

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL
MUNICIPAL YEAR 2014 - 2015

**EDUCATION & LIFELONG
LEARNING SCRUTINY COMMITTEE**

8th APRIL 2015.

**REPORT OF THE DIRECTOR OF
LEGAL & DEMOCRