SEN pupils achieving the **Foundation Phase Indicator**, at the end of year 2: - Statemented - School Action Plus - School Action	 16.7% 45.3% 73%	 Not yet available
	The percentage of SEN pupils achieving the **Core Subject Indicator**, at the end of Key Stage 2: - Statemented - School Action Plus - School Action	 18.3% 54.7% 84.2%	(2013/14 Welsh Average) 27.5% 52.5% 76.1%
	The percentage of SEN pupils achieving the **Core Subject Indicator**, at the end of Key Stage 3: - Statemented - School Action Plus - School Action	 25.6% 50.9% 70.3%	(2013/14 Welsh Average) 19.7% 49.5% 71%

	Key Performance Indicator	Cardiff Position Academic year 2015/16	Wales Average Academic year 2015/16
	The percentage of SEN pupils achieving the **Level 2+** threshold at the end of Key Stage 4 (5 GCSEs A* - C including Maths & English/Welsh)		(2013/14 Welsh Average)
	- Statemented	16.0%	10.6%
	- School Action Plus	17.8%	15.5%
	- School Action	29.8%	19.6%
	The percentage of SEN pupils achieving the **Level 2** threshold at the end of Key Stage 4 (5 GCSEs A* - C)		(2013/14 Welsh Average)
	- Statemented	44.3%	29.0%
	- School Action Plus	56.0%	46.0%
	- School Action	70.2%	60.4%
	The percentage of SEN pupils achieving the **Level 1** threshold at the end of Key Stage 4 (5 GCSEs A* - C)		(2013/14 Welsh Average)
	- Statemented	63.2%	61.4%
	- School Action Plus	82.7%	83.3%
	- School Action	92.7%	95.3%

	Key Performance Indicator	Cardiff Position Academic year 2015/16	Wales Average Academic year 2015/16
Pupils educated other than at school (EOTAS) *All pupils attending an alternative education provision recorded on the EOTAS annual census as at 12th January 2016 (NB some of these pupils will also be registered on a school roll but attending alternative provision)* ***(75 pupils)*** *P = Provisional Data*	The percentage of Key Stage 4 EOTAS pupils achieving the expected levels at: Level 1	17.3%P	Not yet available
	Level 2	4.0%P	
	Level 2+	4.0%P	
	Those leaving with no qualifications.	12.0%P	
Pupils educated other than at school (EOTAS) – **not on a Cardiff school roll** *All pupils who were receiving EOTAS provision but not on a school or PRU roll as at the school and EOTAS annual census date 12th January 2016* ***(24 pupils)*** *P = Provisional Data*	The percentage of Key Stage 4 EOTAS pupils, not on a Cardiff school roll, achieving the expected levels at: Level 1	13%P	Not yet available
	Level 2	0%P	
	Level 2+	0%P	
	Those leaving with no qualifications.	25%P	

	Key Performance Indicator	Cardiff Position Academic year 2015/16	Wales Average Academic year 2015/16
Children who are looked after by any local authority and attend a Cardiff mainstream secondary school or PRU *(all children on the roll of a Cardiff school or the PRU as at 12th January 2016 which is the annual pupil census date who were looked after either by Cardiff or any other local authority)*	The percentage of Children who are Looked After achieving the expected levels at: Foundation Phase	88.9% (16 out of 18 pupils)	(Wales Average Academic year 2014/15) 64%
	Key Stage 2	68.2% (15 out of 22 pupils)	64%
	Key Stage 4 Level 1	71.4% (20 out of 28 pupils)	Not yet available
	Key Stage 4 Level 2	46.4% (13 out of 28 pupils)	Not yet available
	Key Stage 4 Level 2 +	17.9% (5 out of 28 pupils)	18%
Children who are looked after by Cardiff Council *(all children looked after as at 12th January 2016 which is the annual pupil census date for whom Cardiff Council is the Corporate Parent)*	The percentage of Children who are Looked After achieving the expected levels at: Foundation Phase	71.4% (15 out of 21 pupils)	Not yet available
	Key Stage 2	70.4% (19 out of 27 pupils)	
	Key Stage 4 Level 1	54% (25 out of 46 pupils)	
	Key Stage 4 Level 2	33% (15 out of 46 pupils)	
	Key Stage 4 Level 2+	15.2% (7 out of 46 pupils)	

Key Goal: A High Quality Workforce			
Success Measure in 2020 strategy		Baseline 2013/14	2015/16
Pupils entering Cardiff schools with English as a second language	The percentage of EAL pupils achieving the expected levels at: Foundation Phase	86.6%	Not yet available
	Key Stage 2	88.4%	
	Key Stage 3	82.8%	
	Key Stage 4 Level 1	99.0%	
	Key Stage 4 Level 2	90.9%	
	Key Stage 4 Level 2+	63.9%	

In 2020 strategy	September 2016
Increase the population of 'Outstanding' teachers and practitioners in Cardiff, particularly in those areas of the curriculum where the need to improve learner outcomes is greatest.	Between September 2011 and August 2016, 66% of schools inspected by Estyn were judged to have good or excellent teaching.
Increase school leadership capacity in Cardiff, to respond to the diverse and changing needs of education in the city region.	Between September 2011 and August 2016, 75% of primary schools inspected by Estyn were judged to have good or excellent leadership and management. This compares to 48% in secondary schools and 88% for special schools.
Implement new school leadership models that enable experienced Heads and Senior Leaders to oversee and support those appointed to a role as Head of School, either as part of a federation or by agreement with the governing bodies of the schools involved.	As of October 2016, there were 5 Executive Head teachers in place.
Create a network of Executive Leaders across the city that is able to support other schools and lead federations and school improvement groups.	
Engage all teachers in enquiry led learning related to the improvement priorities for their school and/or partnership/federation.	Awaiting baseline and further action
More effectively evaluate the contribution of the non-teaching workforce to school improvement and harness this capacity to enhance teaching and learning outcomes.	Awaiting baseline and further action

Key Goal: 21st Century Learning Environments		
Success Measure	Key Performance Indicator	Cardiff Position Academic year 2015/16

In 2020 strategy		
Significantly improve the learning environments of the existing school estate through the implementation of the annual Asset management plan, ensuring best value for financial resources.	The monetary value of the schools maintenance/repairs backlog	Awaiting figure
	The number of schools re-built or significantly re-furbished in the last year	3 Primaries – Ysgol Y Wern, Adamsdown, Coed Glas 1 Secondary- Fitzalan
Success Measure In 2020 strategy	Key Performance Indicator	Cardiff Position Academic year 2015/16
Increase the number of pupils securing a school place that meets individual needs, where appropriate in accordance with their first preference.	The percentage of children securing their first choice for school placement: Primary Secondary	 86.0% 76.0%
	The percentage of children securing one of their 3 choices for school placement: Primary Secondary	 93.0% 88.0%
	The number of schools from within catchment oversubscribed (over 10%) Primary Secondary	 6 schools 3 schools

Success Measure In 2020 strategy	Baseline September 2016

Complete the planning of the next set of priorities for the 21st century school programme, including a focus on Special Educational Needs provision across the City, by the 31st March 2017.	Welsh government are in the early stages of formulating funding models for the Band B investment programme. The LA will submit their plans in September 2017.
Offer a co-ordinated Admissions process, with the voluntary aided sector, which provides parents/carers with a clear picture of the school place choices available to them and the likelihood of securing first preferences.	The council is currently consulting on piloting a co-ordinated Admissions process.
Embed a new Community Focused Schools approach, across all Cardiff Schools, providing a range of activities and opportunities to enrich the lives of children, families and the wider community; and contributing to community objectives including local cohesion, sustainability and regeneration.	There are a significant number of schools who are already interacting positively with their communities. The aspiration is to ensure that all schools practice a Community Focused Approach and work is ongoing in this respect.
Develop approaches to learning in the context of the whole city which ensures the full participation of every young person in the life of Cardiff, through business, sporting and cultural links.	Through the 'Cardiff Commitment' to youth engagement and progression, endorsed by Cabinet this year, Cardiff Council will work with a wide range of partners in the public, private and third sectors, to ensure a positive destination for every young person in Cardiff after statutory schooling, into employment, education or training An emerging Creative partnership in the West of Cardiff, will enable the offer of real-world learning opportunities in the creative and cultural sector.
Complete the construction of a new High School in the East of the city, in partnership with Cardiff & Vale College by autumn 2017.	Construction has commenced and the school is on track to open in autumn 2017 .
Complete the construction of three new two form of entry primary schools, by spring 2018.	The design of the 3 new primary schools across Cardiff has been completed in consultation with head teachers and planning consent is now being gained.

Key Goal: A Self- Improving School system

Success Measure In 2020 strategy	Key Performance Indicator	Cardiff Position August 2016	List of schools in a category August 2016
Have no schools in an Estyn category.	The number of schools in an Estyn follow up category: -Estyn monitoring (EM) -Significant improvement (SI) -Special measures (SM)	EM- 7 SI- 1 SM- 3	EM- Riverbank Special School, Bryn Hafod Primary, Whitchurch High, Radyr Comp, Llanishen High, All Saints CIW Primary, Ysgol Gyfun Plasmawr SI- Cantonian High SM- Woodlands Special School, Eastern High, Trelai Primary
Success Measure In 2020 strategy	**Key Performance Indicator**	**Cardiff Position January 2016**	**Number of green schools**
Increase the proportion of schools categorised as green by Welsh Government in the annual national categorisation process. *WG categorisation outcomes are published annually in January.*	The percentage of Cardiff schools categorised as 'Green' in the annual Welsh Government School Categorisation process	Primary- 34.0% Secondary- 26.3% Special-57.1%	Primary- 33 out of 97 schools Secondaries- 5 out of 19 schools Special- 4 out of 7 schools

Success Measure In 2020 strategy	Key Performance Indicator	Inspection Report Analysis- Outcomes from September 2011- August 2016 for Key Question 1 (reports graded excellent for outcomes)	Inspection Report Analysis- Outcomes from September 2011- August 2016 for Key Question 1 (reports graded good for outcomes)
Increase the proportion of schools where Standards are judged by Estyn to be good or excellent. *Between 2011-2016*	The proportion of schools judged to be excellent or good for Key Question 1: How good are outcomes over the past 5 years.	**Excellent** Primary- 9.78% (Wales 3.63%) Secondary- 4.76% (Wales 11.79%) Special- 12.50% (Wales 16.22%)	**Good** Primary- 68.48% (Wales 67.75%) Secondary- 38.10% (Wales 34.91%) Special- 75% (56.76%)

Success Measure In 2020 strategy	Key Performance Indicator	Academic Year 2014/15	Academic Year 2015/16
Secure improved learner outcomes at the designated Challenge Cymru Secondary schools that are at least in line with the welsh average. *Note that the Challenge Cymru Programme is ending 31st March 2017. Beyond this date we will continue to ensure improved Key Stage 4 outcomes in our lowest performing schools.*	The percentage of pupils achieving the expected levels at the end of Key Stage 4 in: Willows High School – L1, L2 and L2+	Willows High School L1 83.6%, L2 78.9%, L2+ 46.9%	Willows High School L1 95%, L2 93%, L2+ 53%
	St Illtyd's High School– L1, L2 and L2+	St Illtyd's High School L1 97%, L2 85.6%, L2+ 46.1%	St Illtyd's High School L1 98%, L2 98%, L2+ 55%
	Michaelston Community College– L1, L2 and L2+	Michaelston Community College L1 89.3%, L2 68%, L2+ 25.2%	Michaelston Community College L1 82%, L2 61%, L2+ 25%
	Glyn Derw High School– L1, L2 and L2+	Glyn Derw High School L1 79.5%, L2 63.6%, L2+ 23.9%	Glyn Derw High School L1 86%, L2 67%, L2+ 29%
	Eastern High School– L1, L2 and L2+	Eastern High L1 64.7%, L2 43.8%, L2+ 14.9%	Eastern High L1 72%, L2 35%, L2+ 22%
	Cantonian High School– L1, L2 and L2+	Cantonian High School L1 92.5%, L2 87.5%, L2+ 45%	Cantonian High School L1 97%, L2 92%, L2+ 51%

CARDIFF 2020 BASELINE POSITION- KEY GOALS & SUCCESS MEASURES

Appendix C

Success Measure In 2020 strategy	Baseline September 2016
Have no schools running recurrent deficit budgets.	There are 11 schools currently running deficit budgets. At the end of 2014-15 there were 21 schools running deficit budgets.
Have all secondary schools paired with another school, either within the consortium or the city to support leadership of teaching and learning.	All schools in Cardiff continue to be part of an accredited school improvement group or network. Lead schools are implementing their professional learning programmes and the lead practitioners have been deployed across the region.
Have an agreed peer to peer model operating across the city, based on the shared use of data and performance measures.	The majority of schools are involved in a formal peer enquiry or have senior leaders undertaking leadership development.

Key Goal: Schools and Cardiff in Partnership			
School Governance			
Success measure in 2020 strategy	Key Performance Indicator	Cardiff position 2014/15	Cardiff position 2015/16
Further strengthen school governance, increasing the number of school governors and the range of skills that they are able to offer to help drive school improvement.	The percentage of local authority governing body vacancies	7.95% (31 positions)	6.91% (27 positions)
	The percentage of governing body vacancies	8.78% (179 positions)	8.13% (166 positions)

Schools Partnerships (Business/Public/Voluntary sector and Communities/Families)	
Success measure in 2020 strategy	Baseline 2016
Improve the broad range of skills of children starting school as measured by the new foundation phase profile, in partnership with families, communities, health and the early year's sector.	Data not yet analysed. The baseline for the new Foundation Phase profile which assesses the abilities of children on entry to school was collected for the first time this Summer. Cardiff is also commencing work to evaluate the impact of Flying Start programmes across the city over the last 8 - 10 years.
Ensure that all schools have a clear business partner, with purposeful shared objectives.	Eight secondary schools were partnered with a business under the Business in the Community 'Business Class' programme as at September 2016. Many schools/business partnerships also exist across the city which have evolved through local arrangements.

Youth Engagement and Progression			
Success measure in 2020 strategy	Key Performance Indicator	Cardiff position 2015/16	Cardiff ranking
Increase the numbers of young people that make a successful transition to the world of work. *See also Desired Outcome 7* *Other measures are being gathered to extend these annual measures from Careers Wales*	The percentage of Year 11 leavers making a successful transition from compulsory schooling to education, employment or training.	(2014/15 Cardiff) 95.5% (4.5% NEET)	(2014/15 ranking) 22 out of 22
	The percentage of Year 13 leavers making a successful transition from compulsory schooling to education, employment or training.	(2014/15 Cardiff) 97.04% (2.96% NEET)	(2014/15 ranking) 7 out of 22
Ensure that all young people have access to careers advice, guidance and work experience opportunities.	The Cardiff Commitment – a strategy for youth engagement and progression, will drive forward action in this area and build on work to date in delivering a Youth Guarantee.		

Vulnerable learners / Alternative curriculum			
Success measure in 2020 strategy	Refer to the EOTAS performance measures within the 'Excellent Outcomes' goal which provide details of outcomes achieved by pupils that access Education Other Than at School. The performance of pupils with additional learning needs should also be considered in the context of this success measure. Work is ongoing to add to the educational attainment measures listed within 'Excellent Outcomes' which needs to take account of provision and access to services. Available measures for other vulnerable groups, and measures of engagement in school such as attendance and exclusions are presented together below.		
Provide a broader range of alternative curriculum options that respond effectively to the needs of **vulnerable learners** that may have difficulties learning in a classroom environment. *See also Desired Outcome 5 and 8* *P=provisional*	Key Performance Indicator	Cardiff position 2015/15	Wales Average Academic year 2015/16
	The percentage of **eFSM** pupils achieving the Foundation Phase Outcome Indicator, at the end of year 2	80.3%P	(2014/15 Wales Average) 75.1%
	Difference in achievement between pupils eligible for free school meals vs those not eligible	11.60P	14.87
	The percentage of **eFSM** pupils achieving the Core Subject Indicator, at the end of Key Stage 2	78.8%P	(2014/15 Wales Average) 75.1%
	Difference in achievement between pupils eligible for free school meals vs those not eligible	13.61P	15.66

	Key Performance Indicator	Cardiff position 2015/15	Wales Average Academic year 2015/16
	The percentage of **eFSM** pupils achieving the Core Subject Indicator, at the end of Key Stage 3	70.7%P	(2014/15 Wales Average) 66.4%
	Difference in achievement between pupils eligible for free school meals vs those not eligible	20.12P	22.20
	The percentage **eFSM** pupils achieving the **Level 2+** threshold at the end of Key Stage 4 (5 GCSEs A* - C including Maths & English/Welsh)	35.4%P	(2014/15 Wales Average) 31.6%
	Difference in achievement between pupils eligible for free school meals vs those not eligible	32.6P	32.43
	The percentage **eFSM** pupils achieving the **Level 2** threshold at the end of Key Stage 4 (5 GCSEs A* - C)	(2014/15 Cardiff) 65.2%	(2014/15 Wales Average) 69.4%
	Difference in achievement between pupils eligible for free school meals vs those not eligible	21.26	19.46

	Key Performance Indicator	Cardiff position 2015/16	Wales Average Academic year 2015/16
	The percentage of **eFSM** pupils achieving the **Level 1** threshold at the end of Key Stage 4 (5 GCSE'S A* - G)	(2014/15 Cardiff) 81.5%	(2014/15 Wales Average) 89.5%
	Difference in achievement between pupils eligible for free school meals vs those not eligible	14.34	8.13
	Attendance in primary schools	95.0%	(Wales Average 2014/15) 94.95%
	Attendance in secondary schools	94.5%	94.2%
	Fixed term exclusions per 1000 pupils in primary (5 days or fewer)	9.38	(Wales Average 2014/15) 8
	Fixed term exclusions per 1000 pupils in primary (6 days or more)	0.2	(Wales Average 2014/15) 0.5
	Fixed term exclusions per 1000 pupils in secondary (5 days or fewer)	55.3	(Wales Average 2014/15) 55
	Fixed term exclusions per 1000 pupils in secondary (6 days or more)	0.91	(Wales Average 2014/15) 3.4
Success Measure	Key Performance Indicator	Cardiff Position Academic year	Wales Average Academic

In 2020 strategy		2015/16	year 2015/16
Children who are looked after by any local authority and attend a Cardiff mainstream secondary school or PRU *(all children on the roll of a Cardiff school or the PRU as at 12th January 2016 which is the annual pupil census date who were looked after either by Cardiff or any other local authority)*	The percentage of Children who are Looked After achieving the expected levels at: Foundation Phase	88.9% (16 out of 18 pupils)	64%
	Key Stage 2	68.2% (15 out of 22 pupils)	64%
	Key Stage 4 Level 1	71.4% (20 out of 28 pupils)	Not yet available
	Key Stage 4 Level 2	46.4% (13 out of 28 pupils)	Not yet available
	Key Stage 4 Level 2 +	17.9% (5 out of 28 pupils)	18%
Children who are looked after by Cardiff Council *(all children looked after as at 12th January 2016 which is the annual pupil census date for whom Cardiff Council is the Corporate Parent)*	Key Performance Indicator	Cardiff Position Academic year 2015/16	Wales Average Academic year 2015/16
	The percentage of Children who are Looked After achieving the expected levels at: Foundation Phase	71.4% (15 out of 21 pupils)	Not yet available
	Key Stage 2	70.4% (19 out of 27 pupils)	
	Key Stage 4 Level 1	54% (25 out of 46 pupils)	
	Key Stage 4 Level 2	33% (15 out of 46 pupils)	
	Key Stage 4 Level 2 +	15.2% (7 out of 46 pupils)	

This page is intentionally left blank

CITY AND COUNTY OF CARDIFF
DINAS A SIR CAERDYDD

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

6 DECEMBER 2016

EFFECTIVENESS OF SCHOOL GOVERNORS – PROGRESS REPORT

Reason for the Report

1. To provide the Committee with an updated progress report on the implementation of the Committee's recommendations following the Cabinet Members positive response to the Inquiry report copy attached at **Appendix A**.

Background

2. Committee undertook an Inquiry as part of their 2015/16 work programme titled The Effectiveness of School Governors in Challenging School Performance, which was published in July 2015.

3. The Cabinet Member for Education responded to the Committee's inquiry report letter on 19 October 2015. The response letter reported that the Cabinet Member was pleased to note that the report's overall findings and recommendations reflected her own views, and that strengthening school governance is a priority for Education. The response letter report stated that all 10 of the Committee's recommendations had been accepted.

4. The Education and Lifelong Learning Directorate also developed an action plan, dated June 2015, for the implementation of the recommendations, which provided a detailed explanation of how each recommendation was being addressed, together with an anticipated implementation date (copy attached at **Appendix B**).

Progress since June 2015

5. The report attached at **Appendix A** provides a detailed explanation of the work undertaken since the receipt of the Committee's inquiry report letter, in further developing the effectiveness of school governors in improving the educational attainment of their pupils. The report appraises the progress across the 10 recommendations as well as explaining the next steps in the continuous improvement of School Governing Bodies

Scope of Scrutiny

6. The scope of this scrutiny is to consider the Education and Lifelong Learning Directorate's plans for developing the effectiveness of school governors and to pass on any observations, comments or recommendations to the Director of Education and Lifelong Learning.

   a. the progress being made to undertake the Actions identified in the Plan;
   b. the impact of the actions to improve the effectiveness of the School Governors;

Way Forward

7. Councillor Sarah Merry (Cabinet Member for Education) has been invited and may make a statement. Nick Batchelar (Director of Education and Lifelong Learning) and Jackie Turner (Assistant Director of Education and Lifelong Learning) have been invited to present the progress report and to answer any questions Members may have.

8. Members are invited to consider the information set out in the attached report and to identify any issues on which they would wish to receive further information.

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 the 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, 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 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.

RECOMMENDATION

Committee is recommended to consider the contents of the progress report attached at **Appendix A** and provide the Cabinet Member and Director with any comments, concerns or recommendations.

Davina Fiore
Director Governance and Legal Services
30 November 2016

SCRUTINY: December 2016

Children & Young People Scrutiny Committee Phased Inquiry – The effectiveness of school governing bodies in improving the educational attainment of their pupils

REPORT OF Director of Education & LLL

PORTFOLIO: Education and Lifelong Learning

1. Reason for this report

1.1 To provide a progress report to The Children and Young People Scrutiny Committee on the implementation of the recommendations arising from the phased inquiry into the effectiveness of school governing bodies in improving the educational attainment of their pupils.

2. Background and context

2.1 The Children and Young People Scrutiny Committee agreed to undertake a phased inquiry into Local Authority School Governors in November 2014. The second meeting of the Task Group, held on 18 June 2015, investigated the support and training of school governors to help improve the effectiveness of the Governing Bodies to improve the educational attainment of their pupils.

2.2 This report will focus on the current situation and progress made in the last 12 months against each of the recommendations.

2.3 A copy of the outcome of the inquiry and the Cabinet Member's response is contained in Appendix 1.

3. Progress since June 2015

Recommendation 1
That the Cabinet and Central South Consortium (CSC) work together to develop, and implement a process, whereby the effectiveness of Governing Bodies are reviewed at least annually. Members suggested that the Challenge Advisers would be best placed to undertake this task.

3.1 During the course of the annual cycle of school visits, Challenge Advisers make judgements about the quality of school leadership, including the effectiveness of governing bodies. The annual Challenge Adviser's School Improvement report includes

a statement about governance. Feedback arising from these judgements is shared with officers and disseminated through formal meeting mechanisms in the Local Authority.

3.2 Governance is also a feature of the Control Risk Self-Assessment (CRSA) provided by the Local Authority's Audit Team. The CRSA is a self-assessment tool which schools and governing bodies use to identify strengths in financial administration and areas where improvements are needed. It is covers four key areas and includes governors' responsibilities. The areas covered are similar to those tested during a routine audit. A summary of the findings are reported regularly to the School Budget Forum.

4. **Recommendation 2**

That the Cabinet ensures that all school governing bodies are encouraged to undertake a skills audit of their members and a self-evaluation exercise on the effectiveness of the body. Members suggested that the National Governors Association's skills audit and Merseyside and Cheshire Area Partnership's Self Evaluation Tool for school governing Bodies could be used.

4.1 The new Local Authority Governor appointment process has been successful in matching applicants with schools where their skills and experience are needed. The Chair of Governors and Headteacher are consulted on the skills that they require when matching applicants to vacancies in governing bodies. This approach aligns with the recently announced Welsh Government's proposals to revise the legislative framework for school governance and to place a stronger focus on skilled governing bodies.

4.2 Since implementing this process, Local Authority governor vacancies have decreased from 7.95% to 6.91% in the last 12 months. The quality of applications has been consistently high.

4.3 The Governors' Wales skills matrix is recommended to governing bodies when they carry out skills audits.

4.4 The Governors Wales Bronze Award Quality Mark came to an end on 31st December 2015, with 11 schools successfully completing it. The schools that began working towards the Bronze Award are able to use this material towards the national self-evaluation template produced by Governors Wales. This was launched in the summer term 2016.

4.5 The national self-evaluation template is designed to both support and challenge governing bodies across Wales and

- Improve governing body effectiveness;
- Implement, assess and review approaches to achieve this improvement; and

- Show how effective school governance leads to improving standards in education and wellbeing.

Within the template, there is also a 'quick' evaluation process and governors may wish to complete this as a precursor to the more detailed version.

5. **Recommendation 3**
That the Cabinet ensures that communication across all stakeholders is reviewed to ensure that the roles and responsibilities, advice and support provided by each stakeholder is clearly documented and understood by all school Governing Bodies.

5.1 Further revisions to the Local Authority's Service Level Agreement will be explored for the next academic year to support governors and clerks in their role.

5.2 Regular communication takes place with Headteachers, Chairs and Clerks in key areas such as governor appointments and mandatory training and detailed advice is provided on a wide range of issues. This work is being further developed with colleagues across the Local Authority and good practice guides are being developed in a number of areas.

6. **Recommendation 4**
That the Cabinet explores whether there would be benefits from the Governor Support Services being transferred fully to the Central South Consortium (CSC).

6.1 The Governor Support Officer attends regular meetings with CSC officers to develop training and support for governing bodies. In the spring term 2016, plans were agreed for the delivery of mandatory training across the region. Cardiff's current governor training programme was reviewed and gaps in provision highlighted.

6.3 During the summer term 2016, a programme of training to be delivered by CSC was agreed. Following this, two Governing Body Development Officers were appointed to CSC to administer and deliver the mandatory training programme for all governors across the region. This is providing a more consistent approach to mandatory training. CSC is also providing additional training in areas such as school improvement/support and challenge/being Estyn-ready to complement Cardiff's current training programme.

6.4 The new programme has been publicised to governors and support provided with new booking arrangements. Governor Support is working with CSC to monitor uptake of courses and the quality of provision.

7. **Recommendation 5**

That the Cabinet undertakes a review of the capacity, support and advice provided to Governing Bodies, by the Authority and Central South Consortium, to ensure that it meets the needs of Governing Bodies to undertake their responsibilities.

7.1 Further changes will be explored to the Service Level Agreement to maximise the support provided to Governing Bodies.

7.2 Capacity within Governor Support Services has increased in the last 12 months through further recruitment to the Business Support Team. A review of roles and responsibilities is underway to create additional capacity for developmental work.

7.3 The Local Authority will continue to work with CSC to ensure that Governing Bodies are supported. Consultant governors have been appointed by CSC and are deployed where the need is identified, either by the Challenge Adviser or Governor Support Services.

8. **Recommendation 6**

That the Cabinet ensures that the Authority and Central South Consortium makes school Governing Bodies fully aware of the development and implementation of school improvement strategies and school improvement groups.

8.1 The Director and Senior Officers from the Education Directorate hold a termly briefing meeting for Chairs of Governing Bodies. The format of the meetings has been revised to ensure that they are interactive and enable governors to discuss and share issues and good practice.

8.2 CSC continues to run termly briefing sessions on a range of topical issues. These are interactive sessions that allow governor discussion and provide opportunities to network. A governor conference is also planned next year.

8.3 The governors' newsletter is being re-launched to ensure regular communication with all governors. Governors are also able to sign up for regular newsletters provided by CSC.

8.4 Chairs of governors are communicated with regularly and guidance is sent through to Chairs, Headteachers and Clerks on a range of issues.

8.5 Plans are being developed by CSC to put in place governor improvement groups across the region. These will mirror school improvement groups.

8.6 Robert Hill delivered a governor briefing session on the Self Improving School system. Feedback on this session was positive and further training opportunities are being provided by CSC on the Self Improving School System to governing bodies across the region.

9. **Recommendation 7**

Members considered the minimum standards guide developed for Gwaunmeisgyn Primary School, could be a useful model to be used for Cardiff schools needing improvement. Best practice like this should be more effectively shared.

9.1 The Gwaunmeisgyn Primary School model was shared with Chairs of Governors at a briefing session in June and the presentation was distributed to all Chairs of Governors.

9.2 The Chair of Governors of Gwaunmeisgyn Primary School is a consultant governor for CSC and will continue to share this best practice through this role.

9.3 Central South Consortium has appointed consultant governors to transfer best practice across schools. Demand for consultant governors across the region has been high and positive feedback received. Governor Support Services are able to submit requests for consultant governor support through the Senior Challenge Adviser. Regular reports are received on deployment.

10. **Recommendation 8**

That the Cabinet ensures that all Governing Bodies undertake the mandatory training and also develop, through a variety of training models, such as cluster training and whole school training, training to help school Governing Bodies to become fully effective.

10.1 The training programme for governors was revised this year with a number of new courses being provided to support governors in their role, including: Data Protection, Equalities, Minority Ethnic Pupils and Pupils with English as an Additional Language, Governors Role in Support and Challenge and Managing Staff Attendance.

10.2 Delivery of mandatory training has been transferred to CSC this year and attendance remains high at each of the courses offered. Governors have been supported with changes in delivery and the new booking system.

10.3 The implementation of on-line training has been successful with 795 governors registering for this service since it was launched in September 2015. As at October 2016, 150 governors have completed mandatory training in this way. Each training module is available bi-lingually.

10.4 Attendance at mandatory training is monitored and supportive action continues to be taken to ensure that governors are compliant with the regulations.

10.5 Different models of training are available and bespoke training is provided to those schools where governance is identified as a priority in red and amber schools. Cluster training is also available to Governing Bodies.

11. **Recommendation 9**
All school governor training and clerking training should be professionally quality assured and fit for purpose.

11.1 Provision of mandatory training has been transferred to CSC this year. The training will continue to meet the requirements of the training programmes commissioned by the Welsh Government.

11.2 An evaluation form is completed following each training session and the contents of this are shared with trainers. Dip sampling to quality assure training will take place and an evaluation report produced termly.

11.3 Take-up of training decreased slightly from 30% (2014-2015) to 27% (2015-2016). However, evaluation of training remains positive with 97% of governors in 2015-16 judging the courses as being good or better and 65.5% of governors judging the courses as being very good. 2.5% of training was judged as being adequate and the feedback in these evaluations have been followed up on. No training was judged as being poor.

12. **Recommendation 10**
That the Cabinet and Central South Consortium ensures that the clerking of all school Governing Bodies is undertaken at the highest standard supported by effective training.

12.1 Mandatory training for clerks has been transferred to CSC this year. The training will continue to meet the requirements of the training programmes commissioned by the Welsh Government.

12.2 Support for new clerks is provided through Governor Support Services. New and existing clerks are able to meet with Governor Support Services staff to discuss role. Support with general enquiries is provided through the governor mailbox and detailed advice is provided for more complex queries.

13. Next Steps

In order to improve the effectiveness of governing bodies further, the following actions are being taken:

13.1 Guidance notes on key issues, highlighted by either the Challenge Advisers or through the findings of the CRSA, are being developed and will be shared with governing bodies. These include areas such as governor attendance, committee structures, membership and terms of reference.

13.2 Guidance and support will be provided to governing bodies in preparing for the implementation of the new legislation, arising from Welsh Government's proposals to revise the legislative framework for school governance. This will include the issuing of clear guidance on the use of skills audits and support in drafting new Instruments of Government.

13.3 Further revisions to the Local Authority's service level agreement with governing bodies will be explored to support governors and clerks in their role. Developments being considered include: an electronic package for clerks to store and update their governing body's details, key documents and meeting management, an on-line booking system for governor training and further development of on-line training provision.

13.4 A good practice guide on appointing a Governing Body Clerk is being developed and will be commended to Governing Bodies. This will include the self-evaluation tool for clerks.

13.5 Guidance notes are being developed for clerks and chairs on key areas of the role. The first of these was sent to Clerks, Chairs and Headteachers at the start of the autumn term. Further documents will be developed for the spring and summer terms.

13.6 The establishment of a clerk's network/steering group will be explored to enable clerks to meet to discuss and share issues and good practice.

This page is intentionally left blank

Children & Young People Scrutiny Committee Phased Inquiry – The Effectiveness of School Governing Bodies in Improving the Educational Attainment of their Pupils, 18 June 2015

Officer Response to Recommendations

No.	Recommendation	Response	Implementation
1	That the Cabinet and Central South Consortium work together to develop and implement a process whereby the effectiveness of Governing Bodies are reviewed at least annually. Members suggested that the Challenge Advisers would be best placed to undertake this task.	Agreed. During the course of their school visit annual cycle Challenge Advisers make a judgement about the quality of school leadership, this includes the effectiveness of governing bodies. The annual Challenge Adviser's School Improvement report includes a statement about governance.	Ongoing
2	That the Cabinet ensures that all school Governing Bodies are encouraged to undertake a skills audit of their members and a self evaluation exercise on the effectiveness of the body. Members suggested that the National Governors Association's skills audit and Merseyside and Cheshire Area Partnership's Self Evaluation Tool for school Governing Bodies could be used.	Agreed. The application process to become a school governor requires those applying to set out their skills and abilities. Local Authority governors are matched with schools where their skills are needed. Governing Bodies are encouraged to undertake a self evaluation exercise, currently the Governors Wales Bronze Award Quality Mark, and are supported by Governor Support Services with this. Feedback from Governing Bodies has indicated that although working towards the Bronze Award is a useful exercise, a more manageable approach to self-evaluation would be more helpful. An identified self evaluation tool kit could be recommended to Cardiff school governing bodies. We have recently received notification that the Welsh Government has	Autumn 2015

		tasked Governors Wales to lead on the construction of a national self evaluation template for Governing Bodies in Wales.	
3	That the Cabinet ensures that communication across all stakeholders is reviewed to ensure that the roles and responsibilities, advice and support provided by each stakeholder is clearly documented and understood by all school Governing Bodies.	Agreed. The Local Authority has revised the Service Level Agreement with schools that clearly outlines the service provided by Governor Support Services. Central South Consortium has also produced a document outlining their responsibilities towards school governors.	Summer 2015
4	That the Cabinet explores whether there would be benefits from the Governors Support Services being transferred fully to the Central South Consortium.	Not agreed. There are currently no plans to transfer Governor Support Services to the Central South Consortium. There is a Governor Support Lead Officer role in the Consortium and this had resulted in increasing alignment and cooperation between each Local Authority's Governor Support Services.	
5	That the Cabinet undertakes a review of the capacity, support and advice provided to Governing Bodies, by the Authority and Central South Consortium, to ensure that it meets the needs of Governing Bodies to undertake their responsibilities.	Agreed The role of the Local Authority Governor Support Services is to support schools to enable them to comply with law, minimise legal risks and operate effective governance processes. Schools sign up to a service level agreement which outlines the service they can expect from Governor Support Services. Capacity within the Local Authority to support school governors will be increased by further recruitment to the Business Support Team. The Local Authority will continue to work with the	Autumn 2015 Ongoing

		Central South Consortium to ensure that Governing Bodies are supported.	
6	That the Cabinet ensures that the Authority and Central South Consortium makes school Governing Bodies fully aware of the development and implementation of school improvement strategies and school improvement groups.	Agreed. Senior Officers from the Education Directorate hold a briefing meeting for the Chairs of Governing Bodies each school term. The Central South Consortium Governor Steering Group are running a termly series of briefing sessions aimed at all governors across the consortium. The sessions will update governors on the latest developments and give them the opportunity to consider the implications for their roles. A governors' newsletter has been produced each school term. Following feedback from governors this will now move to a regular electronic communication. Robert Hill has been commissioned to carry out focused work in relation to school governors. Central South Consortium produce regular newsletters for Headteachers and the Local Authority will ensure that these are made available to governors.	Autumn 2015 Autumn 2015 Autumn 2015 Autumn 2015
7	Members considered the minimum standards guide developed for Gwaunmeisgyn Primary School, could be a useful model to be used for Cardiff schools needing improvement. Best practice like this should be more effectively shared.	Agreed. The Gwaunmeisgyn Primary School model has been shared with Chairs of Governors at their briefing in June and the presentation has been distributed to all Chairs of Governors.	Summer 2015 – completed

		Central South Consortium has appointed consultant governors to transfer best practice across schools and will begin work in the autumn term.	Autumn 2015
8	That the Cabinet ensures that all Governing Bodies undertake the mandatory training and also develop, through a variety of training models, such as cluster training and whole school training, training to help school Governing Bodies to become fully effective.	Agreed The Education Department recognises the vital role that governing bodies play in raising the standards of achievement in Cardiff schools and hence is committed to high quality support and training to Cardiff's school governors. A full range of training is provided to enable governors to meet mandatory training requirements and to discharge their duties effectively. Courses are of high quality and purpose designed, offered at a range of accessible venues and available at daytime and evening. Cluster training and whole Governing Body training is available. On-line training is also available from September 2015 and will cover the four mandatory training requirements. Attendance at mandatory training is monitored and supportive action is taken to ensure all governors are compliant. Where an improvement in governance is identified as a priority in red, amber or yellow schools, the Challenge Advise will broker support which could include a consultant governor, school to school governor links or support from the Challenge Adviser themselves.	Autumn 2015 Autumn 2015 Ongoing Ongoing
9	All school governor training and clerking training should be professionally quality assured and fit	Agreed. All mandatory training meets the requirements of the	

	for purpose.	training programmes commissioned by the Welsh Government. Governors complete an evaluation following each training session. Trainers will be trained in delivering a consistent 'in-house' style of training in response to feedback governors who have attended training. Dip sampling to quality assure training will take place. An evaluation report will be produced termly..	 Autumn 2015 Autumn 2015
10	That the Cabinet and Central South Consortium ensures that the clerking of all school Governing Bodies is undertaken at the highest standard supported by effective training.	Agreed Training for clerks is provided and will be quality assured as above. Ongoing support for clerks is available through Governor Support Services. The training programme for clerks has been refreshed and improved for the academic year 2015/2016. The self evaluation tool for clerks published in the mandatory clerk's training programme will be circulated to all clerks and chairs in the new academic year.	 Autumn 2015 Autumn 2015 Autumn 2015

This page is intentionally left blank

CITY AND COUNTY OF CARDIFF
DINAS A SIR CAERDYDD

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

6 December 2016

FAMILIES FIRST PROGRAMME – UPDATE AND DRAFT TRANSITIONS ARRANGEMENTS – DRAFT CABINET REPORT

Purpose of Report

1. To provide Members with the opportunity to consider and review the Draft Cabinet Report providing an update on the Families First Programme and the draft transitions arrangements following the Welsh Government's decision to end the current programme on 31 March 2017 and the introduction of new programmes (copy attached at **Appendix 1)**.

Background

2. The Council currently receives a Welsh Government grant of just over £5m per annum for the Families First Programme, to provide early intervention and prevention services for families. The programme is one of the Welsh Government's key initiatives for tackling poverty.

3. The Council manages the grant on behalf of the Cardiff Partnership, which is made up of all the main statutory and third sector partners working together to deliver Cardiff's Integrated Strategic Plan, *What Matters: 2010-2020*. For this reason, the Vulnerable Children and Families Board, which is part of the Cardiff Partnership arrangements, has a role in governance of the programme in addition to the Council's own governance processes. This Board is currently chaired by the Director of Social Services.

4. The Welsh Government's initial Guidance identified that the initial Families First programme would end in 2017. The Guidance also contained a requirement that services should be 'strategically commissioned'. In line with this, services under the Families First Programme were commissioned by the Council via two competitive tender processes resulting in the award of seven contracts which commenced on 1 April

2013. These contracts are due to expire on 31 March 2017, although they contain an option to extend on an annual basis for 12 month periods if continued grant funding is made available.

5. The main specification for the initial programme comprised six lots, providing for themed packages of services. Each of these packages is led by a Lead Provider who has entered into sub contracts with a range of other providers. In this way, each package provides a number of different projects or services. The packages are:

    - Early Years – led by Cardiff and Vale University Health Board.
    - Child and Youth Engagement – led by City of Cardiff Education Services.
    - Sustainable Employment – led by Sova.
    - Healthy Lifestyles – led by Cardiff and Vale University Health Board.
    - Emotional and Mental Health and Wellbeing – led by Barnardo's.
    - Disability Focus – led by Action for Children.

6. Under the same Programme (although commissioned under a separate procurement process) there is an additional 'Team Around the Family' service for which a contract is in place with a single provider, Tros Gynnal Plant.

7. A number of smaller Infrastructure projects also support delivery across the Programme. These are mainly delivered in-house or secured by way of grant, although an additional contract was entered into during the current financial year to support the development of Time Credits. This contract is managed by the Council's Communities, Housing and Customer Services Directorate through a joint funding arrangement.

8. The Families First grant funding for this programme remained at the same level between 2012/13 and 2015/16 at £5,743,339 but was reduced to £5,072,763 in 2016/17.

9. In July 2016, Welsh Government Cabinet Secretary Carl Sargeant confirmed that there would be another Families First programme. His

decision paper is attached to this report as **Appendix A**. The decision paper sets out his intentions for the new programme and clarifies the distinctive contribution that Welsh Government want the Families First programme to make alongside other programmes and initiatives. The paper confirms the elements of provision that Welsh Government want to continue, identifies some areas of service that they will be funded in the new programme and some potential gaps that Welsh Government want to be addressed.

Previous Scrutiny

10. The Committee considered the Families First Annual Review report for 2015/2016 at its meeting on 18 October 2016. Members heard that Cardiff had not yet set any transitional arrangements for the end of the contract in March 2017 and was advised that the advice received was that these arrangements could not be set until such times as further guidance was received for the future of Families First, together with budget information.

11. Whilst the extension of the contract has to be a Cabinet decision, notice to extend can be given, and Officers confirmed that they were committed to moving forward as soon possible without any compromise of integrity. Members expressed concern that there may be a risk that Families First will not be in a position to continue to help families in need in light of the underspend on staff and the number of staff leaving. Officers advised that they are satisfied that Families First will continue, although the format may be somewhat different.

12. After the meeting, Members agreed to consider the draft Cabinet report as soon as it was available to ensure that it is considered by Cabinet in a timely manner.

Draft Cabinet Report

13. The draft Cabinet report sets out the proposed interim arrangements for the transition period, which includes varying some existing contacts in order to extend their initial contract terms, decommissioning some of the services and potentially commissioning pilot/alternative arrangements during the transition period.

14. The report also sets out a timetable for the governance arrangements to ensure a smooth progression to new arrangements for service users (paragraph 18).

15. Equality impact assessments have also been undertaken which have been used to inform the proposals for the interim arrangements (see **Appendices B to E**).

Scope of Scrutiny

16. The scope of this scrutiny is for Members to:

- Gain assurance that the draft Cabinet Report provides appropriate interim arrangements for the decommissioning of those Families First programmes not being funded after 31 March 2017 and the commissioning of the new programmes starting on 1 April 2017;

- Pass on any observations, comments or recommendations to the Cabinet Member for Early Years, Children and Families prior to the consideration of the Draft report by Cabinet.

Way Forward

17. Councillor Sue Ient (Deputy Leader and Cabinet Member for Early Years, Children and Families), Tony Young (Director of Social Services), Angela Bourge (Operational Manager Strategy, Performance and Resources) and Ceri George (Improvement Project Manager – Prevention and

Partnerships) will present the report to the Committee, and will be available to answer any questions Members may have.

18. This report will also enable Members to provide any comments, concerns or recommendations to the Cabinet Member prior to its consideration by Cabinet.

Legal Implications

19. 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

20. There are no direct financial implications arising from this report. However, financial implications may arise if and when the matters under review are implemented with or without any modifications.

RECOMMENDATIONS

The Committee is recommended to:

Review the information contained in the draft Cabinet Report, attached at **Appendix 1**, together with information provided at the meeting and provide any recommendations, comments or advice to the Cabinet Member and / or Director of Social Services prior to the report's consideration by Cabinet.

Davina Fiore
Director of Governance and Legal Services
30 November 2016

CITY OF CARDIFF COUNCIL
CYNGOR DINAS CAERDYDD

CABINET MEETING: 15 December 2016

TITLE: FAMILIES FIRST PROGRAMME: UPDATE AND TRANSITION ARRANGEMENTS

REPORT OF DIRECTOR

AGENDA ITEM:

PORTFOLIO: Early Years, Children and Families (Councillor Sue Lent)

DRAFT

Reason for this Report

1. To inform Cabinet of the current position in relation to Cardiff's Families First Programme, as detailed in the body of the report.

2. Subject to confirmation of funding from Welsh Government, to request approval to vary existing contracts by way of extensions as further detailed in the body of this report.

3. To seek a delegation of authority to the Director of Social Services in consultation with the Cabinet Member for Early Years, Children and Families and the Cabinet Member for Corporate Services and Section 151 and Monitoring Officers for all aspects of commissioning related to any short-term provision developed or piloted during the transition period.

Background

4. The Council currently receives a Welsh Government grant of just over £5m per annum, for the Families First Programme to provide early intervention and prevention services for families. The programme is one of the Welsh Government's key initiatives for tackling poverty.

5. The City of Cardiff Council manages the grant on behalf of the Public Services Board, which is made up of all the main statutory and third sector partners working together to deliver Cardiff's Integrated Strategic Plan, *What Matters: 2010-2020*.

6. For this reason, the Vulnerable Children and Families Board, which is part of the Cardiff Partnership arrangements, has a role in governance of the programme in addition to the Council's own governance processes. This Board is currently chaired by the Director of Social Services.

7. By way of background, the Welsh Government's initial Guidance identified that the first Families First programme would end in 2017. The Guidance also contained a requirement that services should be 'strategically commissioned'. In line with this, services under the Families First Programme were commissioned by the Council via two competitive tender processes resulting in the award of seven contracts which commenced on 1 April 2013. These contracts are due to expire on 31st March 2017, although they do contain an option to extend on an annual basis for 12 month periods if continued grant funding is made available.

8. The main specification for the first programme comprised six lots providing for themed packages of services. Each of these packages is led by a Lead Provider who has entered into sub contracts with a range of other providers. In this way, each package provides a number of different projects or services. The packages are:

    - Early Years – led by Cardiff and Vale University Health Board
    - Child and Youth Engagement – led by City of Cardiff Education Services
    - Sustainable Employment – led by Sova
    - Healthy Lifestyles – led by Cardiff and Vale University Health Board
    - Emotional and Mental Health and Wellbeing – led by Barnardo's
    - Disability Focus – led by Action for Children

9. Under the same Programme although commissioned under a separate procurement process, there is a further service. This is the Team Around the Family service for which a contract is in place with a single provider, namely Tros Gynnal Plant.

10. A number of smaller Infrastructure projects also support delivery across the Programme. These are mainly delivered in-house or secured by way of grant, although an additional contract was entered into during the current financial year to support the development of Time Credits. This contract is managed by the Housing and Communities Directorate through a joint funding arrangement.

11. The Families First grant funding for this programme remained at the same level between 2012/13 and 2015/16 at £5,743,339 but was reduced to £5,072,763 in 2016/17.

12. In July 2016, the Cabinet Secretary, Carl Sargeant, confirmed that there would be another Families First programme. His decision paper is attached to this report as **Appendix A**. The decision paper sets out his intentions for the new programme and clarifies the distinctive contribution that Welsh Government want the Families First programme to make alongside other programmes and initiatives. The paper confirms the elements of provision that they want to continue, and identifies some areas of service that they will not fund in the new programme and some potential gaps that they want to be addressed.

DRAFT

13. Funding for the programme post March 2017 has not yet been confirmed. However, the Welsh Government's draft budget proposes that funding for 2017-18 will be at the same level as for 2016-17. The overall budget is scheduled for agreement on 13th December and Welsh Government officers have said that they will try to confirm individual funding with local authorities as soon as possible after this date.

14. The final guidance for the new programme is not expected to be available before 31st March 2017. However, the decision paper provides the direction of travel for the Families First programme and allows for a transition period. The decision paper suggests that this will take a minimum of six months and further correspondence with officials has indicated that they will allow for a longer transition period should this be required.

15. Welsh Government is not in a position to be able to confirm how long the next programme will last or to provide indicative budgets at the present time. The Cabinet Secretary has confirmed his commitment to continue to support the Families First programme and the Directorate is preparing for re-commissioning on this basis. Accordingly, this Report sets the interim decisions currently before Cabinet in the context of outline longer term plans. However, these will be the subject of further reports when the Directorate has the final Guidance, and confirmation of funding and length of programme.

16. In the meantime, with the existing contracts due to expire at the end of March 2017, the Directorate needs to put in place interim arrangements to cover the transition period under the Families First Programme whilst it awaits a copy of the final guidance from the Welsh Government and is therefore in a position to determine and commission the longer term arrangements. Hence the purpose of this report is to seek authority for the interim arrangements.

Proposed Interim Arrangements

17. The proposed interim arrangements for the transition period include varying some of the existing contracts in order to extend their initial contract term, decommissioning some of the services currently provided under the Families First Programme and potentially commissioning/ putting in place pilot/alternative arrangements during the transitionary period.

Proposed extension of contract term

18. Working with officers from Legal Services and Procurement, the central Families First team have put together a proposed outline project plan for the re-commissioning process, subject to the confirmation of funding. This builds in the timescales needed for stakeholder engagement, decision-making via Council and Cardiff Partnership governance arrangements, compliance with OJEU regulations and a transition period to ensure a smooth progression to new arrangements for service users.

DRAFT

Governance Arrangements	Commencement Date	End Date
Cabinet decision to proceed with extension of current arrangements	15th Dec 2016	15th Dec 2016
Notify current Provider Organisations of the outcome of Cabinet decision	January 2017	January 2017
Stakeholder Engagement Regarding Existing Programme	July 2016	March 2017
Cabinet Approval for re-commissioning process	June 2017	June 2017
Future Commissioning and Procurement Process	June 2017	January 2018
Award of contract		January 2018
Transition Period	January 2018	31st March 2018
New Contract Start Date		1st April 2018

19. Based on this project plan, it is proposed that the Directorate seeks permission for a 12 month transition. The Cabinet Secretary's paper suggests a transition of at least six months. In subsequent correspondence, Welsh Government officials have confirmed that they regard this as the minimum needed and are prepared to agree to a longer period of up to 12 months.

20. The current contracts provide for extensions on an annual basis of 12 months provided that the contract does not extend beyond 31 March 2019, subject to continued grant funding from the Welsh Government. Accordingly, the Directorate is proposing to extend the following contracts and service level agreement for a 12-month period commencing on 1 April 2017:

- Early Years contract with Cardiff and Vale University Health Board and dated 28 March 2013 (current value £616,484)
- Healthy Lifestyles in respect of the services currently delivered under the contract with Cardiff and Vale University Health Board – dated 28 March 2013 save for those services/projects identified in paragraph 17 B) below (current value £445,344)
- Emotional and Mental Health and Wellbeing contract with Barnardo Services Ltd and dated 12 March 2013 (current value £1,004,124)
- Disability Focus contract with Action for Children and dated 28 March 2013 (current value £482,508)
- Team Around the Family service contract with Tros Gynnal Plant and dated 6 March 2013 (current value £486,908)
- Child and Youth Engagement service level agreement with the Council's in-house Education department (current value £1,313,849)

DRAFT

Decommissioning of some of the services

21. As part of the Cabinet Secretary's decision paper located at **Appendix A**, certain elements of the programme will no longer be supported by the Families First Grant, namely:

    - Debt/benefit advice/income maximisation/financial literacy
    - Worklessness/employability/training
    - Some health services, e.g. sexual health, substance misuse.
    - Childcare services (except crèche facilities)

22. In line with this indication, the Directorate is proposing to decommission a small number of services. Namely
    A. the Sustainable Employment package delivered by Sova (whole contract - current value £251,486)
    B. the Sex and Relationships Education and ASSIST (smoking prevention) projects (current value £40,587)

23. Equalities Impact Assessments [EIAs] for these projects which it is proposed are decommissioned have been carried out and copies of the same are attached as **Appendices B-D**. A further EIA has also been completed for the remaining programme, with a copy attached as **Appendix E**.

24. Welsh Government's decision not to support these services via Families First Grant is based on their clarification of the role of Families First alongside other initiatives which were not in place when the first programme guidance was issued.

25. In relation to worklessness, Welsh Government anticipates that other programmes like Communities 4 Work and LIFT will continue to provide more specialist support for parents who need this form of support. Their evaluation of the first Families First programme concluded that this kind of support was not 'viable' as part of Families First because the programme was working with parents who had more complex needs and needed to deal with other things before they were able to progress into employment.

26. Accordingly, the Directorate is not seeking to extend the existing contract currently in place with Sova in relation to the Sustainable Employment services under the Families First Programme and this contract will, therefore, automatically expire on 31 March 2017 in accordance with its contract terms.

27. In relation to SRE, there are clear requirements for schools in relation to delivery. All maintained secondary schools are required under section 101(1)(c) of the Education Act 2002 to include sex education for all registered pupils, as part of the 'basic curriculum' of the school. Primary schools are advised to deliver SRE although it is not a legal requirement. The current projects supports schools to put effective delivery into place but given the legal and advisory responsibility of schools, it is proposed that this does not fit with the forward direction of Families First.

DRAFT

28. In relation to ASSIST, which is a smoking prevention programme, Public Health Wales now delivers a Smoke Free Schools Programme. While the value of this work is not questioned, it would appear to be within Public Health Wales's remit and not appropriate for further Families First funding.

29. However, delivery of both of the health-related services is via schools. Therefore, it is recommended that we continue to fund these elements to deliver in Quarter 1 of 2017-18 (April – June 2017) so that they can complete delivery within the current school year. Further discussions with Welsh Government officials have clarified that the transition period will allow for the continuance of some projects which will no longer fit with the new guidance to allow for appropriate exit arrangements to be put into place. Accordingly, the proposal is to vary the Healthy Lifestyle contract in part to allow for an extension of 3 months commencing upon 1 April 2017 in respect only of the Sex and Relationships Education and ASSIST (smoking prevention) projects. The contract value provided in paragraph 23 above has been adjusted to take this into account.

30. Welsh Government say that "If local authorities wish to retain any health services which are currently being delivered through the programme, they will need to be able to demonstrate clear links to parenting, youth support and ACE [Adverse Childhood Experiences] prevention". There are a number of other health-related projects which we are proposing should continue through the transition, including the Sexual Health Outreach Team/C-Card service and health and nutrition projects. The analysis and planning that we will do to prepare for the new specifications will explore how these services can be embedded to demonstrate the clear links required.

31. The decision paper located at **Appendix A** also identifies childcare as an element that they will not fund in the new programme. The Cabinet Secretary's decision is based on the fact that childcare will now be provided via the Parents, Childcare and Employment project (PaCE), which provides support to economically inactive parents into education, training and employment, where childcare is the main barrier. Welsh Government are also introducing an enhanced early years childcare offer which is aimed at working families and will subsidise the provision of 20 hours of childcare for three and four year olds in addition to the 10 hours of early years education which is already available under the Foundation Phased for 38 weeks of the year. However, it is not proposed that we decommission the early years childcare project delivered by Ely and Caerau Children's Centre at the present time. This new childcare offer has not yet been rolled out and so, while childcare will not feature in the new programme, this provision will be maintained during the transition to allow time for alternative arrangements to be put into place.

32. The Directorate is proposing to enter into arrangements to extend infrastructure elements as appropriate for the way in which they are delivered and/or were commissioned.

DRAFT

Alternative/Pilot arrangements during the transition period

33. The priority is to manage the transition to the new programme while maintaining services and support for families. It is anticipated that decommissioning of the identified services will release funding for the development of other services which will start to fill gaps and strengthen provision for families in line with the new directions. It will also be used to improve communication around provision for children, young people and their families in response to feedback from stakeholders and inspection reports from Young Inspectors during the current programme.

34. The stakeholder engagement and analysis will identify areas where services could be developed or piloted during the transition period. It will require flexibility to respond to emerging themes effectively. Therefore, it is proposed that decision-making in relation to the short-term commissioning of services during this phase is delegated to the Director of Social Services, where needed, and to that end it is anticipated that the level of funding will be in the region of approximately £300,000 and that the alternative/pilot arrangements will not continue beyond 31 March 2018.

Commissioning the next Families First programme

35. Contract monitoring and stakeholder engagement have confirmed that Families First has delivered services that have made a real difference to families in Cardiff. These services provide a wide range of help, ranging from light touch advice and information to more intensive support for longer periods of time to around 20,000 individuals each year. However, we also know that our systems for identifying when families need help and ensuring that they receive the support they need, could be clearer and better embedded. The context in which we are working has also changed, with a greater emphasis on early intervention and prevention through Cardiff's Early Help Strategy and in the implementation of the Social Services and Wellbeing Act and the Wellbeing of Future Generations Act.

36. While it will be a priority to maintain provision during the transition phase, the re-commissioning in Phase 2 gives us a chance to learn from our experience during the first programme to do some things better. We also need to address some of the gaps that have been identified in the Cabinet Secretary's decision paper and locally during stakeholder engagement. This is a real opportunity for Social Services to recommission in line with the new Welsh Government guidance, to build on areas of success and address areas for development.

37. The financial guidance for Families First specifies that the funding must not be used to deliver statutory services. However, we have received clarification that funding may be used to deliver wider early help services which contribute to the provision of Information, Advice and Assistance under the Social Services and Wellbeing Act.

38. The Directorate has started to prepare for new commissioning during the transition period, including consulting with all relevance stakeholders.

DRAFT

Once the Directorate is in a position to propose a model for the longer term arrangements and having taken into account the final WG guidance (when this has been received) a further report will be submitted to Cabinet for approval.

Equality Impact Assessment

39. Equality Impact Assessments have been carried out on the changes above and these can be found at Appendices B, C, D and E. Findings from the assessments have informed the proposals for the interim arrangements. Further EIAs will be completed and will inform changes to the programme recommended as part of the recommissioning process during the transition period.

Consultation

40. Lead Providers for the packages directly affected by the decommissioning proposals for Phase 1 have been notified and asked to provide an exit strategy but also information about the impact on their service users that they wished to be taken into consideration in the Equalities Impact Assessments.

41. The draft Cabinet report was considered by the Children & Young People Scrutiny Committee on 6 December 2016. A summary of the key feedback from the Committee is contained in the bullet points below:

    - *To be inserted when received*

42. Workshops have been held with current and potential providers of services. While they have not been asked to comment on the specific proposals contained here, their general observations have informed this Report and will continue to inform planning and development of specifications for Phase 2.

43. Officers will continue to work closely with providers, third sector partners and other stakeholders to learn lessons from recent and current commissioning arrangements Every effort will be made to involve stakeholders and in particular Service Users in the specification of services and in the evaluation process.

44. This report does not relate to a local issue as the Families First Programme is delivered city-wide.

DRAFT

Reason for Recommendations

45. To note the approach to the recommissioning of the Families First programme and agree the arrangements for management of the transition period.

Financial Implications

46. .

Legal Implications (including Equality Impact Assessment where appropriate)

47. The proposed recommendation relates to a number of contractual arrangements currently in place and, put simply, seeks to vary the same by way of extending the contract terms, subject to receiving a formal offer of grant funding from the Welsh Government.

48. The contracts contain provisions to extend the same for twelve months subject to continuation of Welsh Government grant funding. In addition Legal Services are instructed that the appointed contractors are in agreement with the proposed extensions and hence the proposals should not present any issues in terms of contract law.

49. With regard to procurement law, it is noted that when the contracts were initially procured, the tender documentation was clear that the contracts could be further extended (provided that the same do not extend beyond 31 March 2019). Accordingly the proposal to extend the contracts is within scope of the original procurement.

50. In relation to the proposed recommendations and TUPE, please refer to the employment implications set out in the HR Implications of this report.

Equality duty

51. In considering this matter the decision maker must have regard to the Council's duties under the Equality Act 2010. 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: (a). Age, (b) Gender reassignment(c) Sex (d) Race – including ethnic or national origin, colour or nationality, (e) Disability, (f) Pregnancy and maternity, (g) Marriage and civil partnership, (h) Sexual orientation (i) Religion or belief – including lack of belief.

52. The report identifies that Equality Impact Assessments have been carried out and are appended at Appendices B, C, D and E. The purpose of the Equality Impact Assessment is to ensure that the Council has understood

DRAFT

the potential impacts of the proposal in terms of equality so that it can ensure that it is making proportionate and rational decisions having due regard to its public sector equality duty. The decision maker must have due regard to the Equality Impact Assessments in making its decision.

HR Implications

53. The central Families First team is currently located within the central business section of Social Services. Members of staff are employed on temporary contracts until 31st March 2017. These employment contracts will also need to be extended, or arrangements made to put new roles into place to manage the central functions through Phases 1 and 2.

54. Families First currently funds the following posts in the central team:
    - 58% Project Manager Post
    - 100% Commissioning Officer
    - 100% Outcome Delivery Officer
    - 50% Commissioning Support Officer
    - 100% Admin Post

55. Families First funding also contributes to two other posts in other service areas:
    - 60% Finance Officer in Finance
    - 20% Analyst in Cardiff Research Unit

56. It is unlikely that there will be TUPE implications during Phase 1. However, the recommissioning of services in Phase 2 may or may not have implications under the Transfer of undertakings (Protection of employment) regulations 2006 (TUPE) for the incoming and outgoing providers. An assessment will be made by the Council and referred to in any tender documentation. At this point, it will be recommended that any contractors take their own legal advice on whether TUPE applies or not as they will be the ones with the legal responsibility.

RECOMMENDATIONS

It is recommended that Cabinet:

1. Subject to the condition set out in point 2

a) approves the proposed variation to the existing contracts referred to under ***paragraph 20*** of this report (save for the Healthy Lifestyles contract referred to Recommendation 1b)) by way of an extension of 12 months commencing on 1 April 2017;

b) approves the proposed variation to the existing Families First Healthy Lifestyles contract with the Cardiff and Vale University Health Board:-

i) by way of an extension for a period of 3 months commencing upon 1 April 2017 in respect of those elements of the services referred to as 1) the Sex

DRAFT

and Relationship Education project and 2) the ASSIST (smoking prevention) project;

ii) by way of an extension for a period of 12 months commencing upon 1 April 2017 in respect of the remaining elements of the services within the said contract.

c) Delegate authority to the Director of Social Services in consultation with the Cabinet Member for Early Years Children and Families and the Cabinet Member for Corporate Services and Performance, and Section 151 and Monitoring Officers for all aspects of commissioning the proposed short term pilot arrangements which may be put in place during the transition period as further detailed in **paragraph 34** of the report.

2. Recommendation 1 shall be conditional upon the Council securing written confirmation of grant funding from the Welsh Government at a level which is sufficient to cover the cost of the proposed variations and pilot arrangements.

3. To note that it is intended to submit a further report to Cabinet to seek approval to the proposed model for the longer term arrangements for the Families First Programme once the final Welsh Government Guidance and financial information in relation to the new programme has been received

TONY YOUNG
DIRECTOR OF SOCIAL SERVICES

17th November 2016

The following appendices are attached:

Appendix A – Cabinet Secretary Decision Paper from Welsh Government
Appendix B – Equality Impact Assessment (Sex and Relationships Education)
Appendix C – Equality Impact Assessment (ASSIST)
Appendix D – Equality Impact Assessment (Sustainable Employment package)
Appendix E – Equality Impact Assessment (remaining programme)

DRAFT

This page is intentionally left blank

APPENDIX A: Future development of the Families First programme

Cabinet Secretary's decision

The Cabinet Secretary has considered advice on the future of the Families First programme and has come to the following decision:

- The key elements of the JAF, TAFF and disability focus will remain unchanged, with £3 million per year ring-fenced funding for disability-related services being retained.
- The focus of the strategic projects commissioned through the programme will be narrowed to concentrate on the delivery of parenting support and support for young people.
- There will be a transitionary period of at least six months from 1 April 2017 before these new arrangements are rolled out nationally.

Why has this decision been made?

The Cabinet Secretary has made this decision to ensure the Families First programme is able to develop services which address identified gaps in service provision for parents and young people and link the work of the programme clearly with the prevention of Adverse Childhood Experiences (ACEs).

What does this mean?

<u>Parenting support</u>

Parenting plays a central role in relation to outcomes for children. Good quality parenting can help promote resilience, positive self-esteem and have a positive impact on a child's learning and outcomes and school. Children who grow up in a nurturing environment where parenting is fair, consistent and structured are also less likely to be exposed to adverse childhood experiences which may detrimentally affect their physical and mental health over the longer term. These children are also less likely to bring up their own children in households where ACEs are commonplace.

A recent mapping exercise has identified gaps in existing provision and all local authorities will need to consider these when designing and commissioning services. Current identified gaps in service provision include:

- Universally available parenting groups
- Support for couple relationships
- Support for parents with a learning disability
- Support for adoptive/foster parents/kinship carers
- Support for families affected by a parent in prison
- Support for families following family breakdown

Each local authority will be expected to offer services under the following age related themes:

- Perinatal and support in the early years to age 7
- Support for parents of children in middle childhood aged 7-12
- Support for parents of teenagers

Each of these age-related themes will then need to be underpinned by the following cross-cutting themes:

- Relationship support
- Early intervention support vulnerable families
- Positive parenting
- Evidence based theories of child development

It may be necessary for local authorities to undertake further assessments to identify the extent to which these gaps need to be filled in their local area to ensure services can be commissioned accordingly. The needs of local populations will vary, and there is no "one size fits all" approach which should be taken so local authorities will still have a certain degree of flexibility in how they design and commission services, as is the case currently. However, it will be important for local authorities to ensure, and be able to demonstrate, they are providing services which fill these identified gaps.

There are some clear benefits to widening the provision of parenting support, these have been summarised below:

- Families First will be able to enhance existing parenting support to fill the identified gaps in provision and provide services ranging from universal support to targeted/specialist interventions.
- The programme will have a sharper focus on ensuring families are confident, nurturing, resilient and safe. Evaluation evidence tells us that families' presenting needs most often fall into these categories and recent feedback indicates this remains a clear need amongst local populations.
- The broad range of parenting support which can be delivered will also be able to address a variety of other issues, such as:
    - low level mental health and emotional health and well-being
    - domestic violence support
    - support for young carers
    - family engagement support

<u>Support for young people</u>

Providing support for young people directly complements the support which will be provided for parenting and is entirely in keeping with Families First's whole family approach to service provision.

Services should be focussed to concentrate on ensuring young people are resilient and confident and equipped with skills which will help them make a meaningful contribution to society. This could mean services are developed which will

complement those which are proposed for parents, and include interventions for a range of age groups which promote resilience and positive self-esteem to encourage long term positive outcomes for all children and young people.

Families First and the prevention of ACEs

Whilst our parenting proposals have clear links with ACE prevention, continuation of youth provision will provide valuable services which could help to mitigate the effects of exposure to ACEs for those children and young people who are living in difficult circumstances. Enhancement of existing services, such as youth clubs, advocacy, counselling and mentoring services, as well as those which provide access to work placements and education may help to reduce the acute and long-term impacts of ACEs on the health and behaviour of young people.

Where local authorities are not currently providing youth services, these services should be developed alongside new parenting support to ensure young people in the local area are receiving appropriate support along with their parents.

Services which will no longer be funded through Families First

A simple mapping exercise has been carried out using information contained in the Families First Delivery Plans 2016-17 and we have identified the following main services which will be affected as a result of the Cabinet Secretary's decision:

- Debt/benefit advice/income maximisation/financial literacy
- Worklessness/employability/training
- Some health services, e.g. sexual health, substance misuse.
- Childcare services (except crèche facilities)

Debt/benefit advice/income maximisation/financial literacy

Many families who enter the programme require some kind of financial advice however services are available outside of the programme to which families could be signposted. Organisations such as the Citizen's Advice Bureau and the Money Advice Service provide free information and support to families and, whilst it is important that families know where they can get help, it is not essential for these services to be provided through Families First.

Worklessness/employability/training

The Families First evaluation reports have made it clear that the programme does not perform well in terms of helping people seek or gain employment. Families' presenting needs most often fall into the categories of wellbeing, confidence, resilience and safety and it is essential for families to address these issues before they can move on to addressing other challenges such as gaining employment. We do not, therefore, consider it viable for the programme to continue funding services such as these.

Some health services, e.g. sexual health, substance misuse

Some health services, for example, those which promote healthy living or substance misuse support, could be refined to ensure stronger links with parenting, in the context of providing a healthy environment for children to thrive. If local authorities wish to retain any health services which are currently being delivered through the programme, they will need to be able to demonstrate clear links to parenting, youth support and ACE prevention.

Childcare (except crèche facilities)

Services currently funded by the programme include:

- Assisted childcare places
- Contributions towards the cost of childcare
- Provision of affordable day care
- Crèche facilities

We know that crèche facilities are particularly useful in helping parents who have no childcare support access services, such as parenting programmes. We are, therefore, recommending that the provision of crèche facilities be retained where it will encourage parents to engage with services.

With regard to other childcare services, these were developed prior to other Welsh Government initiatives which are now available or in development. These include:

- **Parents, Childcare and Employment project (PaCE)** which provides support to economically inactive parents into education, training and employment, where childcare is the main barrier.
- **The enhanced early years childcare offer** which is aimed at working families and will subsidise the provision of 20 hours of childcare for three and four year olds in addition to the 10 hours of early years education which is already available under the Foundation Phased for 38 weeks of the year.

As these new initiatives are implemented, we would expect to see a reduction in need for services to be delivered through Families First and so do not consider it appropriate for childcare services to continue to be funded through the programme.

Transition

We understand that it will take time to move from the current arrangements to another, and we are proposing a transitionary period of at least six months from 1 April 2017, which will mean the new arrangements will be operating nationally from 1 October 2017 at the earliest. This should allow local authorities sufficient time to undertake relevant needs assessments and consider how services should be delivered in each local authority and develop appropriate commissioning arrangements.

Local authorities will be able to decide how they wish to proceed during this transitionary period. We do, however, recommend they explore whether existing contracts can be extended during this period which would mean the programme continuing to operate in its current form for six additional months to allow for a more effective exit period for families currently receiving support through the programme.

Next steps

We will welcome your input in a number of key areas as we move towards these new arrangements and we will be seeking your support over the coming months to consider the following:

- The development of new guidance
- Suitable data monitoring and performance management arrangements.

Further details on the new arrangements will be available in due course, including funding arrangements. The Cabinet Secretary is expected to make a formal announcement on the future of the programme in the autumn.

If you have any immediate queries at this stage, please contact Hannah Williams, Senior Family Support Policy Manager at hannah.williams@wales.gsi.gov.uk or 029 2082 5677.

The Families First Team

This page is intentionally left blank

CARDIFF COUNCIL

Equality Impact Assessment
Corporate Assessment Template

Policy/Strategy/Project/Procedure/Service/Function Title: Sex and Relationships Education
New/Existing/Updating/Amending: New

Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?	
Name: Angela Bourge	Job Title: Operational Manager – Strategy, Performance & Resources
Service Team: Families First	Service Area: Social Services
Assessment Date: 10/11/16	

1. What are the objectives of the Policy/Strategy/Project/ Procedure/ Service/Function?

Families First is a Welsh Government-funded initiative which aims to support families, particularly those living in poverty.

The Sex and Relationships education service within Families First works in schools across Cardiff offering support to staff and pupils in delivery of high quality sex and relationship advice. This assessment considers the impact of ceasing funding to the SRE service in March 2017 in line with the direction of travel outlined by Welsh Government.

The early indications outlined within the Cabinet Secretary's decision paper highlights that certain elements of the programme will no longer be supported by the Families First Grant, namely;

- Debt/benefit advice/income maximisation/financial literacy
- Worklessness/employability/training
- Some health services, e.g. sexual health, substance misuse.
- Childcare services (except crèche facilities)

Due to this indication regarding the future of the programme, the proposal is to cease funding for those projects and/or programmes that fall under the categories that Welsh Government have indicated will no longer be supported in the future. Welsh Government have highlighted that health related projects must have a clear link to parenting or the prevention of Adverse Childhood Experiences if they are to remain within the Families First portfolio.

2. Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]

The Healthy Lifestyles package currently offers a project entitled Sex and Relationships Education which supports the delivery of sex and relationships education in primary and secondary schools, colleges and training providers.

During 2015/16, 13 schools, colleges and training providers in Cardiff received training, with 1404 children and young people attending lessons. Of these 1191 individuals felt their knowledge had increased in relation to Sex and Relationship Education, and 1187 felt more confident in accessing sexual health provision.

Whilst SRE is seen as a key priority for young people it is not felt that the remit of the programme fits with Families First grant funding. The Education Act 2002 requires secondary school to provide sex education as part of the 'basic curriculum'. Whilst the programme has delivered successes, it is not seen as appropriate that such programmes should rely on grant funding rather than be built into school processes. Although this project has provided added value, Families First funding should not be used for anything which is a statutory requirement.

Public Health Wales Healthy Schools programme contains 7 key topics, one of which is relationships. This service offers schools a Toolkit and lesson plans to purchase or loan. The role of the SRE service has been to provide mentoring and support for this programme.

Cardiff Council's Healthy Schools coordinator has highlighted that between April 2015 – March 2016:

- 18 Schools borrowed Healthy Schools SRE resources:
- 11 schools borrowed the toolkit
- 7 Schools purchased the toolkit

The SRE service has provided additional information or support to supplement this, should schools need it. The schools wishing to have this additional support will no longer receive it via this route and as such it will need to be picked up in other ways. For instance, some schools already purchase external support for SRE from other providers.

It is proposed that the Sexual Health Outreach Team (Shot) and C-Card scheme will continue to operate from within Families First, embedded within the provision of Youth Support. If approved, these schemes will continue to be available for young people who need additional support or advice in relation to sex and relationships.

3 Assess Impact on the Protected Characteristics

3.1 Age

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative/]** on younger/older people?

	Yes	No	N/A
Up to 18 years	Negative		
18 - 65 years	Negative		
Over 65 years			X

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
The loss of SRE education within the current settings would impact on those currently receiving the service, young people under the age of 25 in education and training settings. Healthy Schools feel that the loss of this service would have a negative impact in terms of the quality and consistency of what is delivered by schools in relation to this subject area leading to lack of confidence in teachers as well as a lower standard of delivery to young people in schools.
What action(s) can you take to address the differential impact?
Meetings and engagement have been held with both Public Health Wales and Healthy Schools coordinators. Whilst the service is currently delivered through Families First Funding this is not the case across the city or across Wales. As such, the central team will work with existing providers to identify how to ensure that those schools that had previously used this service will be able to access ongoing support. Much of this work would be picked up as part of Healthy Schools and the general duties relating to SRE/PSE education within schools: ensuring quality delivery of SRE is the responsibility of schools and inspected by Estyn. Schools and training providers will also be able to refer into the SHOT/C-Card scheme where necessary.

3.2 Disability

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on disabled people?

	Yes	No	N/A
Hearing Impairment			**X**
Physical Impairment			**X**
Visual Impairment			**X**
Learning Disability			**X**

Long-Standing Illness or Health Condition			**X**
Mental Health			**X**
Substance Misuse			**X**
Other			**X**

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
There is not expected to be a differential impact relating to these characteristics.
What action(s) can you take to address the differential impact?

3.3 Gender Reassignment

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on transgender people?

	Yes	**No**	**N/A**
Transgender People (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
There is not expected to be a differential impact on transgender people.
What action(s) can you take to address the differential impact?

3.4. Marriage and Civil Partnership

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on marriage and civil partnership?

	Yes	**No**	**N/A**
Marriage			x
Civil Partnership			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
There is not expected to be a differential impact on marriage and civil partnership

What action(s) can you take to address the differential impact?

3.5 Pregnancy and Maternity

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on pregnancy and maternity?

	Yes	No	N/A
Pregnancy			x
Maternity			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
There is not expected to be a differential impact on pregnancy and maternity
What action(s) can you take to address the differential impact?

3.6 Race

Will this Policy/Strategy/Project//Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
White			x
Mixed / Multiple Ethnic Groups			x
Asian / Asian British			x
Black / African / Caribbean / Black British			x
Other Ethnic Groups			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
There is not expected to be a differential impact on race
What action(s) can you take to address the differential impact?

3.7 Religion, Belief or Non-Belief

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

	Yes	No	N/A
Buddhist			x
Christian			x
Hindu			x
Humanist			x
Jewish			x
Muslim			x
Sikh			x
Other			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
There is not expected to be a differential impact on religion
What action(s) can you take to address the differential impact?

3.8 Sex

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on men and/or women?

	Yes	No	N/A
Men			x
Women			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
There is not expected to be a differential impact on sex
What action(s) can you take to address the differential impact?

3.9 Sexual Orientation

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
Bisexual			x
Gay Men			x
Gay Women/Lesbians			x
Heterosexual/Straight			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
There is not expected to be a differential impact on sexual orientation.
What action(s) can you take to address the differential impact?

3.10 Welsh Language

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on Welsh Language?

	Yes	No	N/A
Welsh Language			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
There is not expected to be a differential impact on Welsh Language
What action(s) can you take to address the differential impact?

4. Consultation and Engagement

What arrangements have been made to consult/engage with the various Equalities Groups?

Consultation has been held with the Lead Provider for the Healthy Lifestyles package who has shared this information with key partners in Health. The proposal has been shared with the Steering Group for Early Years and Healthy Lifestyles for comment. Partners in Education have been made aware of the consideration to remove this funding and have been given an opportunity to comment. Stakeholder Engagement sessions have been held advising of the change in focus for the Families First programme, away from Health focussed projects.

5. Summary of Actions [Listed in the Sections above]

Groups	Actions
Age	Much of this work would be picked up as part of Healthy Schools and general SRE/PSE education, with the ability for providers to refer into the SHOT/C-Card scheme where necessary.
Disability	
Gender Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	
Religion/Belief	
Sex	
Sexual Orientation	
Welsh Language	
Generic Over-Arching [applicable to all the above groups]	The 2002 Education Act highlights that high quality Sex and Relationship Education should be delivered as part of a standard curriculum within schools. The responsibility for delivery in this area is a priority for Education and Public Health. Much of the work that would be included within the SRE package will be expected to be picked up via Healthy Schools and general SRE/PSE education. The continuation of the Sexual Health Outreach Team (SHOT) and C-Card also ensures provision is available for those most at risk.

6. Further Action

Any recommendations for action that you plan to take as a result of this Equality Impact Assessment (listed in Summary of Actions) should be included as part of your Service Area's Business Plan to be monitored on a regular basis.

7. Authorisation

The Template should be completed by the Lead Officer of the identified Policy/Strategy/Project/Function and approved by the appropriate Manager in each Service Area.

Completed By : Dr Ceri George	Date: 10-11-16
Designation: Improvement Project Manager – Prevention and Partnerships	
Approved By: Angela Bourge	

Designation: Operational Manager – Strategy, Performance & Resources	
Service Area: Social Services	

7.1 On completion of this Assessment, please ensure that the Form is posted on your Directorate's Page on CIS - *Council Wide/Management Systems/Equality Impact Assessments* - so that there is a record of all assessments undertaken in the Council.

For further information or assistance, please contact the Citizen Focus Team on 029 2087 3059 or email citizenfocus@cardiff.gov.uk

This page is intentionally left blank

CARDIFF COUNCIL

Equality Impact Assessment

Corporate Assessment Template

Policy/Strategy/Project/Procedure/Service/Function Title: ASSIST
New/Existing/Updating/Amending: New

Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?	
Name: Angela Bourge	Job Title: Operational Manager – Strategy, Performance & Resources
Service Team: Families First	Service Area: Social Services
Assessment Date: 8/11/16	

1. What are the objectives of the Policy/Strategy/Project/ Procedure/ Service/Function?

Families First is a Welsh Government Funded initiative which aims to support families, particularly those living in poverty.

With the current Families First programme due to finish in March 2017, this proposal relates to how the programme will move forward into 2017/18. Initial statements released by Welsh Government highlight a number of areas will not be funded through the Families First grant in the future.

The Healthy Lifestyles package of care currently includes the ASSIST/JustB programme, a smoking prevention service which is being considered as an area that should no longer funded through the Families First Grant given the new focus of the programme. Welsh Government have highlighted that health related projects must have a clear link to parenting or the prevention of Adverse Childhood Experiences if they are to remain within the Families First portfolio. In relation to smoking prevention there is not a robust argument to sustain this funding in the future.

2. Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]

The Healthy Lifestyles package currently offers a project entitled ASSIST/JustB which aims to reduce and prevent smoking in young people through a school based programme that trains young people to work as 'peer supporters'. During 2015/16 9 schools took part in the scheme with 318 pupils being trained as peer supporters. All participating schools stated that the project had a positive impact on behaviour and 293 pupils trained felt their knowledge and understanding had increased.

Whilst smoking prevention and cessation is vital in ensuring the health of young people it is not felt that such programmes should fall within the Families First programme given guidance received from Welsh Government. Smoking cessation and prevention is generally delivered as a Public Health concern.

It is recommended that young people involved in the programme as peer supporters be referred into similar initiatives within Public Health Wales to deliver ongoing support such as the Smoke Free Schools programme and other peer mentoring schemes led by Public Health Wales. SmokeFree Schools aims to take a whole school approach to tobacco control as well as supporting a peer influence model as used in the ASSIST/JustB programme to date. SmokeBugs is also delivered by the Healthy Schools programme, offering kits to be loaned out and with additional support for teachers.

3 Assess Impact on the Protected Characteristics

3.1 Age

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative/]** on younger/older people?

	Yes	No	N/A
Up to 18 years	Negative		
18 - 65 years			X
Over 65 years			X

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
The loss of ASSIST/JustB within the current settings would result in the 9 participating schools without the service. The participating group would fall mainly into the 0-18 category who would suffer a loss of service
What action(s) can you take to address the differential impact?
Referral of those needing sustained service involvement into other programmes. Other forms of preventative work such as Healthy Schools and National Campaigns could pick up the majority of this work. Project will be asked to provide an exit strategy.

3.2 Disability

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on disabled people?

	Yes	No	N/A
Hearing Impairment			**X**
Physical Impairment			**X**
Visual Impairment			**X**
Learning Disability			**X**
Long-Standing Illness or Health Condition			**X**
Mental Health			**X**
Substance Misuse			**X**
Other			**X**

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
It is not expected that this proposal will have a differential impact on any members of this group as aimed primarily at secondary schools as a preventative measure.
What action(s) can you take to address the differential impact?

3.3 Gender Reassignment

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on transgender people?

	Yes	No	N/A
Transgender People (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
It is not expected that this proposal will have a differential impact on any members of this group.
What action(s) can you take to address the differential impact?

3.4. Marriage and Civil Partnership

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on marriage and civil partnership?

	Yes	No	N/A
Marriage			x
Civil Partnership			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
It is not expected that this proposal will have a differential impact on any members of this group.
What action(s) can you take to address the differential impact?

3.5 Pregnancy and Maternity

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on pregnancy and maternity?

	Yes	No	N/A
Pregnancy			x
Maternity			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
It is not expected that this proposal will have a differential impact on any members of this group.
What action(s) can you take to address the differential impact?

3.6 Race

Will this Policy/Strategy/Project//Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
White			x
Mixed / Multiple Ethnic Groups			x
Asian / Asian British			x
Black / African / Caribbean / Black British			x
Other Ethnic Groups			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
It is not expected that this proposal will have a differential impact on any members of this group.
What action(s) can you take to address the differential impact?

3.7 Religion, Belief or Non-Belief

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

	Yes	**No**	**N/A**
Buddhist			x
Christian			x
Hindu			x
Humanist			x
Jewish			x
Muslim			x
Sikh			x
Other			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
It is not expected that this proposal will have a differential impact on any members of this group.
What action(s) can you take to address the differential impact?

3.8 Sex

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on men and/or women?

	Yes	**No**	**N/A**
Men			x
Women			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
It is not expected that this proposal will have a differential impact on any members of this group.

What action(s) can you take to address the differential impact?

3.9 Sexual Orientation

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	Yes	**No**	**N/A**
Bisexual			x
Gay Men			x
Gay Women/Lesbians			x
Heterosexual/Straight			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
It is not expected that this proposal will have a differential impact on any members of this group.
What action(s) can you take to address the differential impact?

3.10 Welsh Language

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on Welsh Language?

	Yes	**No**	**N/A**
Welsh Language			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
It is not expected that this proposal will have a differential impact in relation to Welsh Language.
What action(s) can you take to address the differential impact?

4. Consultation and Engagement

What arrangements have been made to consult/engage with the various Equalities Groups?

Consultation has been held with the Lead Provider for the Healthy Lifestyles package who has shared this information with key partners in Health. The proposal has been shared with the Steering Group for Early Years and Healthy Lifestyles for comment. Partners in Education have been made aware of the consideration to remove this funding and have been given an opportunity to respond. Stakeholder Engagement sessions have been held advising of the change in focus for the Families First programme, away from Health focussed projects.

5. Summary of Actions [Listed in the Sections above]

Groups	Actions
Age	Preventative work such as Healthy Schools, PSE and National Campaign work will be required to pick up service lost in this area.
Disability	
Gender Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	
Religion/Belief	
Sex	
Sexual Orientation	
Welsh Language	
Generic Over-Arching [applicable to all the above groups]	Schools will already be involved in the Healthy Schools scheme which will pick up much of this work. The Smoke Free Schools programme and other peer mentoring schemes should be used to divert those currently using the service.

6. Further Action

Any recommendations for action that you plan to take as a result of this Equality Impact Assessment (listed in Summary of Actions) should be included as part of your Service Area's Business Plan to be monitored on a regular basis.

7. Authorisation

The Template should be completed by the Lead Officer of the identified Policy/Strategy/Project/Function and approved by the appropriate Manager in each Service Area.

Completed By : Dr Ceri George	Date: 10-11-16
Designation: Improvement Project Manager – Prevention and Partnerships	
Approved By: Angela Bourge	
Designation: Operational Manager – Strategy, Performance & Resources	
Service Area: Social Services	

7.1 On completion of this Assessment, please ensure that the Form is posted on your Directorate's Page on CIS - *Council Wide/Management Systems/Equality Impact Assessments* - so that there is a record of all assessments undertaken in the Council.

For further information or assistance, please contact the Citizen Focus Team on 029 2087 3059 or email citizenfocus@cardiff.gov.uk

CARDIFF COUNCIL

Equality Impact Assessment

Corporate Assessment Template

Policy/Strategy/Project/Procedure/Service/Function Title: Families First: Sustainable Employment
New/Existing/Updating/Amending: New

Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?	
Name: Angela Bourge	Job Title: Operational Manager – Strategy, Performance & Resources
Service Team: Families First	Service Area: Social Services
Assessment Date: 07/11/2016	

1. What are the objectives of the Policy/Strategy/Project/ Procedure/ Service/Function?

Families First is a Welsh Government Funded initiative which aims to support families, particularly those living in poverty.

With the current programme due to finish in March 2017, this proposal relates to how the programme will move forward into 2017/18 in light of early indications from Welsh Government on how the future programme will look.

The early indications outlined within the Cabinet Secretary's decision paper highlights that certain elements of the programme will no longer be supported by the Families First Grant, namely;

- Debt/benefit advice/income maximisation/financial literacy
- Worklessness/employability/training
- Some health services, e.g. sexual health, substance misuse.
- Childcare services (except crèche facilities)

The Sustainable Employment package currently delivered under Families First provides employment and training support to parents across the Cardiff area. With Welsh Government advising this type of programme will not be supported in the future, the proposal is to cease funding for Sustainable Employment at the end of the 2016/17 financial year.

2. Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]

The Sustainable Employment Service provides intensive mentoring for unemployed adults in families within the Tackling Poverty agenda. They assess individuals to identify needs and barriers to employment, offering 1-1 support to address these and build resilience. The service operates across Cardiff and is funded 100% through the Families First grant.

In 2015/16 Sustainable Employment supported 292 individuals with 117 of these securing employment. Sova successfully provided 33% employment outcomes in 2015/16 and are on target to achieve the same in 2016/17 with an average participants journey being 4.6 months.

Whilst the service has successfully met its targets it no longer fits with the direction of travel outlined by Welsh Government. The National Evaluation of Families First highlighted that workstreams aimed at worklessness/employability and training did not perform well with families presenting needs that were more around confidence, resilience and safety prior to considering employment. The new directions for Families First also emphasise the particular contribution that Families First should make. Welsh Government will continue to support other, specialised initiatives in relation to worklessness and employment and concludes that delivery within the context of Families First is no longer viable.

Sustainable Employment is available to those across Cardiff, and is not bound by geographical limitations within the city. Service users accessing or wishing to access support will be signposted to similar programmes within other Welsh Government work programmes such as LIFT and Communities 4 Work as well as other projects within Families First aimed at building confidence.

An exit strategy is being considered by the existing providers to ensure service users to not experience a sudden loss of service.

3 Assess Impact on the Protected Characteristics

3.1 Age

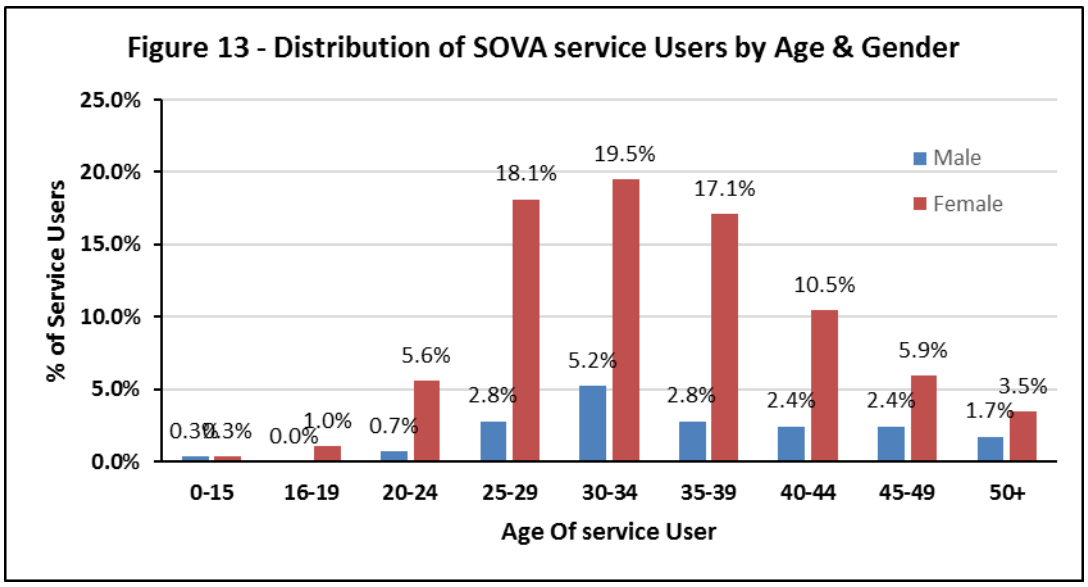
Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative/]** on younger/older people?

	Yes	No	N/A
Up to 18 years		x	
18 - 65 years	x		
Over 65 years		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The vast majority of service participants fall into the 18 – 65 year bracket (i.e. working age) and although there are other employability services available to them they have chosen to engage with Sova.

The graph below, taken from the analysis of Anonymised data produced by Cardiff Council for the financial year 2015/16, highlights that the majority of service users accessing the project fall within the 18-65 years age bracket.



The decommissioning of this service would result in these service users not receiving a service.

What action(s) can you take to address the differential impact?

As the project will be ceasing in March 2017 Sova will be ceasing to take new referrals from January 2017 and will be focussing their resources in 2 ways.

Participants who are furthest away from the employment market and unlikely to achieve outcomes before the closure of the project will be identified and referred to other services, ensuring there is a full handover of the support they have received and their goals and aspirations to the receiving project.

Participants who are closer to achieving outcomes will receive increased support as the caseload diminishes in an endeavour to achieve employment goals. During March 2017 those that have not will receive the support to transition to alternative support.

3.2 Disability

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on disabled people?

	Yes	No	N/A
Hearing Impairment		x	
Physical Impairment		x	
Visual Impairment		x	
Learning Disability		x	
Long-Standing Illness or Health Condition		x	
Mental Health		x	
Substance Misuse		x	
Other		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

No significant differential impact, using information gathered from the anonymised data report the service has worked primarily with those who do not class themselves as disabled and as such is not expected to have a differential impact on disability.

Response	Number	%
Disabled Child	17	5.7
Disabled Adult	15	5
Not Disabled	267	89.3
Total Service users	***299***	

What action(s) can you take to address the differential impact?

3.3 Gender Reassignment

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on transgender people?

	Yes	No	N/A
Transgender People (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
The proposal is not expected to have a differential impact on gender reassignment.
What action(s) can you take to address the differential impact?

3.4. Marriage and Civil Partnership

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on marriage and civil partnership?

	Yes	**No**	**N/A**
Marriage			x
Civil Partnership			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
The proposal is not expected to have a differential impact on marriage and civil partnership as it is open to all parents across the Cardiff area.
What action(s) can you take to address the differential impact?

3.5 Pregnancy and Maternity

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on pregnancy and maternity?

	Yes	**No**	**N/A**
Pregnancy			x
Maternity			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
The proposal is not expected to have a differential impact on pregnancy or maternity. However, due to the nature of the service Sova have engaged a high percentage of parents (female participants) who have been seeking to return to work after a significant period of unemployment due to having children and therefore they may be disproportionately impacted by the closure of this project.

What action(s) can you take to address the differential impact?
Sova have agreed to identify appropriate referral routes dependent on the needs of all participants.

3.6 Race

Will this Policy/Strategy/Project//Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
White			x
Mixed / Multiple Ethnic Groups			x
Asian / Asian British			x
Black / African / Caribbean / Black British			x
Other Ethnic Groups			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

Although not specifically targeting BAME communities Sova have a disproportionate number of participants from a variety of different cultural backgrounds.

This may be due to the manner in which the Sova service is delivered or that there are no specifically targeted projects for this client group. This could potentially lead to disengagement and further social exclusion.

The table below outlines the breakdown of service users by ethnicity who used the service in 2015/16.

Ethnicity	Total	Ethnicity	Total
White British/Northern Irish[1]	167	Asian British Indian	5
Black British African	33	Asian British Pakistani	4
Asian British Other	10	Mixed Other	3
Other White	10	Black British Caribbean	2
Mixed White and Black Caribbean	8	Black British Other	2
Other	6	Mixed White and Black African	1
Asian British Bangladeshi	5	***Total***	***257***

What action(s) can you take to address the differential impact?

Sova are due to receive business plan approval from WEFO to access ESF funds and launch a project specifically for BAME and migrant individuals in the area.

[1] Note that this sub-category includes White British, White Welsh, White Scottish, White English, and White Northern Irish.

Sova have already commenced this activity in the 17 local authorities that make up the West Wales & Valleys region and hope to be commencing the East Wales aspect of the project in early 2017.

Sova will be procuring subcontractors to provide activities in Cardiff (The Vale, Newport & Monmouthshire) and will be in a position to publicise this new service to BAME & migrant participants before the end of the CFF activity even if a direct referral route cannot be opened at the time. We will also (in agreement with participants) pass contact details onto the subcontractor for them to offer support directly.

3.7 Religion, Belief or Non-Belief

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

	Yes	No	N/A
Buddhist			x
Christian			x
Hindu			x
Humanist			x
Jewish			x
Muslim			x
Sikh			x
Other			x

x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
The proposal is not expected to have a differential impact on religion, belief or non-belief.
What action(s) can you take to address the differential impact?

3.8 Sex

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on men and/or women?

	Yes	No	N/A
Men			x
Women			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
It is possible that the proposal will have some differential impact on gender. Although the service is available to males and females, female referrals (234) significantly outnumbered male referrals (53) during the last year. As noted above, the project has provided support for women wanting to return to work after having a family.
What action(s) can you take to address the differential impact?
Sova will identify appropriate referral routes dependent on the needs of all participants.

3.9 Sexual Orientation

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	Yes	**No**	**N/A**
Bisexual			x
Gay Men			x
Gay Women/Lesbians			x
Heterosexual/Straight			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
The proposal is not expected to have a differential impact on sexual orientation
What action(s) can you take to address the differential impact?

3.10 Welsh Language

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on Welsh Language?

	Yes	**No**	**N/A**
Welsh Language			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
The proposal is not expected to have a differential impact on Welsh Language.
What action(s) can you take to address the differential impact?

4. Consultation and Engagement

What arrangements have been made to consult/engage with the various Equalities Groups?

Initial consultation has been undertaken with the provider, SOVA. Stakeholder Engagement has been carried out across Cardiff highlighting the changes outlined in the initial indications from Welsh Government inclusive of the reduction of funding for Employment based packages. This information has been shared with Families First Providers, Communities First areas, members of the C3SC network and Elected Members.

5. Summary of Actions [Listed in the Sections above]

Groups	Actions
Age	As the project will be ceasing in March 2017 Sova will be ceasing to take new referrals from January 2017 and will be focussing their resources in 2 ways. Participants who are furthest away from the employment market and unlikely to achieve outcomes before the closure of the project will be identified and referred to other services, ensuring there is a full handover of the support they have received and their goals and aspirations to the receiving project. Participants who are closer to achieving outcomes will receive increased support as the caseload diminishes in an endeavour to achieve employment goals. During March 2017 those that have not will receive the support to transition to alternative support
Disability	
Gender Reassignment	
Marriage & Civil Partnership	
Pregnancy & Maternity	Sova will identify appropriate referral routes dependent on the needs of all participants.
Race	Sova are due to receive business plan approval from WEFO to access ESF funds and launch a project specifically for

	BAME and migrant individuals in the area. Sova have already commences this activity in the 17 local authorities that make up the West Wales & Valleys region and hope to be commencing the East Wales aspect of the project in early 2017. Sova will be procuring subcontractors to provide activities in Cardiff (The Vale, Newport & Monmouthshire) and will be in a position to publicise this new service to BAME & migrant participants before the end of the CFF activity even if a direct referral route cannot be opened at the time. We will also (in agreement with participants) pass contact details onto the subcontractor for them to offer support directly.
Religion/Belief	
Sex	Sova will identify appropriate referral routes dependent on the needs of all participants.
Sexual Orientation	
Welsh Language	
Generic Over-Arching [applicable to all the above groups]	Sova have agreed to identify appropriate referral routes dependent on the needs of all participants

6. Further Action

Any recommendations for action that you plan to take as a result of this Equality Impact Assessment (listed in Summary of Actions) should be included as part of your Service Area's Business Plan to be monitored on a regular basis.

7. Authorisation

The Template should be completed by the Lead Officer of the identified Policy/Strategy/Project/Function and approved by the appropriate Manager in each Service Area.

Completed By : Dr Ceri George	Date:10-11-16
Designation: Improvement Project Manager – Prevention and Partnerships	
Approved By: Angela Bourge	
Designation: Operational Manager – Strategy, Performance & Resources	
Service Area: Social Services	

7.1 On completion of this Assessment, please ensure that the Form is posted on your Directorate's Page on CIS - *Council Wide/Management Systems/Equality Impact Assessments* - so that there is a record of all assessments undertaken in the Council.

CARDIFF COUNCIL

Equality Impact Assessment

Corporate Assessment Template

For further information or assistance, please contact the Citizen Focus Team on 029 2087 3059 or email citizenfocus@cardiff.gov.uk

This page is intentionally left blank

CARDIFF COUNCIL

Equality Impact Assessment

Corporate Assessment Template

Policy/Strategy/Project/Procedure/Service/Function Title: Families First
New/Existing/Updating/Amending:

Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?	
Name: Angela Bourge	Job Title: Operational Manager – Strategy, Performance & Resources
Service Team: Families First	Service Area: Social Services
Assessment Date: 15/11/16	

1. What are the objectives of the Policy/Strategy/Project/ Procedure/ Service/Function?

The current Families First programme is due to finish in March 2017. This EIA relates to how Cardiff will respond to a proposed new programme into 2017/18 in light of early indications from Welsh Government on how the future programme will be shaped.

Welsh Government have highlighted a transitionary period is likely until at least October whilst local authorities prepare for commissioning in line with the new guidance.

Whilst the decision paper released by Welsh Government in August 2016 advises that there will be a future Families First programme, the early indications outlined within the Cabinet Secretary's decision paper highlights that certain elements of the programme will no longer be supported with funding by the Families First Grant, namely:

- Debt/benefit advice/income maximisation/financial literacy
- Worklessness/employability/training
- Some health services, e.g. sexual health, substance misuse.
- Childcare services (except crèche facilities)

Due to this, the proposal is to cease funding for those projects and/or programmes that fall under the categories that Welsh Government have indicated will not be supported in the future when current contracts come to an end in March 2017.

The projects and/or programmes that are intended not to continue funding beyond March 2017 are:

- the Sex and Relationships Education Service and Assist which fall under Healthy Lifestyles, and
- the Sustainable Employment package,

We anticipate that the removal of funding for these packages has the potential to result in negative impact for some protected characteristic groups and as a result, separate Equalities Impact Assessments have been completed in relation to these individual services.

This Assessment relates to the future proposed remaining Families First programme.

2. Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]

Families First is a Welsh Government funded programme, which aims to provide more effective early intervention support for families as part of the Anti-Poverty Agenda. The programme commenced in 2012.

In Cardiff there are 6 commissioned packages of services, namely;

- Early Years – led by Cardiff and Vale University Health Board
- Child and Youth Engagement – led by City of Cardiff Education Services
- Sustainable Employment – led by Sova
- Healthy Lifestyles – led by Cardiff and Vale University Health Board
- Emotional and Mental Health and Wellbeing – led by Barnardo's
- Disability Focus – led by Action for Children

These services are underpinned by another service, the Team Around the Family, which is delivered by Tros Gynnal Plant.

The below table is taken from the Anonymised Data report for 2015/16. The anonymised data report contains data on fewer service users than the entirety of those worked with across Families First due to data quality and collection. Whilst it does not relate to all service users it highlights the split of service users across each of the themed service packages.

Name of Package	No. of service user records	% of service user records	% of programme's service funding allocated to package
1. Child & Youth Engagement	4,480	44.0	28.8
2. Early Years	1,631	16.0	15.4
3. Team around the Family	1,505	14.8	9.4
3. Emotional Health and Wellbeing	1,315	12.9	22.2
4. Disability Focus	780	7.7	7.7
6. Sustainable Employment	303	3.9	5.7
7. Healthy Lifestyles	170	1.7	10.8
Total	***10,184***		

The proposal is to sustain the remainder of the programme for an interim 12 months whilst new commissioning arrangements are put in place. This will serve the purpose of providing continuity of service for families during this transitionary period, with minimum disruption on families and interdependent services such as Education and Social Services, amongst others.

Referrers into the Families First programme are outlined below. Sustaining the programme in its current format for an additional 12 months will ensure continuity of service for these referrers.

Source of referral	Total	Source of referral	Total	Source of referral	Total
Schools and other education services	3744	Other primary care services	158	Job Centre Plus	35
Self-referral	2883	Housing services	89	STAR Communities First	23
Third Sector	875	GPs	88	TAF (Team Around the Family)	18
Health visitors	734	Child and adolescent mental health services	85	Communities 4 Work	12
Children's social services	628	JCP Alexandra House	66	Gingerbread	11
other	293	Police	63	ACE Communities First	10
Other employment support services	183	JCP Charles Street	57	***Total***	***100 55***

During 2015/16 the Families First programme provided services to 22,681 individuals, with 97% of participants reporting that they were satisfied with their service and 87.6% completing the intervention for which they were referred.

Unlike other Welsh Government funded programmes, Families First covers the whole of Cardiff, the below table highlights where participants come from, illustrating that the programme provides benefits across the city.

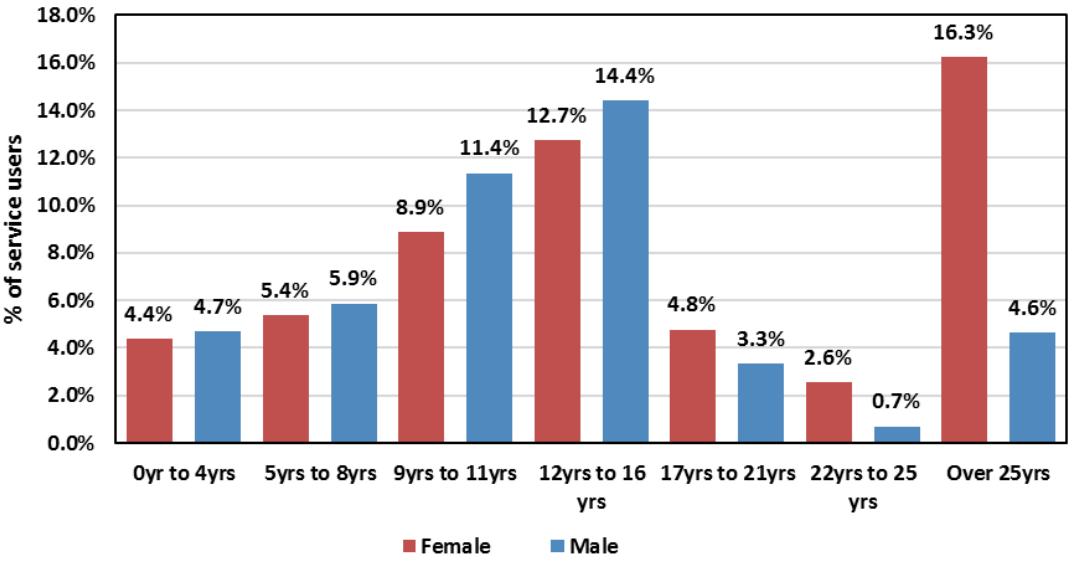
Neighbourhood Partnership Area	**2014-15** *(Base = 9,585)*	**2015-16** *(Base = 9,834)*	**PP Difference** *Base Diff = 249*
City and Cardiff South	12.9%	12.6%	-0.3
Cardiff South West	28.6%	25.9%	-2.7
Cardiff West	12.5%	10.8%	1.7
Cardiff North	12.5%	14.4%	1.9
Cardiff East	17.8%	18.8%	1.0
Cardiff South East	15.7%	17.5%	1.8

3 Assess Impact on the Protected Characteristics

3.1 Age

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative/]** on younger/older people?

	Yes	**No**	**N/A**
Up to 18 years	Positive		
18 - 65 years	Positive		
Over 65 years			

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
The extension of the current project, with those exceptions outlined in other Equality Impact Assessments, will have a positive impact on those that have used the programme, ensuring continuity of service whilst new arrangements are put into place. The below table highlights the main age ranges covered by the Families First programme. **Figure 5 - Distibution of All Package service users by age and gender** 
What action(s) can you take to address the differential impact?

3.2 Disability

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on disabled people?

	Yes	**No**	**N/A**
Hearing Impairment	Positive		
Physical Impairment	Positive		
Visual Impairment	Positive		
Learning Disability	Positive		
Long-Standing Illness or Health Condition	Positive		
Mental Health	Positive		
Substance Misuse			**n/a**
Other			

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
Welsh Government have committed to continuation of the ring-fenced funding for services and support for families with a disabled child. As such the proposal to sustain funding for an additional 12 months will result in those families and individuals receiving support, sustaining this at the same level. Whilst data is not held on individual disabilities, the table below, which is taken from the Anonymised data report, highlights the numbers of those affected by a disability who have accessed Families First services. This may not include all service user numbers, for example those who only contact looking for advice.

Response	Number	%
Disabled Child	929	9.6
Disabled Adult	293	3.0
Not Disabled	8,539	87.8
Total Service users	***9,729***	

What action(s) can you take to address the differential impact?

3.3 Gender Reassignment

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on transgender people?

	Yes	No	N/A
Transgender People (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
There is not an expected differential impact on transgender people.

What action(s) can you take to address the differential impact?

3.4. Marriage and Civil Partnership

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on marriage and civil partnership?

	Yes	**No**	**N/A**
Marriage			x
Civil Partnership			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
There is not seen to be a differential impact in relation to marriage and civil partnership as services across the programme are open to both married people and those in civil partnerships, or single people. Sustaining the current programme will ensure continuity for those that do access the programme. Whilst there is no evidence collated via anonymised data, many of the services on offer would be additional support for parents, whether they are single, living together, married or in civil partnerships. As such, sustaining service provision will ensure support is continued.
What action(s) can you take to address the differential impact?

3.5 Pregnancy and Maternity

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on pregnancy and maternity?

	Yes	**No**	**N/A**
Pregnancy	Positive		
Maternity	Positive		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
The programme contains services providing targeted support for pregnant women and women who have just given birth. Sustaining service will have a positive impact on those who may suffer a loss in service if funding was lost.

What action(s) can you take to address the differential impact?

3.6 Race

Will this Policy/Strategy/Project//Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
White		X	
Mixed / Multiple Ethnic Groups	Positive		
Asian / Asian British	Positive		
Black / African / Caribbean / Black British	Positive		
Other Ethnic Groups	Positive		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

The majority of services within the Families First programme are available to all residents of Cardiff**.** The table below highlights the take up of service broken down by ethnicity.

Ethnicity	Total	Ethnicity	Total
White British[1]	6,639	Arab	140
White Other	440	Black British Other	101
Other[2]	372	Mixed White and Black African	90
Asian British Other	284	Asian British Bangladeshi	83
Black British African	270	Black British Caribbean	74
Mixed Other	265	Asian British Chinese	65
Asian British Indian	158	Mixed Multiple ethnic Groups	24
Asian British Pakistani	152	Gypsy/Romany/Traveller	19
Mixed White and Black Caribbean	144	***Total***	***9,320***

However, there are also a small number of projects that provide additional targeted support for families from other ethnic groups, including:

- Educational Support for EU Roma pupils
- Learning Together project, which works with parents who speak other home languages to support their children in school

[1] Note that this sub-category includes White British, White Welsh, White Scottish, White English, and White Northern Irish.

[2] Note that the 'Other' sub-category comprising all ethnic groups classed as other and 14 ethnicities that reported 10 or fewer service users (below 0.1%)

• An asylum seeker and refugee project The continuation of these services will have a positive differential impact on the families concerned.
What action(s) can you take to address the differential impact?

3.7 Religion, Belief or Non-Belief

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

	Yes	No	N/A
Buddhist			X
Christian			X
Hindu			X
Humanist			X
Jewish			X
Muslim			X
Sikh			X
Other			X

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
There is not expected to be a differential impact in the basis of religion, belief or non-belief.
What action(s) can you take to address the differential impact?

3.8 Sex

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on men and/or women?

	Yes	No	N/A
Men		x	
Women	positive		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
Whilst the programme is open to males and females, the anonymised data provides evidence that more females than males access services across the whole programme and significantly outnumber males in the 25+ age group: females in this age group make up 16.3% of total service users while males make up only 4.6% (see graph provided in 3.1 above). A small number of services within Families First are primarily targeted at females, where this is linked to pregnancy and maternity. For this reason, sustaining provision will have a positive differential impact in ensuring continuity of service provision.
What action(s) can you take to address the differential impact?

3.9 Sexual Orientation

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	Yes	**No**	**N/A**
Bisexual			x
Gay Men			x
Gay Women/Lesbians			x
Heterosexual/Straight			x

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
There is not expected to be a differential impact in relation to sexual orientation.
What action(s) can you take to address the differential impact?

3.10 Welsh Language

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on Welsh Language?

	Yes	**No**	**N/A**
Welsh Language	Positive		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
Two projects within Families First are delivered through the medium of Welsh, and are specifically designed to promote use of Welsh language in families. For this reason, maintaining the services is likely to have a positive differential impact. In relation to the wider programme, in 2015/16 only 2% of participants requested services to be delivered in Welsh. However, providers are required to ensure that they ask families what language they wish to receive the service in and to respond to their language needs.
What action(s) can you take to address the differential impact?

4. Consultation and Engagement

What arrangements have been made to consult/engage with the various Equalities Groups?

Consultation has been held with the Lead Providers via initial stakeholder engagement sessions and dialogue regarding the future directions of Families First. They have been informed about plans for extending contracts for the majority of services. They have also been offered the opportunity to provide information about potential impact on service users of the plans.

Wider Stakeholder Engagement sessions have also been held advising of the change in focus for the Families First programme. These have explored what has worked and what has not worked so well with the aim of informing the next round of commissioning.

Plans will be developed for the next round of commissioning during the transition year. The proposals for changes made in services for the next programme will be the subject of further stakeholder engagement and further EIAs.

5. Summary of Actions [Listed in the Sections above]

Groups	**Actions**
Age	
Disability	
Gender Reassignment	

Marriage & Civil Partnership	
Pregnancy & Maternity	
Race	
Religion/Belief	
Sex	
Sexual Orientation	
Welsh Language	
Generic Over-Arching [applicable to all the above groups]	Whilst this Equalities Impact Assessment relates to the whole programme, there are elements which have been recommended not to continue beyond March 2017. For these elements separate EIAs have been completed and mitigating actions have been identified.

6. Further Action

Any recommendations for action that you plan to take as a result of this Equality Impact Assessment (listed in Summary of Actions) should be included as part of your Service Area's Business Plan to be monitored on a regular basis.

7. Authorisation

The Template should be completed by the Lead Officer of the identified Policy/Strategy/Project/Function and approved by the appropriate Manager in each Service Area.

Completed By : Dr Ceri George	Date: 15-11-16
Designation: Improvement Project Manager – Prevention and Partnerships	
Approved By: Angela Bourge	
Designation: Operational Manager – Strategy, Performance & Resources	
Service Area: Social Services	

7.1 On completion of this Assessment, please ensure that the Form is posted on your Directorate's Page on CIS - *Council Wide/Management Systems/Equality Impact Assessments* - so that there is a record of all assessments undertaken in the Council.

For further information or assistance, please contact the Citizen Focus Team on 029 2087 3059 or email citizenfocus@cardiff.gov.uk

This page is intentionally left blank

CITY AND COUNTY CARDIFF
DINAS A SIR CAERDYDD

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

6 DECEMBER 2016

CHILDREN'S SERVICES PERFORMANCE MANAGEMENT INFORMATION: QUARTER 2, 2016/17

REASON FOR THE REPORT

1. The Children and Young People Scrutiny Committee is responsible for scrutinising the performance of Children's (social) Services. This report sets out performance data outlining progress against the objectives aligned to the social theme for the quarter ending 30th September 2016.

BACKGROUND

Revised Corporate Performance Reports

2. The January 2016 'Wales Audit Office (WAO) Corporate Assessment Follow On Report' stressed the importance of the Council building on its capacity and mechanisms for internal challenge and self assessment.

3. In response to the 'WAO Corporate Assessment Follow On Report' the Council acknowledged that there is a need for more consistency around performance management and benchmarking. The Council is of the view that the framework and mechanisms for effective performance management and reporting have been in place for a while; however, there is scope for further improvement – particularly in terms of the scope for strengthening the relationship between the Central Performance Team and Service Directorates.

4. To drive further improvement the Council recruited a new Head of Performance & Partnerships in early 2016. Since his appointment he has been given the task of refreshing the Council's performance management approach and as a consequence of this work, the Delivery & Performance Reports for 2016/17 are now presented in a different format to the one which was presented for 2015/16. The new report is designed to tie in with the Council's new integrated strategic planning framework.

5. The Council's integrated strategic planning framework to deliver its vision of Cardiff as 'Europe's most liveable Capital City' spans the City's overall performance (via the What Matters Single Integrated Plan and Liveable City Report); Council performance via the Corporate Plan; Directorate performance via Directorate Delivery Plans; through to individual performance via Personal Performance and Development Reviews.

6. It is accepted that final reports for Cabinet and Scrutiny Committees should always contain confirmed information; however, it is felt that the reports that are used by Senior Management Team can contain draft performance information, provided it is flagged as such.

7. In light of recommendations made in the WAO's latest report, the Framework element of the Performance Management Strategy has been updated to include guidance around timelines that support current processes. The most significant aspect of this refresh will be embedding it into the organisation's culture. However, ensuring that the Council's Performance Management Strategy is acknowledged, understood and used will require the Central Performance Team to engage and work proactively with service managers and performance leads.

8. This Corporate Performance Report is still under development and further minor changes may be implemented as each quarters report is produced.

CORPORATE PERFORMANCE QUARTER 2

9. The Council's Performance Management Framework includes the regular reporting of Quarterly Performance by Directorate. The Quarter 2 Social Services Performance reports, attached at **Appendix A,** and covers:

- Council Overview Score Card
- Directorate Performance reports
    - Progress against performance indicators
    - Corporate Plan Priorities
    - Directorate Priorities
    - Key Challenges faced by Directorate
    - Key achievements

10. The report provides the Committee with information on the Directorate commitments as set out in the delivery plans together with the progress, issues and mitigating actions that the Directorate has undertaken to ensure that the Quarter 2 commitments are achieved. Overall progress is highlighted through the use of the red/amber/green status format.

11. The ongoing development of the Cardiff Performance Management Framework has brought into line the monitoring and evaluation of progress against the key objectives as set out in the Corporate Plan and the performance indicators set to assist in the understanding of the overall performance position of the Council. This range of performance data relating to Children's Services is contained in **Appendix B** to this report.

12. The performance report attached at **Appendix B** has been constructed to highlight the progress made in delivering the key objectives, associated performance indicators, and commentaries that help to identify progress, issues and actions planned where the trend in performance is falling. To make the information in the performance report clearer, each indicator is accompanied by an arrow, and in some cases, a happy, indifferent or sad face.

13. For your information, these symbols represent the following:

    - The face symbol shows whether performance is likely, unlikely to, or may meet the target set for the year.
    - The arrow direction shows whether performance has declined, has been sustained or improved when compared with an appropriate previous period.

14. At the meeting officers will be present to explain the performance information to the Committee, to highlight performance issues, and to answer questions that Members might have.

15. The new Social Services & Wellbeing (Wales) Act 2014 that came into force on 6th April 2016 provides the legal framework for improving the wellbeing of people who need care and support, and carers who need support, and for transforming social services in Wales. The Council is working on the implementation of the Act and the associated National Outcomes Framework during 2016-17. In terms of performance management and monitoring, the implementation of the Act has 3 significant implications:

    a. National Strategic Indicators (NSIs) / Public Accountability Measures (PAMs)

    It had been our expectation that all NSIs and PAMs would come to an end after 2015-16, but the Welsh Local Government Association (WLGA) has decided to retain 2 Children's Services NSIs / PAMs on a non-statutory basis for 2016-17. The impact of this for Children's Services will be minimal as both of these indicators are also included in the new National Outcomes Framework.

    b. Quantitative Measures

    Children's Services have 14 new performance indicators under the new National Outcomes Framework and have agreed that a further 15 indicators from the old national set are still relevant and will continue to be collected. A list of the new national Children's Services PIs is available at **Appendix D**. As many of these PIs are new, it is not possible to set targets for 2016-17. Rather, during 2016-17 we are working to establish a baseline position which will enable a robust target setting methodology to be implemented. Where the National Outcomes Framework Measures were previously NSIs, PAMs or Service Improvement Data, targets have been set for 2016-17 and 2017-18.

    c. Qualitative Measures

    A substantially greater focus on qualitative information and outcomes which brings a new set of challenges in terms of capturing performance in this area. The purpose of collecting this information is to provide a tool for local authorities to secure service user voices in designing, developing and improving care and support services.

PERFORMANCE DURING QUARTER 2: JULY TO SEPTEMBER 2016

16. Performance is being reported against the following corporate improvement objectives:

    Looked after children in Cardiff achieve their potential
    People at risk in Cardiff are safeguarded
    People in Cardiff are supported to live independently

17. The Service has three main functions:

    a. Promoting the welfare of children in need
    b. Safeguarding children
    c. Improving outcomes for looked after children

OVERVIEW OF QUARTER 2 PERFORMANCE

18. As a result of the changes to the performance indicator sets that were introduced in April, it is difficult to provide a full overview of performance as there is limited comparator data for the new indicators as this is only the second time that they have been reported. In relation to indicators that have been carried over from the previous set, performance during Quarter 2 is mixed.

19. For example, performance in relation to timeliness of initial and review child protection conferences improved from 91% to 97% and 98% to 100% respectively. However, the percentage of social worker vacancies increased from 23% to 25%. For further information, please see paragraph 12a.

20. Work to progress the Directorate's commitments in the Corporate Plan has continued and key areas of progress include:

    a. **Corporate Parenting Strategy** – The Corporate Parenting Strategy is due to be launched in Quarter 3. In the meantime, feedback from looked after children and young people includes a high level of satisfaction with the support they receive, but notes some concerns in relation to housing, social work / personal adviser support and finance. Admission to the looked after system has been avoided for 22 children from 15 families by the preventative initiative Family Group Conferences (FGC). The number of children supported by the Looked After Children traineeship scheme is currently six, with an additional six apprentices within the Council. In September alone, Children's Services endorsed 27 adoption recommendations which will lead to significantly better outcomes for infants and substantial savings over the longer term.

    b. **Multi Agency Safeguarding Hub (MASH**) - The Multi Agency Safeguarding Hub (MASH) is now fully operational. Early evidence suggests that our response to safeguarding children and adults is improving.

    c. **Child Sexual Exploitation (CSE) Strategy** – The newly established process for dealing with a CSE concern and data gathered from CSE Multi Agency Strategic Meetings is beginning to identifying trends - data is routinely reviewed.

Cardiff will be working with the Welsh Government (WG) in relation to the dataset, actions in the National CSE Plan and how Cardiff can contribute to taking these important matters forward. Cardiff will also propose improvements to the multi-agency training currently being rolled out by WG to ensure it reflects the latest learning around CSE, trends, patterns and intervention. Work to develop a properly supported victim participation group to better understand how to prevent children becoming exploited is underway including discussions with organisations best placed to facilitate this group.

The Prevent Strategy (part of the Government's counter-terrorism strategy, CONTEST) is being implemented via a Cardiff Delivery / Action Plan and discussions commenced regarding governance for Prevent to sit within Social Services.

d. **Specialist training regarding the Social Services and Wellbeing (Wales) Act 2014** - Training in relation to the Social Services & Wellbeing (Wales) Act 2014 (SSWB) is ongoing – both in-house and with the third sector. Further in-house training is planned for social workers and managers to support outcome-focused practice. Opportunities for SSWB Act training sessions for elected members were not taken up so members were offered e-learning training via the Care Council website.

21. There has been some slippage in progress against some of the milestones in the Corporate Plan relating to:

    a. **Recruitment and retention of children's social workers** - Work to refresh adverts has been completed. Use of the Council's social media platforms to accelerate recruitment activity has had a positive impact with 12 offers of appointment in July and August with anticipated start dates in Quarter 3. Development of the 'pool' of additional social workers is to be accelerated once all vacancies have been filled. A report to extend the notice period of social work staff and managers has been prepared. In relation to retention, work on the remodelling of services and the implementation of the Workforce Strategy as identified in Quarter 1 is ongoing and will continue through Quarters 3 and 4.

    b. **Effectiveness of Transition** - Work undertaken in relation to achieving the Intermediate Care Fund (ICF) bid and subsequent implementation has delayed the specific work on milestones previously identified for Quarter 2. The bid was submitted in March and agreed in May 2016. A significant part of the bid was to facilitate stronger links between Adult Learning Disabilities and the Child Health & Disability team. Through the establishment of a complex needs Child Health Team; comprising of Health and Social Services staff (including two adult transition workers) and working in close collaboration with Education and the third sector, it is hoped that more efficient and effective systems will be established for the benefit of children, young people and their carers.

22. In relation to the Directorate Plan, there has been progress in relation to:

    a. **Implementing Information, Advice and Assistance functions** – Information for children, young people and their families is available on DEWIS and via the Family Information Service.

b. **Remodelling of services for disabled children, young people and young adults** – Intermediate Care Fund award for additional wrap-around services enabled collaborative decisions on what services should be delivered regionally, resulting in four regional pilot services being commissioned and operational from the beginning of September:

   Regional Parenting Support for Attention Deficit Hyperactivity Disorder (ADHD) and Autistic Spectrum Disorder (ASD)
   Independent Living Skills for ADHD and ASD
   Transitional Services for ADHD and ASD.
   Services for Parents with Learning Difficulties

   Work has commenced on a new service specification and contract that will enable Cardiff and the Vale University Heath Board (UHB) to deliver an integrated children's respite service within Cardiff. Additional consultation work has been undertaken with families to inform the specification of services to be delivered within this integrated model.

c. **Regional Workforce Development Partnership** – Communications Strategy agreed and good progress made on development of new website – use of new logo and branding has been incorporated in the design.

d. **Health and wellbeing of the Social Services workforce** – Team briefing sessions in the context of agile / mobile working conducted with all staff affected, by the Agile / Mobile Project Manager.

e. **Bilingual Services** - Exercise currently underway that will supplement responses to the corporate linguistic tool received in 2015-16 by requesting more detail regarding levels of skill and confidence of Welsh speaking staff to work in the medium of Welsh. Information gained should enable the Directorate to map its current capacity to deliver a bilingual service. Although approval is pending, actions in the Directorate Welsh Language Standards Action Plan are being implemented and progressed.

f. **Agile / Mobile Working Strategy** – Approximately 300 employees across Social Services transferred to mobile working including Intake & Assessment, Children in Need and Family Intervention & Support Services. Phase 2.2 commenced during Quarter 2 for Looked After Children teams, Youth Offending Service and Personal Advisers.

g. **Collaborative working** – The Regional Safeguarding Children Board and business unit is progressing. Jobs have been evaluated and staff consultation will commence in Quarter 3. Intermediate Care Fund bid has been successful and the project plan has been signed off by the partnership board with key elements of a multi agency approach to working with disabled children starting to be delivered locally.

h. **Benchmarking -** Social Services' benchmarking will continue to follow the framework set out in 2015-16, with Welsh authorities likely providing the main focus due to our shared legislation and circumstances, and councils and organisations from further afield used as and when relevant to our work. All Wales data for 2015-16 has been published and will be used for benchmarking

as required.

i. **Early Help Strategy** – The Joint Assessment Family Framework (JAFF) pilot is ongoing and subject to regular monitoring and review; to date 18 members of staff have completed the JAFF training.

j. **New model for the delivery of children's social services** - Signs of Safety planned incremental training programme for staff continues and engagement with Team Managers commenced.

k. **Joint working protocol between the Health Service and Children's Services** – A psychologist in place and located with the Looked After Children teams, providing helpful advice and information. A positive impact is felt by the teams but being part-time their capacity is causing delays in children and young people's needs being met. As a consequence, costs for alternative therapy to meet these needs is rising. Insufficient capacity in Child & Adolescent Mental Health Services (CAMHS) remains problematic. There is a good shared understanding with Health on documentation and processes to be used in respect of the Social Services & Wellbeing (Wales) Act 2014 and work on a joint understanding of key priorities across the partnership continues.

l. **When I Am Ready Scheme** - Training sessions are underway for foster carers and support staff interested in the scheme as part of the rolling programme of awareness.

23. There has also been some slippage in progress against some of the milestones in the Directorate Plan relating to:

a. **Social Services Workforce Strategy** – Ongoing progress for Children's Services Workforce Strategy; initial meeting set up to begin work on Adult Services Workforce Strategy.

b. **Budget and savings proposals -** At month 5, Children's Services are projecting an overspend of £2.766m. This reflects the impact of continuing demographic pressures on Children's Services, notably an increase in the number of external fostering placements for children. A number of preventative measures in relation to early help have been introduced in Children's Services and there has been a continued focus on returning children placed in high cost out of area placements to Cardiff that has successfully achieved savings in excess of £700,000. In spite of this however, within Children's Services, there is a significant shortfall (£1.4m) against the £3.5m savings target set for the service as part of the 2016-17 budget.

c. **Quality Assurance Framework** (QAF) – The interim Quality Assurance Officer began the process of updating QAF with implementation through a task and finish group - unfortunately the funding for this post was withdrawn during Quarter 2 as part of a financial savings exercise. However, those areas of the QAF already implemented around case work auditing will continue and a permanent Quality Assurance Officer post is being created with a view appointment in the new financial year.

d. **Social Services Business Unit** - New Team Manager and senior posts have been considered by the Job Evaluation (JE) team who require more information ahead of reaching a decision on grades.

e. **Adolescent Resource Centre (ARC)** - Recruitment commenced and vacancies have gone back out to advert. Challenges regarding identified premises have resulted in alternative premises being explored.

DETAILED COMMENTARY

A) PROMOTING THE WELFARE OF CHILDREN WITH CARE & SUPPORT NEEDS

24. Performance indicators relating to referrals (prior to April 2016), and initial and core assessments is no longer available as these have been replaced with Wellbeing Contacts / Referrals and Wellbeing Assessments.

25. Children's Services received 7,950 Wellbeing Contacts / Referrals in Quarter 2 (Contacts 1) an increase of 5% from 7,558 in Quarter 1. However, Contact / Referral numbers must be treated with caution because we do not yet understand the implications of the Act on the figures, and we only have two quarters of new data, so it is too soon for new trends to be identified. A detailed breakdown of Wellbeing Contacts / Referrals is provided at **Appendix C** for the Committee's information. This report shows the source and outcome of the 7,950 Wellbeing Contacts / Referrals received by Children's Services during Quarter 2.

26. Performance in relation to the timeliness of assessments (SSWB 24) was 86.3% (527 / 611) compared with 99.2% (470 / 474) in Quarter 1. The reduction in performance in quarter 2 was anticipated - performance in Quarter 1 was distorted as the assessments, which have a 42 working day timeframe, were introduced on 6th April, so could not be out of time until June. **Appendix C** details the source and outcome of the 491 Wellbeing Assessments that were completed during the quarter. Please note that the figures for numbers of assessments does not match because the PI requires us to include provision of Advice and Assistance.

27. The percentage of children supported to remain living within their family (SSWB 25) was 57.3% (942 / 1,643) compared with 59.0% (980 / 1,661) in Quarter 1. Of the 1,643 children with a Care and Support Plan at 30th September 2016, 942 were being supported to live at home (i.e. were not being looked after).

28. The percentage of looked after children returned home from care during the year (SSWB 26) was 6.2% compared with 3.2% in Quarter 1. Of the 839 children who have been looked after during the year to date, 52 have returned home. This PI is cumulative, and performance will improve as we progress throughout the year.

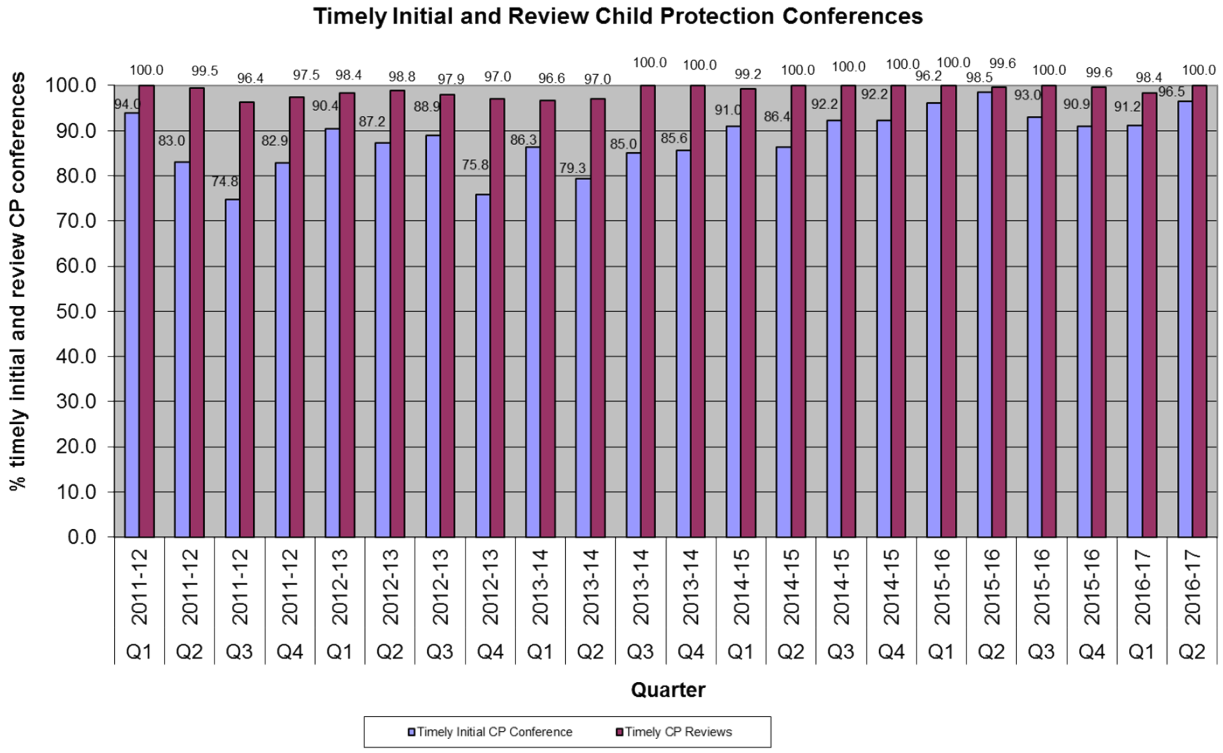
29. The latter two PIs are a welcome measure of the effectiveness of the Service in supporting children and young people within their families.

B) SAFEGUARDING CHILDREN

30. The number of children on the child protection register at the end of Quarter 2 was 279 (from 336 at the end of Quarter 1) (CS CPR 4).

31. 96.5% (111 / 115) of initial child protection conferences took place within the 15 working day timescale in Quarter 2 – improving from 91.2% (124 / 136) in Quarter 1 (SCC/014). 4 conferences for 3 sibling groups were late in Quarter 2, 2 as a result of delays with paperwork and problems with the video link to dad in the United Arab Emirates; 1 due to delay in notification for conference to be scheduled and 1 for an unborn child that will be rescheduled closer to the estimated date of delivery. All late conferences have since been held.

32. Timeliness of review child protection conferences was 100.0% (296 / 296) in Quarter 2 compared with 98.4% (301 / 306) in Quarter 1.



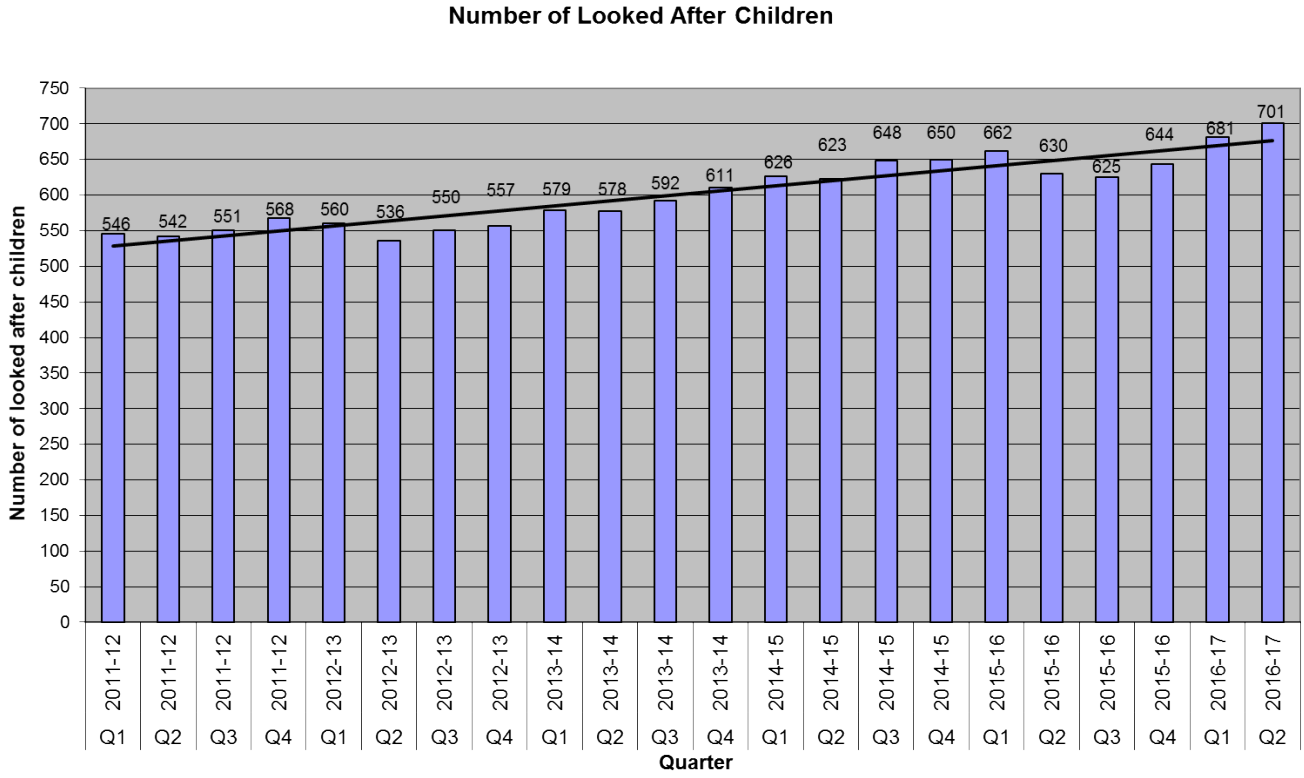
33. 100% (279 / 279) of children on the child protection register had an allocated social worker at 30th September 2016.

34. The percentage of re-registrations of children on the child protection register (SSWB 27) was 5.6% (5 / 89) compared with 3.2% (4 / 127) in Quarter 1. 5 of the children registered during the quarter had been on the CPR within the previous 12 months. The children are from 2 sibling groups.

35. The average length of time for children who were on the CPR during the year (SSWB 28) was 198 days (29,105 / 147) compared with 206 days (27,381 / 133) in Quarter 1. This is based on children who were de-registered during Quarter 2.

C) IMPROVING OUTCOMES FOR LOOKED AFTER CHILDREN

36. The number of children who were looked after at 30th September 2016 (not including those children being looked after as part of a respite care arrangement) was 701 compared with 678 at 30th June 2016 (CS LAC 3e). This represents a rate of 9.3 children per 1,000 in Cardiff, which is above the all Wales rate of 8.8 per 1,000 as at 31st March 2015. The recent fluctuation in the number of looked after children is displayed in the graph below.



37. 74.0% (388 / 524) of looked after children were placed with independent sector providers at the end of Quarter 2 (CS LAC 44), stable from 73.6% (391 / 531) in Quarter 1. The number of children placed in independent sector residential placements has reduced to 50 from 54 at the end of Quarter 1.

38. 60.9% (319 / 524) of children in regulated placements were placed in Cardiff at the end of Quarter 2 compared with 61.2% (325 / 531) at the end of Quarter 1 (CS LAC 58). A further 83 children placed outside Cardiff were within 20 miles of their home address. 6 of the children not placed in Cardiff are placed with relative carers. For some children placement outside the authority is in their best interests, examples include children placed with family members who live outside Cardiff, children placed in specialist placements and some children who are placed in areas that are closer to their home address than some parts of the city.

39. 93.8% (499 / 532) of statutory reviews for looked after children were held within prescribed timescales in Quarter 2, a reduction from 96.1% (492 / 512) in Quarter 1 (SCC/021) in the context of a 4% increase in the number of reviews due. Of the 33 reviews that were not held on time, 7 were held within a week, 6 within 2 weeks, 5 within 4 weeks and 8 within 7 weeks. 7 reviews were still pending at the time of writing, four of them siblings as a result of further information leading to a major

change in the care plan. The number of late reviews in September was partly due to sickness absence resulting in the reviews being reassigned to other Chairs in accordance with their availability. 95.3% (507 / 532) of statutory visits were held in accordance with regulations in Quarter 2 showing an increase from 94.1% (482 / 512) in Quarter 1 (SCC/025).

40. All looked after children were allocated to a social worker at 30th September 2016.

YOUTH OFFENDING SERVICE

41. The numbers of First Time Entrants (FTEs) to the Youth Offending Service (YOS) has decreased during Quarter 2 to 24 (from 45 in Quarter 1). The 24 young people committed 52 offences, averaging 2.2 offences per young person. In total (FTE and others) during Quarter 2, 201 offences were committed by 84 young people (of whom 24 are the FTEs), giving an average of 2.4 offences each.

42. The YOS Annual Plan was agreed with the YOS Management Board during the quarter and will be submitted to the Youth Justice Board (YJB) for approval in Quarter 3.

43. Work to finalise the YOS restructure exercise continues and re-location is scheduled for Quarter 4.

44. Work on finalising the re-offending toolkit results for 2015-16 is ongoing following the recent appointment to the YOS Information Officer post.

45. YOS contribution to the Adolescent Resource Centre (ARC) was reviewed during the quarter. As a result, and in the light of limited capacity, YOS will no longer be directly involved, but will contribute services and interventions as required where children have a history of offending behaviour, or are currently within the criminal justice system.

46. The Emotional and Wellbeing Service operational – referrals to the service will be for children and young people in contact with YOS.

STAFFING

47. The percentage of social worker vacancies in Quarter 2 was 24.8% compared with 22.9% in Quarter 1 (Staff 1). Vacancy rates have increased this quarter primarily as a result of two new social worker posts, created with Intermediate Care Funding. Interviews took place in October and appointments are currently being made. Work to refresh adverts completed. Use of the Council's social media platforms to accelerate recruitment activity has had a positive impact with 12 offers of appointment in July and August with anticipated start dates in Quarter 3. Development of the 'pool' of additional social workers is to be accelerated once all vacancies have been filled. Report to extend the notice period of social work staff and managers has been prepared. In relation to retention, work on the remodelling of services and the implementation of the Workforce Strategy as identified in Quarter 1 is ongoing and will continue through Quarters 3 and 4.

48. The average number of days of sickness absence for staff in Children's Services in Quarter 2 2016-17 was 5.5, compared with 8.0 in Quarter 2 2015-16. Analysis of

Children's Services sickness patterns indicates that the increase over the quarter is largely attributable to back problems, neurological and pregnancy related sickness. More positively, there have been significant reductions in other areas. Further work is underway to identify opportunities to mitigate issues concerning back problems and other areas of growth.

49. 89% compliance with finalisation of objective sheets for 2016-17 had been achieved at the time of writing. This has reduced from the 93% reported previous as a result of new starters who have not yet finalised their objectives. Children's Services are currently undertaking a dip sample of PPDR objectives and the outcome will inform 6 monthly reviews.

WAY FORWARD

50. Members are invited to consider the information set out in the report and to identify any issues which require more detailed scrutiny.

LEGAL IMPLICATIONS

51. 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 Executive / Council will set out any legal implications arising from those recommendations. 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. 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

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

RECOMMENDATION

The Committee is recommended to:
Consider the contents of the report and report any comments to the Cabinet Member.

Tony Young
Director of Social Services
3rd November 2016

Council Overview Scorecard Quarter 2 2016-17

Internal Processes - transforming the way that we do things

Enabling & Commissioning Services

This portfolio will establish Council-wide measures to support effective delivery and cost reduction across all directorates.

↑ 11 Green	↓ 5 Amber/Green	→ 9 Red/Amber	→ 0 Red

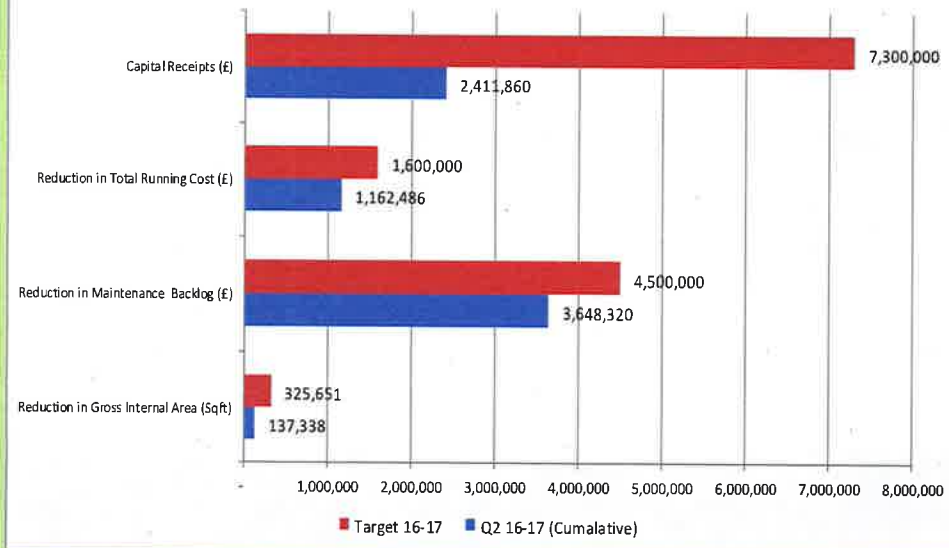
Reshaping Services

Reshaping Services will exploit enabling technologies and develop working practices to facilitate the reshaping of key services across the Council.

Its aim is to better understand and manage customer demand, re-align services and functions that are currently delivered across a number of service silos, and deliver services at a reduced cost in order that they are sustainable within the tough financial climate.

↑ 7 Green	↓ 9 Amber/Green	↑ 2 Red/Amber	→ 0 Red

Corporate Asset Management 2016-17



Learning & Growth - inspired, competent, engaged & aligned workforce

Enrolment on the Cardiff Manager Programme Phase 2 Grade 7 and below with line management responsibility

*Total cohort of 338

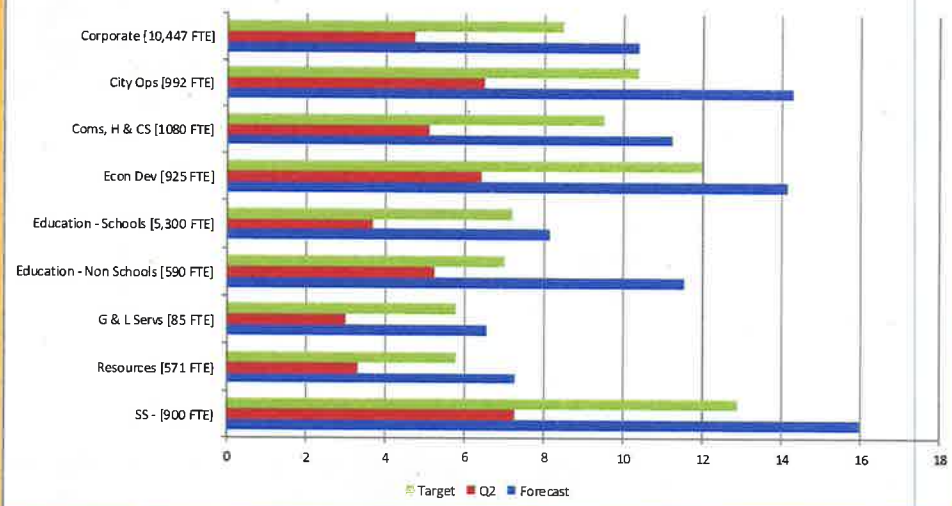
*Since the Corporate Apprenticeship scheme commenced in 2014-15, 4 apprentices have completed the scheme and another 12 are currently in place with more posts in development.

There are currently 15 trade apprentices on the establishment and we currently have 22 trainees which are directorate led and cover areas such as Benefits, Housing and Highways.

Completion of ILM qualification in phase 2 of Cardiff Manager Programme

Employment opportunities for young people

Sickness Absence - FTE Days Lost Per Person

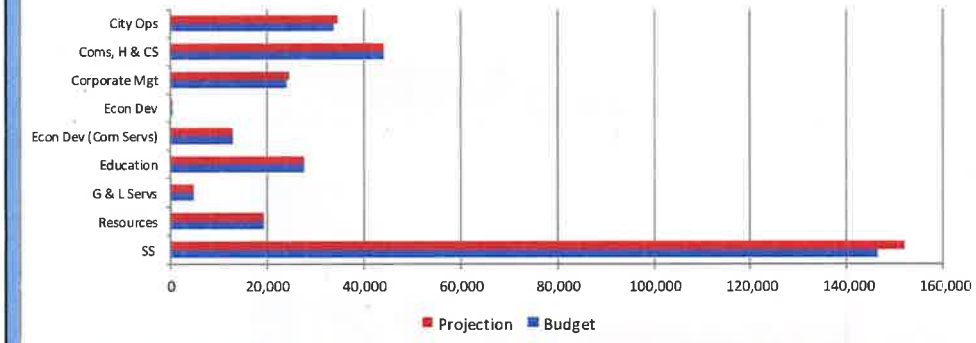


90% of Return to Work Interviews have been completed across the organisation

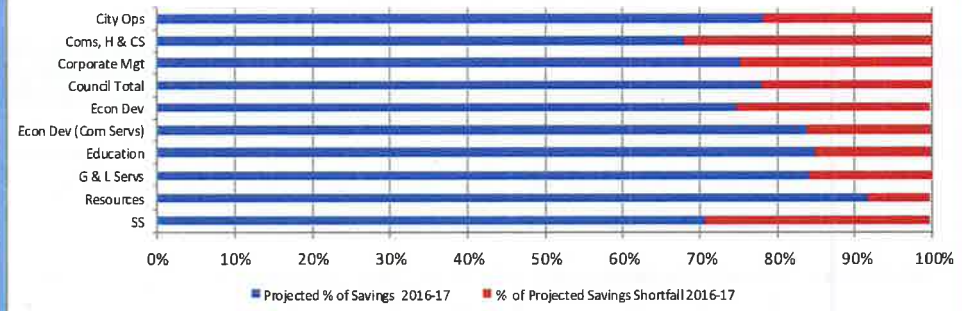
Council Overview Scorecard Quarter 2 2016-17

Financial - tracking financial success and value

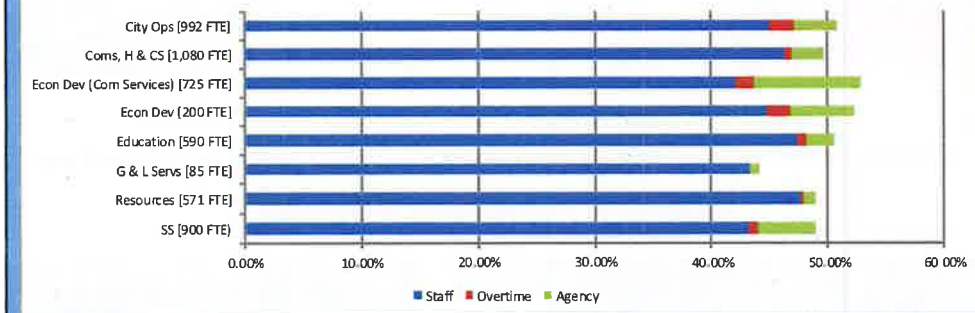
Projected Budget Outturn 2016-17



Percentage of Projected Savings 2016-17



Staff Budgets, Overtime & Agency



The table above represents the percentage spend for Quarter 2

Customer - clarifying and adding value to the customer

Social Media

Twitter

63,731 followers @cardiffcouncil

2,123 followers @cyngorcaerdydd

7,487 Likes on Facebook

Customer Satisfaction Levels Q2

Visitors to Hubs : 99%

Callers to C2C : English - 96% Welsh - 100%

Repair Reporting Line : 86%

Calls to Connect to Cardiff

Customer Languages

Welsh calls to C2C account for **0.8%** of the total calls.

Chinese, Japanese, Polish and **Arabic** are the most popular languages in which to view the **Council's website**

Other than English, **Arabic** (5%) and then **Czech** (1.5%) are the most popular language requirements for clients to the **City Centre Advice Hub**.

Of the 46,338 accounts set up with **Rent Smart 1.9%** have been in **Welsh**

During the 1st half of the year there were **1,236,923** visits to Library & Hubs across the City, which is up from 1,016,096 for the same period the year before

61.1% of **Parking permit applications** now made online

75.9% of **requests for caddies / extra bags** made online

Mobile/Tablet Devices now account for over 55 % of the visits to the website

Complaints

Quarter 2 has seen a 12% decrease in complaints from 425 (Q1) to 374 with 94% being responded to within 20 days

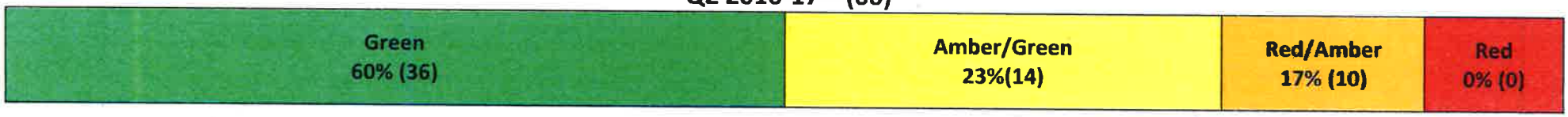
Information Requests

There has been an increase the compliance for both FOI and DPA requests with the overall Information Requests compliance improving from 88% to 92.32%

Q2 Delivery and Performance Report 2016-17

Performance against Commitments in the Corporate Plan 2016-17

Q2 2016-17 – (60)



Performance against Performance Indicators included in this report

Q2 2016-17 – (47)

Performance RAG Status Matrix for Corporate Commitments

LIKELIHOOD	CONSEQUENCES			
	A1	A2	A3	A4
	B1	B2	B3	B4
	C1	C2	C3	C4
	D1	D2	D3	D4

LIKELIHOOD	CONSEQUENCES
A = Very Likely	1 = Major
B = Likely	2 = Significant
C = Unlikely	3 = Moderate
D = Very Low	4 = Minor

RAG DEFINITION
Significant issues. Commitment will not be achieved, or requires immediate action required to address. Issue to be raised with the Performance Support Board/SMT and Emphasis should be given on including in Performance Reports.
Moderate issues. Management action required to bring matters back on track. Issue either requires a corporate response to address or can be managed within the Directorate but issues needs to be raised with the Performance Support Group/SMT. Emphasis should be given on including in Performance Reports.
Some Issues. Delivery of the commitment is either delayed, or will not achieve the all the desired outcomes. Issues can be managed with the Directorate and does not require escalation.
On target – Commitment is on course to be delivered on time, on budget and to achieve the desired outcome.

Performance RAG Status Matrix for Performance Indicators

The RAG definitions are based on an automated mathematical formula*:

RAG DEFINITION
Red - any indicator which is 10% or greater off target
Amber - any indicator 0.1% - 10% off target
Green - any indicator hitting target or above

NB. There are some exceptions to this where Welsh Government have mandated a threshold/RAG system and these would be exempt from the automated RAG process

Quarter 2 2016-17 Directorate Performance Report			
Directorate: Social Services	**Director: Tony Young**	**Number Employees (FTE): 900**	**Cabinet Members: Cllrs Lent & Elsmore**

Corporate Plan Priorities

Priority 2. Supporting vulnerable people/ Improvement Objective: 2.1 People at risk in Cardiff are safeguarded

Performance Indicator	Q2 2016-17	Target 2016-17	Q2 2015-16	Q1 2016-17	Outturn 2015-16	RAG	Source	Commentary
Staff 1 - % of social work vacancies in all teams	24.8%	18%	21.4%	22.9%	22.2%	R	CP	Work to refresh adverts completed. Use of the Council's social media platforms to accelerate recruitment activity has had a positive impact with 12 offers of appointment in July and August with anticipated start dates in Quarter 3. Development of the 'pool' of additional social workers is to be accelerated once all vacancies have been filled. Report to extend the notice period of social work staff and managers has been prepared. In relation to retention, work on the remodelling of services and the implementation of the Workforce Strategy as identified in Quarter 1 is ongoing and will continue through Quarters 3 and 4.
Measure 25 - % of children supported to remain living within their family	57.3%	Baseline	N/A	N/A	N/A		CP	Result for Quarter 1 2016-17 was 59.0%. Of the 1,643 children with a Care & Support Plan at 30.09.16; 942 were being supported to live at home (i.e. were not being looked after). No RAG rating has been applied as 2016-17 is the first year that this PI has been reported. A baseline will be established during the year to inform target setting for 2017-18.
Measure 18 - % of adult protection enquiries completed within 7 working days	97.6%	Baseline	N/A	N/A	N/A		CP	Result for Quarter 1 2016-17 was 97%. Of the 250 enquiries during Quarter 2, 244 were completed within 7 working days. No RAG rating has been applied as 2016-17 is the first year that this PI has been reported. A baseline will be established during the year to inform target setting for 2017-18.

Improvement Objective summary of progress (encapsulating commitment outcomes)	**Issues/Mitigating Actions/Next Steps**
Training in relation to the Social Services & Well-being (Wales) Act 2014 (SSWB) is ongoing – both in-house and with the third sector. Further in-house training is	**Issues:** Opportunities for SSWB Act training sessions for elected members not taken up. Need to ensure action is taking place at Welsh Government level to support the

planned for social workers and managers to support outcome-focused practice. The Prevent Strategy (part of the Government's counter-terrorism strategy, CONTEST) is being implemented via a Cardiff Delivery / Action Plan and discussions commenced regarding governance for Prevent to sit within Social Services. The Children's Services social worker recruitment campaign has been refreshed and 12 offers of appointments were made in July and August. The Multi Agency Safeguarding Hub (MASH) is now fully operational. Early evidence suggests that our response to safeguarding children and adults is improving. The Cardiff City Wide Dementia Friendly Community Action Plan has been agreed and implemented.	implementation of the National Child Sexual Exploitation (CSE) Plan. Lack of capacity to concentrate specifically on recruitment and retention. **Mitigating actions:** Elected members offered e-learning training via the Care Council website. Meet with Welsh Government to offer support to undertake CSE work. Home Office peer review pilot including Assistant Director, Children's Services as a reviewer in order to test and support local authority Prevent Strategies and action plans to ensure the Prevent duty is being met. Join-up between Home Office, Welsh Government and Local Authority in relation to the Cardiff Prevent Plan. Cardiff Counter-Terrorism Local Profile (CTLP) and CONTEST Board in place. Representatives from Adult Services to attend relevant Neighbourhood Partnership sub-groups to drive forward the City Wide Dementia Friendly Community Plan. **Next key steps:** Further training for social workers to promote outcome-focused practice. Training needs analysis to identify gaps following implementation of SSWB Act. Social Services ownership of Prevent within existing safeguarding structures. Links between Cardiff Prevent and Regional Safeguarding Children Board to be strengthened. Work on remodelling of services and implementation of Workforce Strategy. Dementia Friends / Champion training to be rolled out further across the Council.

Commitments (Part 1 in Delivery Plans)	Q1	Q2
Improve the system for protecting children from significant harm by implementing new Multi Agency Safeguarding Hub (MASH) arrangements for managing referrals by June 2016	G	G
Improve the recruitment and retention of children's social workers, ensuring the Council achieves and maintains a vacancy rate for children's social workers below 18% by March 2017	A/G	R/A
Implement key elements of the Cardiff Child Sexual Exploitation Strategy in collaboration with partners by March 2017	G	G
Work to make Cardiff a recognised Dementia Friendly City by March 2018	G	G
Complete roll out of the second phase of a specialist training programme regarding the Social Services and Well-being (Wales) Act 2014	G	G

Quarter 2 2016-17 Directorate Performance Report			
Directorate: Social Services	**Director: Tony Young**	**Number Employees (FTE): 900**	**Cabinet Members: Cllrs Lent & Elsmore**

Corporate Plan Priorities

Priority 2. Supporting vulnerable people / Improvement Objective: 2.3. People in Cardiff are supported to live independently

Performance Indicator	Q2 2016-17	Target 2016-17	Q2 2015-16	Q1 2016-17	Outturn 2015-16	RAG	Source	Commentary
Measure 19 - The rate of delayed transfers of care for social care reasons per 1,000 population aged 75 or over	2.72 *	4.29	5.82	1.78	11.18	G	CP	Cumulative indicator. * Partial result for July & August; September will be published end of October by WG. For actions / update please see section 2.3 People in Cardiff supported to live at independently.
SCAL25 - The total number of adults in need of care and support using the Direct Payment Scheme	658	682	N/A	633	N/A	A	CP	Cumulative indicator. For actions / update please see section 2.3 People in Cardiff supported to live at independently.
SCA018a - % of eligible adults who are caring for adults that were offered a Cares Assessment during the year	47.4	45	49.7	30.6	76.8	G	CP	Number of offers – 1,515 out of 3,198 carers. Total number of completed Carers Assessments during Quarter 1 & Quarter 2 was 361. For actions / update please see section 2.3 People in Cardiff supported to live independently.

Improvement Objective summary of progress (encapsulating commitment outcomes)	**Issues/Mitigating Actions/Next Steps**
The Intermediate Care Fund (ICF) bid for Children with Complex Needs and Adults with Learning	**Issues:** Recruitment to the two transition worker posts.

Disabilities project commenced to facilitate stronger links between Adult Learning Disabilities and the Child Health & Disability team. Implementation of the ICF is continuing, including supporting early intervention and prevention, accommodation solutions, first point of contact and single point of access, integrated discharge teams, discharge to assess models, integrated autism service and a joint service for learning disabilities and complex needs.

In relation to Delayed Transfers of Care (DToC), a Home First high level action plan has been developed and agreed with partners. The plan is intended to provide a strategic overview of the work that is underway to reduce DToC and improve the overall care of citizens who require care and support. The Cardiff and Vale of Glamorgan Integrated Health and Social Care (IHSC) Partnership Board reported that Delayed Transfers of Care (DToC) numbers increased in August to 82, a 1% increase in month. This is 15% lower than the same period last year when reported DToCs were 97. Reported numbers for Cardiff decreased by 5 in comparison to the previous month. No requests have been made by the Minister to amend data retrospectively following the submission date, which signifies a positive indication of the effectiveness of the validation process.

The current model of Direct Payment has been reviewed and the process analysed and updated. Systems have been implemented to improve processes between the incumbent provider and the Council. There were 658 service users on the Direct Payment scheme during Quarter 2, with 65 people working towards the scheme recorded in the Providers database. During Quarter 2, 36 started Direct Payments and 32 ceased (of which, the main reasons were deceased and care home / respite admission).

In relation to Carers Assessments, due to the success of the project, recommendations to expand the team and make the posts permanent were included and agreed. Work has begun to implement the recommendations and the recruitment of four permanent Carers Assessment Workers (CAWs) commenced. For the year to date, 47.4% of carers were offered Carers Assessments (1,515 offers for 3,198 carers), against the quarterly target of 45% and annual target of 90%. The number of completed Carers Assessments for the year to date is 361.

Slippage in ICF expenditure due to recruitment difficulties and associated delay in impact until staff are in post.

Extension to incumbent Direct Payment provider contract necessary to ensure that appropriate arrangements are in place while new models are explored.

Monitoring recruitment process and ensuring budget is in place to ensure Carers Assessments posts can be made permanent.

Mitigating actions: Recruitment period for ICF transition posts to be extended from 6 to 12 months, to increase potential applications and impact / effectiveness of these roles on the transition process.

Recruitment is underway in relation to the establishment of new or expanded services.

Officer Decision Report completed with a direct award to the incumbent Direct Payment provider. Contract issued until 31st March 2017.

Monitoring the percentage of eligible adult carers who are caring for adults that were offered a Carers Assessment during the year.

Next key steps: Meetings with Education to discuss transition and closer working with Adult Services / schools and the implications of the Additional Learning Needs (ALN) and Education Tribunal (Wales) Bill.

IHSC for Cardiff and the Vale of Glamorgan to meet with Deputy Director, Partnership & Co-operation, Division Health and Social Services Group, Welsh Government to discuss the detail of the IHSC's DToC Action Plans and its wider partnership working arrangements.

New Direct Payment models being developed, along with an action plan to inform an options appraisal paper.

Induction and training of the two new CAW posts. A further two posts are currently being recruited to. A pressure bid has been submitted to enhance the team further from four CAWs to six. We are awaiting confirmation if this has been successful.

Quarter 2 2016-17 Directorate Performance Report

Directorate: Social Services	Director: Tony Young	Number Employees (FTE): 900	Cabinet Members: Cllrs Lent & Elsmore

Commitments (Part 1 in Delivery Plans)	Q1	Q2	Q3	Q4
Improve the effectiveness of transitional support for disabled and vulnerable children approaching adulthood	G	A/G		
Explore with the University Health Board (UHB) the feasibility of an integrated model for the management and delivery of health and social care services in adult social care	G	G		
Work with our health partners to reduce the total number of Cardiff residents who experience a Delayed Transfer of Care (DToC) from hospital by 2017	R/A	G		
Continue to increase the uptake of Direct Payments as an alternative to direct provision of care for Cardiff adult residents with care and support needs in line with the Social Services and Well-being (Wales) Act by 2017	R/A	A/G		
Offer a Carers Assessment to all eligible adult carers who are caring for adults	G	G		

Corporate Plan PIs (total)

RAG	Red % (No)	Amber % (No)	Green % (No)	Notes*
Q1	14.3% (1)	14.3% (1)	28.6% (2)	RAG not included for 3 PIs (42.8%) which are in a baseline year
Q2	14.3% (1)	14.3% (1)	28.6% (2)	RAG not included for 3 PIs (42.8%) which are in a baseline year
Q3				
Q4				

Progress against Corporate Plan Commitments (Part 1) total: 11 – Joint 2, Children's 4, Adults' 5

RAG	Red	Red/Amber	Amber/Green	Green
Q1	0% (0)	18% (2)	9% (1)	73% (8)
Q2	0% (0)	9% (1)	18% (2)	73% (8)
Q3				
Q4				

Progress against Directorate Core Business Actions (Part 2) total: 25 – Joint 13, Children's 5, Adults' 6

RAG	Red	Red/Amber	Amber/Green	Green
Q1	4% (1)	0% (0)	8% (2)	88% (22)
Q2	4% (1)	0% (0)	28% (7)	68% (17)
Q3				
Q4				

Q2 Other Challenges & Achievements

Key Challenges for Directorate – other than noted above (Max. five)		RAG			
	Mitigating Actions	Q1	Q2	Q3	Q4
Directorate Budget - The Directorate showed a combined overspend of £5.221m as at Month 5. Within this figure, overspends of £2.766m are reported for Children's Services and £2.455m for Adults' Services. The projected overspend reflects the impact of	The Director has prepared growth and pressure proposals to support achievement of savings and to mitigate inescapable demand pressures.	R	R		

continuing demographic pressures on Adults' and Children's Services, notably increased demand for domiciliary care for older people and an increase in the number of external fostering placements for children. The overspend also reflects inflationary pressures in Adults' Services, particularly in relation to the commissioned cost of a nursing bed. There is also additional pressure on the budgets for older people domiciliary and nursing care. A number of preventative measures in relation to early help have been introduced in Children's Services and there has been a continued focus on returning children placed in high cost out-of-area placements to Cardiff that has successfully achieved savings in excess of £700,000. In spite of this however, within Children's Services, there is a significant shortfall (£1.4m) against the £3.5m savings target set for the service as part of the 2016-17 budget. The overspend in Adults' Services also reflects projected shortfalls (£1.4m) against the £5.1m of budgeted savings relating to 2016-17 and previous years.	The Director is preparing a 5-10 year integrated Social Services and financial plan. Meeting held with Assistant Director of Adults' Services and Head of Finance to develop a 5 year financial strategy. The first stage will be to review all current financial data held within Adults' Services to help predict demand.				
Fragility of the domiciliary and nursing care home market – There are general care capacity issues across Cardiff. There is also a shortage of paid carers in Cardiff. To address this and encourage more people to apply for carer roles in the private and public sector, an awareness campaign is required to promote the benefits of working in the social care profession.	A number of engagement sessions have taken place inside and outside Cardiff during Quarter 2 with Care Providers to encourage growth in the Cardiff market. A Project Plan and Communication & Media Activity Programme Plan have been agreed and finalised for the **'Be a Carer Campaign'** (October 2016 to March 2017) that will be officially launched in Cardiff in October. A further domiciliary care workshop is planned that will be facilitated by an organisation that specialises in tendering support and procurement services. The workshop is aimed at providers of domiciliary care services around business development and increasing competiveness.	G	G		
Sickness - Senior and Operational Managers from Adults' Services met with the Chief Executive and Councillor Hinchey regarding sickness within the Directorates. The particular challenges currently facing Direct Services were discussed, namely the risk of contracting diarrhoea and vomiting (D&V) due to the delivery of personal care to vulnerable groups by Home and Day Care services. The Operational Manager (OM) for the service recently clarified the position with Public Health and its policy stipulates that employees must be off for 72 hours following D&V. The OM has sought advice from Public Health and as a result Adults' Services will be developing a local policy to ensure that the Council adheres to the Public Health guidance for staff with D&V.	Directorate's Health & Safety Advisor has been training Social Services line managers to undertake Stress Risk Assessments (SRA) both on a one-to-one and group basis. Five managers have undertaken one-to-one training where there has been a requirement for a risk assessment to be made for an individual member of staff. An SRA overview session was given to the Officer Working Group. Some of the managers were happy to undertake assessments with their teams following this,	R	R		

	and others stated that they would prefer the Health & Safety Advisor facilitate this for them. Dedicated Case Worker from Human Resources for Direct Services (HR) automatically allocated Long Term Sick cases after four weeks' absence and immediately in stress cases. HR Case Worker offers support and advice for long term sickness cases to managers, to ensure compliance with the Attendance & Wellbeing Policy. Work is underway to identify opportunities to mitigate issues concerning back problems and other areas of growth.				
Social Services & Well-being (Wales) Act 2014 – Work commenced on the national survey element of the new Social Services Performance Measures with work on the qualitative service user survey across Adults' and Children's Services being undertaken. Over 1,000 users of Adults' Services, selected using random sampling, will be sent the relevant standard Welsh Government questionnaire in October 2016, which will gather qualitative performance data relating to our care and support planning. For Children's Services, over 2,000 questionnaires will be sent out to children over the age of 7 and their parents. The surveys have taken a lot of capacity which has impacted on other areas of core business for the performance team. There is also a financial cost to undertaking the surveys (e.g. postage) as well as the additional costs in relation to officer time.	A regional coordinator for Sustainable Social Services has been appointed to coordinate and support the implementation of the Act. There is a robust plan in place for the surveys to be undertaken and Adults' and Children's Services performance staff are working collaboratively where it is appropriate to do so to eliminate duplication of effort in respect of certain elements of the process. A pressure bid was submitted during Quarter 2 to address the additional capacity required by the Act and to support this process fully. The Directorate is awaiting a decision.	G	G		

Key Achievements (Good News and Successes) (Max. five)

Delayed Transfer of Care (DToC) – Performance Indicator was ragged green for both Quarter 1 and for the partial result for Quarter 2. A recent benchmarking report has identified a 47% reduction in Delayed Transfers of Care for Social Care Reasons when comparing April to August 2015-16 with April to August 2016-17. Cardiff's ranking among the 22 Welsh Local Authorities has improved from 22 in 2015-16 to 17 in the July - August 2016 period.
A Review of Delayed Transfers of Care - Cardiff and Vale Health and Social Care Community, issued September 2016 by the Wales Audit Office, concluded that 'partners are working well together to manage DToC, whilst realising their plans for a whole systems model'.

Cardiff Council Homecare Service – Community Resource Teams (CRTs) - Care and Social Services Inspectorate Wales Care (CSSIW) Standards Act 2000 Inspection Report published. The inspection concluded that 'The service works well with the local Health board and joint assessments are common practice. People using the service were very complimentary of the service provided and the knowledge of care staff. No non-compliance notices were issued at this inspection and we did not identify any areas for improvement'.

Local Government Performance - Presentation by Head of Performance & Partnerships at the Policy Review & Performance Scrutiny Committee (PRAP) reported that Social Services in Cardiff was the most improved in Wales in relation to the National Strategic Indicators and Public Accountability Measures.

Quarter 2

Indicator Ref	Indicator Title	Reported to:	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Q1 2015-16	Q2 2015-16	Q3 2015-16	Q4 2015-16	2015-16	Q1 2016-17	Q2 2016-17	Current Progress	Status	2016-17 Target	Level Triggering Mgt Action	Comments
Children are protected from significant harm and are empowered to protect themselves																						
Contacts 1 Local PI	Number of Contacts / Referrals Received	CS CMT Scrutiny	New for 2016-17	New for 2016-17	New for 2016-17	New for 2016-17	New for 2016-17	New for 2016-17	New for 2016-17	New for 2016-17	New for 2016-17	New for 2016-17	New for 2016-17	New for 2016-17	New for 2016-17	7,558	7,950	Target setting not appropriate	N/A	Target setting not appropriate	Target setting not appropriate	New indicator introduced for 2016-17 in response to changes implemented as a result of the Social Services & Wellbeing (Wales) Act 2014. Contacts and referrals are no longer recorded separately - since 6th April 2016 they have been recorded on a single "Contact & Referral" form.
CS CPR 4 Local PI	CPR caseload	CS CMT Scrutiny	207	213	283	272	255	372	314	255	300	322	311	342	342	336	279	Target setting not appropriate	N/A	Target setting not appropriate	Target setting not appropriate	Figure does not include 14 temporary registrations where case management responsibility for the children is retained by their home authority.
SSWB 27 National PI	The percentage of re-registrations of children on local authority Child Protection Registers	CS CMT Cabinet Scrutiny														3.2%	5.6%	Baseline year	▼	Baseline year	Baseline year	5 / 89 5 of the children registered during the quarter had been on the CPR within the previous 12 months. The children are from 2 sibling groups. No RAG rating has been applied as 2016-17 is the first year that this PI has been reported. A baseline will be established during the year to inform target setting for 2017-18.
SSWB 28 National PI	Average length of time for all children who were on the CPR during the year	CS CMT Cabinet Scrutiny														206	198	Baseline year	▲	Baseline year	Baseline year	29105 / 147 The average length of time on the CPR for the 144 children who we de-registered during Quarter 2 was 194 days. No RAG rating has been applied as 2016-17 is the first year that this PI has been reported. A baseline will be established during the year to inform target setting for 2017-18.
SCC/014 Local PI	The percentage of initial child protection conferences due in the year which were held within 15 working days of the strategy discussion	CS CMT Scrutiny	48.9%	73.5%	72.7%	86.3%	82.6%	84.6%	83.8%	90.7%	96.4%	98.5%	93.0%	90.9%	94.4%	91.2%	96.5%	☺	▲	90.0%	81.0%	111 / 115 4 conferences for 3 sibling groups were late in Quarter 2, 2 as a result of delays with paperwork and problems with the video link to dad in the United Arab Emirates; 1 due to delay in notification for conference to be scheduled and 1 for an unborn child that will be rescheduled closer to the estimated date of delivery. All late conferences have since been held. All Wales average 2014-15 = 92.6%
SCC/034 Local PI	The percentage of child protection reviews carried out within statutory timescales during the year	CS CMT Scrutiny	98.9%	99.2%	99.5%	99.2%	98.5%	98.0%	98.5%	99.8%	100.0%	99.6%	100.0%	99.6%	99.8%	98.4%	100.0%	☺	▲	100.0%	70.0%	296 / 296 All Wales average 2015-16 = 98.0%
Children and young people are supported to live safely within their families with the lowest appropriate level of intervention																						

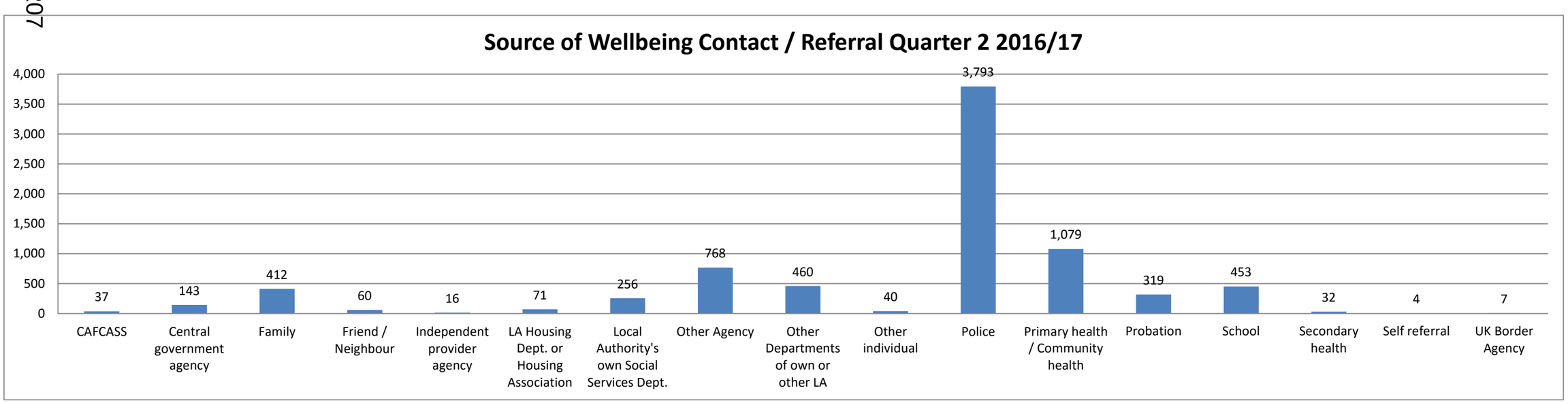
Indicator Ref	Indicator Title	Reported to:	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Q1 2015-16	Q2 2015-16	Q3 2015-16	Q4 2015-16	2015-16	Q1 2016-17	Q2 2016-17	Current Progress	Status	2016-17 Target	Level Triggering Mgt Action	Comments
SSWB 24 National PI	The percentage of assessments completed for children within statutory timescales	CS CMT Cabinet Scrutiny														99.2%	86.3%	Baseline year	▼	Baseline year	Baseline year	527 / 611 No RAG rating has been applied as 2016-17 is the first year that this PI has been reported. A baseline will be established during the year to inform target setting for 2017-18. The reduction in performance in quarter 2 was anticipated - performance in Quarter 1 was distorted as the assessments, which have a 42 working day timeframe, were introduced on 6th April, so could not be out of time until June.
SSWB 25 National PI	The percentage of children supported to remain living within their family	CS CMT Cabinet Scrutiny														59.0%	57.3%	Baseline year	▼	Baseline year	Baseline year	942 / 1,643 Of the 1,643 children with a Care & Support Plan at 30.09.16; 942 were being supported to live at home (i.e. were not being looked after). No RAG rating has been applied as 2016-17 is the first year that this PI has been reported. A baseline will be established during the year to inform target setting for 2017-18.
SSWB 26 National PI	The percentage of looked after children returned home from care during the year	CS CMT Cabinet Scrutiny														3.2%	6.2%	Baseline year	▲	Baseline year	Baseline year	52 / 839 Of the 839 children who have been looked after during the year to date, 52 have returned home. This PI is cumulative, and performance will improve as we progress throughout the year. No RAG rating has been applied as 2016-17 is the first year that this PI has been reported. A baseline will be established during the year to inform target setting for 2017-18.
Looked after children experience the best care and support to help them recognise their abilities, have aspirations and achieve their full potential																						
CS LAC 3e Local PI	LAC caseload (not including respite care arrangements for disabled children)	CS CMT Scrutiny	521	520	530	521	568	557	611	650	662	630	625	644	644	678	701	Target setting not appropriate	N/A	Target setting not appropriate	Target setting not appropriate	Cardiff rate at 30.06.16 = 9.5 per 000 Wales rate at 31.03.15 = 8.9 per 000
CS LAC 58 Local PI	Percentage of children in regulated placements who are placed in Cardiff	CS CMT Scrutiny	New for 2008-09	61.4%	64.8%	67.0%	65.6%	62.2%	62.0%	60.7%	60.4%	61.6%	60.9%	62.5%	62.5%	61.2%	60.9%	😐	◄►	65.0%	58.5%	319 / 524 The PI counts only children placed within the LA boundaries and excludes children placed in neighbouring authorities close to their home area and attending Cardiff schools. 16.3% (33) of children not placed in Cardiff are placed within 10 miles of their home address. 6 of the children not placed in Cardiff are placed with a relative carer. Planning always takes account of placement location for children. Some children need a specialist placement that is not available in the city or need to live away from families, communities or individuals that could present risks for them.

Indicator Ref	Indicator Title	Reported to:	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Q1 2015-16	Q2 2015-16	Q3 2015-16	Q4 2015-16	2015-16	Q1 2016-17	Q2 2016-17	Current Progress	Status	2016-17 Target	Level Triggering Mgt Action	Comments
SCC/021 Local PI	The percentage of looked after children reviews carried out within statutory timescales during the year	CS CMT Scrutiny	92.3%	95.9%	96.2%	96.4%	95.2%	95.2%	92.4%	88.3%	93.2%	96.0%	95.9%	92.7%	94.5%	96.1%	93.8%	😐	▼	100%	70.0%	499 / 532 There has been a small reduction in the percentage of reviews held on time in the context of a 4% increase in the number of reviews due. All Wales average 2014-15 = 95.5%
SCC/025 Local PI	The percentage of statutory visits to looked after children due in the year that took place in accordance with regulations	CS CMT Scrutiny	69.3%	79.5%	88.2%	83.9%	85.1%	89.5%	87.7%	88.9%	85.1%	85.3%	85.3%	91.1%	86.6%	94.1%	95.3%	☺	▲	90.0%	81.0%	507 / 532 All Wales average 2015-16 = 88.1%
Cardiff is the destination of choice for committed social work professionals																						
Staff 1 Local PI	Percentage of social work vacancies in all teams	CS CMT Cabinet Scrutiny	22.1%	26.1%	15.2%	14.7%	15.9%	14.5%	20.8%	27.2%	23.5%	21.4%	21.6%	22.2%	22.2%	22.9%	24.8%	☹	▼	18.0%	19.8%	113 / 456.1 I&A = 35.3% CIN = 25.2% LAC = 14.3% Vacancy rates have increased this quarter primarily as a result of two new social worker posts, created with Intermediate Care Funding. Interviews took place in October and appointments are currently being made. Work to refresh adverts completed. Use of the Council's social media platforms to accelerate recruitment activity has had a positive impact with 12 offers of appointment in July and August with anticipated start dates in Quarter 3. Development of the 'pool' of additional social workers is to be accelerated once all vacancies have been filled. Report to extend the notice period of social work staff and managers has been prepared. In relation to retention, work on the remodelling of services and the implementation of the Workforce Strategy as identified in Quarter 1 is ongoing and will continue through Quarters 3 and 4.
Children's Services are provided on the basis of the most efficient and effective use of resources																						
CS LAC 44 Local PI	Percentage of LAC placements with independent sector providers	CS CMT Scrutiny	56.4%	56.6%	58.9%	62.0%	64.2%	68.6%	67.4%	71.8%	70.3%	70.3%	70.0%	72.0%	72.0%	73.6%	74.0%	😐	▼	70.0%	77.0%	388 / 524 Of the 388 placements with independent sector providers, 181 started within the last 12 months.

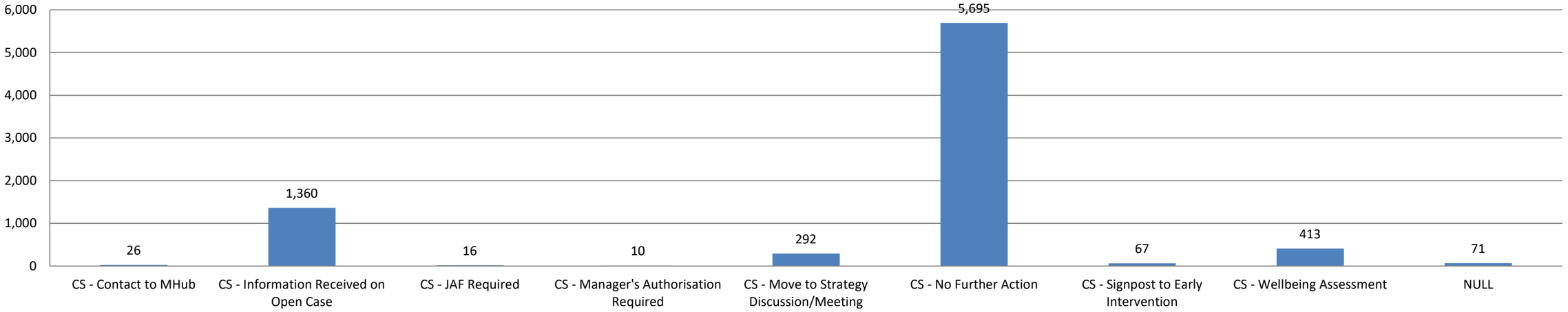
This page is intentionally left blank

Summary of Wellbeing Contact / Referrals Quarter 2 2016/17

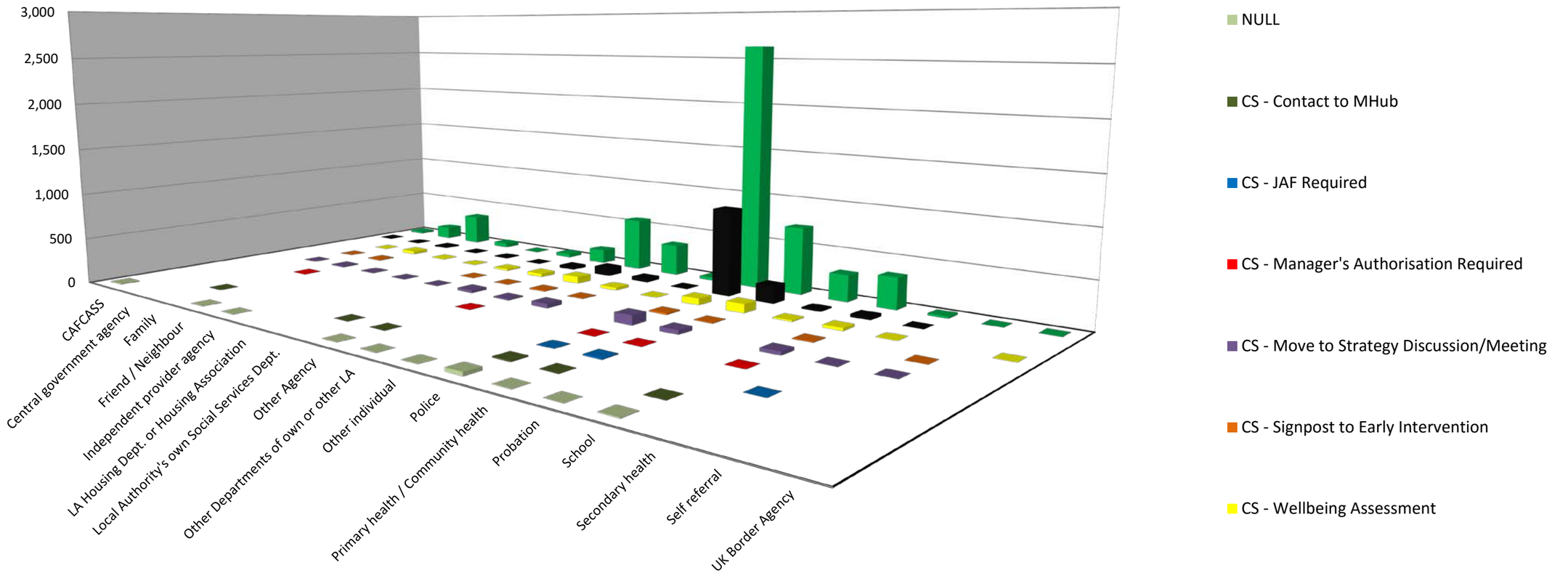
Source / Outcome	CS - Contact to MHub	CS - Information Received on Open Case	CS - JAF Required	CS - Manager's Authorisation Required	CS - Move to Strategy Discussion/Meeting	CS - No Further Action	CS - Signpost to Early Intervention	CS - Wellbeing Assessment	NULL	Grand Total
CAFCASS		2				25			10	37
Central government agency		1			1	137	2	2		143
Family	2	15		3	10	340	9	33		412
Friend / Neighbour		2			4	47		4	3	60
Independent provider agency		7			3	3		1	2	16
LA Housing Dept. or Housing Association		3			3	42	3	20		71
Local Authority's own Social Services Dept.	1	31			30	154	3	37		256
Other Agency	1	89		2	15	573	12	74	2	768
Other Departments of own or other LA		40			46	338	5	28	3	460
Other individual		4				33		1	2	40
Police	13	927	2	1	99	2,629	16	69	37	3,793
Primary health / Community health	5	187	13	3	43	721	8	95	4	1,079
Probation		16				287		15	1	319
School	4	32		1	34	337	8	30	7	453
Secondary health		4	1		3	21		3		32
Self referral					1	2	1			4
UK Border Agency						6		1		7
Grand Total	26	1,360	16	10	292	5,695	67	413	71	7,950



Outcome of Wellbeing Contact/Referral Quarter 2 2016/17



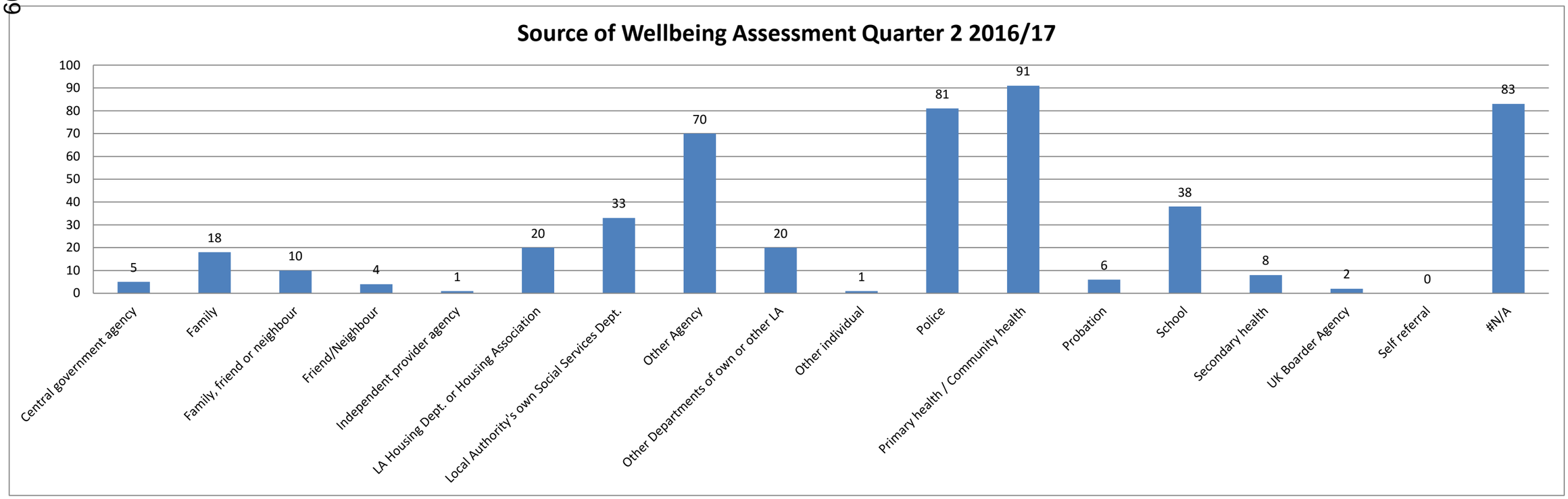
Source of Wellbeing Contact / Referral by Outcome Quarter 2 2016/17

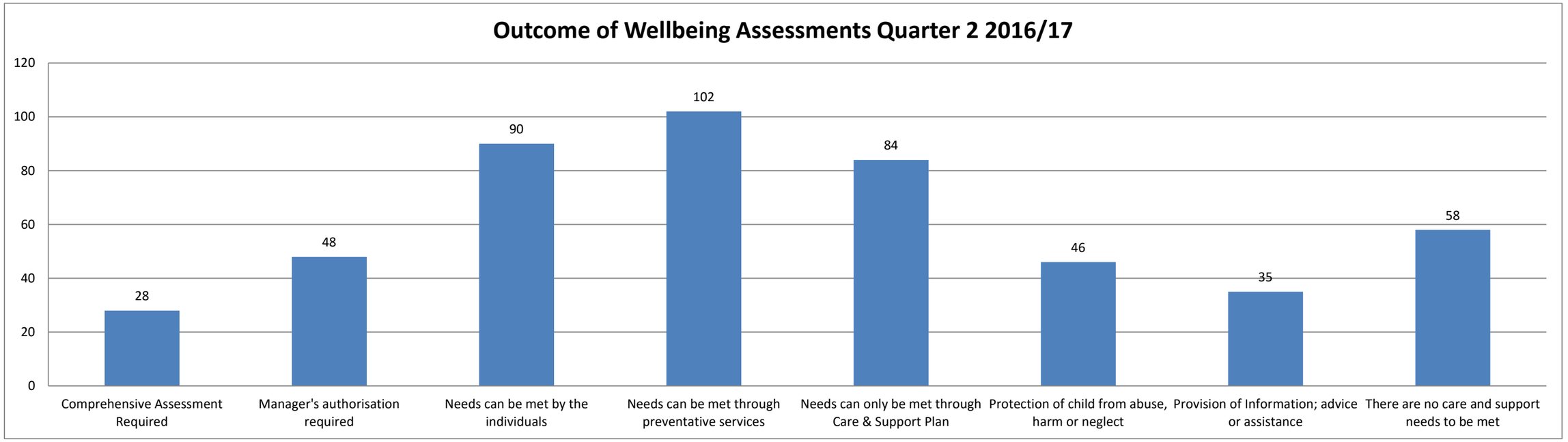


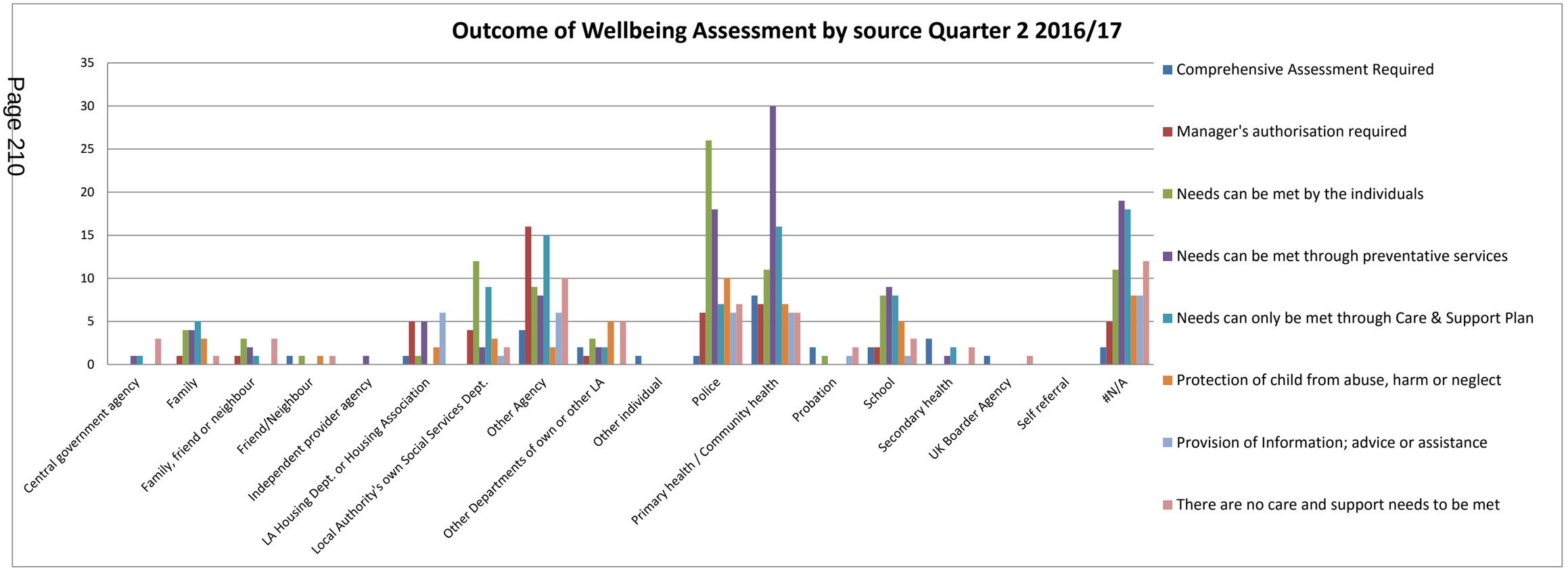
Summary of Wellbeing Assessments Quarter 2 2016/17

Source/Outcome	Comprehensive Assessment Required	Manager's authorisation required	Needs can be met by the individuals	Needs can be met through preventative services	Needs can only be met through Care & Support Plan	Protection of child from abuse, harm or neglect	Provision of Information; advice or assistance	There are no care and support needs to be met	Grand Total
Central government agency				1	1			3	**5**
Family		1	4	4	5	3		1	**18**
Family, friend or neighbour		1	3	2	1			3	**10**
Friend/Neighbour	1		1			1		1	**4**
Independent provider agency				1					**1**
LA Housing Dept. or Housing Association	1	5	1	5		2	6		**20**
Local Authority's own Social Services Dept.		4	12	2	9	3	1	2	**33**
Other Agency	4	16	9	8	15	2	6	10	**70**
Other Departments of own or other LA	2	1	3	2	2	5		5	**20**
Other individual	1								**1**
Police	1	6	26	18	7	10	6	7	**81**
Primary health / Community health	8	7	11	30	16	7	6	6	**91**
Probation	2		1				1	2	**6**
School	2	2	8	9	8	5	1	3	**38**
Secondary health	3			1	2			2	**8**
UK Boarder Agency	1							1	**2**
Self referral									**0**
#N/A	2	5	11	19	18	8	8	12	**83**
Grand Total	**28**	**48**	**90**	**102**	**84**	**46**	**35**	**58**	**491**

#N/A = Wellbeing Assessment did not originate / is not linked from/to Contact / Referral and there are no source questions on Wellbeing Assessment




Outcome of Wellbeing Assessments Quarter 2 2016/17
120
100
80
60
40
20
0
28
48
90
102
84
46
35
58
Comprehensive Assessment Required
Manager's authorisation required
Needs can be met by the individuals
Needs can be met through preventative services
Needs can only be met through Care & Support Plan
Protection of child from abuse, harm or neglect
Provision of Information; advice or assistance
There are no care and support needs to be met


Outcome of Wellbeing Assessment by source Quarter 2 2016/17
35
30
25
20
15
10
5
0
Central government agency
Family
Family, friend or neighbour
Friend/Neighbour
Independent provider agency
LA Housing Dept. or Housing Association
Local Authority's own Social Services Dept.
Other Agency
Other Departments of own or other LA
Other individual
Police
Primary health / Community health
Probation
School
Secondary health
UK Boarder Agency
Self referral
#N/A
Comprehensive Assessment Required
Manager's authorisation required
Needs can be met by the individuals
Needs can be met through preventative services
Needs can only be met through Care & Support Plan
Protection of child from abuse, harm or neglect
Provision of Information; advice or assistance
There are no care and support needs to be met

Children's Services Performance Management Information Report

List of New Children's Services National Performance Indicators

1. The percentage of assessments completed for children within statutory timescales.
2. The percentage of children supported to remain living within their family.
3. The percentage of looked after children returned home from care during the year.
4. The percentage of re-registrations of children on local authority Child Protection Registers.
5. Average length of time for all children who were on the CPR during the year.
6. The percentage of all care leavers who are in education, training or employment at 12 months after leaving care.
7. The percentage of all care leavers who are in education, training or employment at 24 months after leaving care.
8. The percentage of care leavers who have experienced homelessness during the year.
9. The percentage of children achieving the Core Subject Indicator at Key Stage 2.
10. The percentage of children achieving the Core Subject Indicator at Key Stage 4.
11. The percentage of looked after children who have had their teeth checked by a dentist during the year.
12. The percentage of placements started during the year where the child is registered with a provider of general medical services within 10 working days of the start of the placement.
13. The percentage of children looked after at 31 March who have experienced one or more change of school, during a period or periods of being looked after, which were not due to transitional arrangements, in the 12 months to 31 March.
14. The percentage of children looked after on 31 March who have had three or more placements during the year.

This page is intentionally left blank

CITY AND COUNTY OF CARDIFF
DINAS A SIR CAERDYDD

CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

6 December 2016

CORRESPONDENCE UPDATE – INFORMATION REPORT

Background

1. Following most Committee meetings, the Chair writes a letter to the relevant Cabinet Member or officer, summing up the Committee's comments and recommendations regarding the issues considered during that meeting.

2. Committee letters and their responses are now included with the Committee papers on the internet, to ensure that all documents relating to the Committee meeting are accessible and public.

Issues

3. Committee letters are sent following discussions around the key points raised in the Committee during the Way Forward section of the meeting, and are linked to the formal minutes of the meetings. Responses received from Cabinet Members and external witness, where appropriate, are also copied to the papers for the relevant meeting Children and Young People Scrutiny Committee papers and are evidenced in future reports or copied to Members if requested. A summary of the letters sent and responses received is attached at **Appendix A**.

Legal Implications

4. 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.

Financial Implications

5. 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 note and review the summary of the responses receive to the recent letters sent by the Committee, and refer any questions or concerns to the relevant Cabinet Member or Director.

Davina Fiore
Director of Governance and Legal Services
1 December 2016

Children and Young People Scrutiny Committee
Correspondence Report summary 2016 - 17

Committee date	Recipient	Subject	Response Required	Response date	Response received	Future Action
27 September 2016	Cllr Merry	Cardiff 2020 and provisional school results	Details of the organisations involved in the Cardiff 2020 launch A copy of the West of England Head Teachers report Actions to achieve the departmental sickness target by March Analysis of Boy v Girl performance across LAC and FSM cohorts Actions taken at KS2 to address performance of Boys	30 November 2016	Details provided along with floor plan for the event Copy of report provided Comments on actions taken to reduce sickness Analysis provided Comments on actions taken at KS2 on performance of boys included	
27 September 2016	Cllr Lent as Chair of the Corporate Parenting advisory Cttee	Quarter one Children's services Performance	The Committee recommends that your Advisor Committee investigates the reasons for the decline in performance and identifies actions to improve performance over the next year	12 October 2016	Will ensure that that issues raised will be considered by the Corporate Parenting Advisory Panel.	To continue to Monitor performance

Committee date	Recipient	Subject	Response Required	Response date	Response received	Future Action
18 October 2016	National Adoption Service	Annual Report	Provided advice on future annual reports	30 November 2016	the required content of the report is set out in regulation. Performance is reported against a Performance Management Framework that was provided to NAS by the Welsh Government. A copy of the framework for adoption support was provided	Await next annual report for review
18 October 2016	Regional adoption service	Annual report	Explanation and clarification on: the narrative and data on page 9 setting out the numbers and time taken around adoptions; the reason for 6 children listed as “plan uncertain” on page 12 progress on the development of a service level agreement in respect of access to birth records or	22 November 2016	Full response received to all points raised	Await next annual report

			intermediary service, at Page 23 More details on the plans being developed to address priority 5 for 2016/17 To target the recruitment and assessment of adoptive families to better meet the needs of children awaiting placements within the region and reduce reliance upon external sources; and Details of the number of adopters still waiting for an adoption and how long they have been waiting.			
18 October 2016	Cllr Merry	New delivery model for children's play	Schools need to become more community focused, as some play providers were unable to access school facilities.	N/A	No response required	N/A
18 October	Cllr Bradbury	New delivery model for children's play	Cabinet to ensure that appropriate resources are available to support groups Keep ward members	22 November 2016	That lessons have been learnt for those groups who have already taken over provision Members will be fully consulted with	

			informed of potential interested groups			
14 June 2016 Follow up letter on 24 October 2016	Cllr Hinchey Cllr Hinchey	Corporate safeguarding Board's Annual Report Response to letter	Requested an updated report later in the year Amendments to the report suggested A copy of the training video be provided for Members to view Members considered the letter to be brief and did not highlight the changes made. The annual report still did not contain sufficient information to provide assurance. Further report providing information on Performance reporting.	10 October 2016	Copy of latest report attached to letter Recommendations have been agreed and incorporated into the report A copy of the training video has been made available to Members	
8 November 2016	Cllr Lent	Child Health & Disability Improvement Plan	Members recommended that more formal regular meetings should take place. Members were aware that Ty Storrie was in			

			high demand. However, there is a proposal to "Recommission of Children's Respite / Short breaks Service, saving £50,000 Committee sought assurance that if this proposal was accepted it would not impact on this valuable respite service.			
8 November 2016	Rosemarie Whittle Head of Operations and Delivery Community Child Health Directorate	Child & Adolescent Mental Health Service.	Members highlighted that further investigations were needed about: • A potential gap in the referrals process, assessment and support for early years, children under the age of 6. • The level of capacity to meet the expected increasing demand for services. • Of a more specific phone number for "out of hours referrals"			

This page is intentionally left blank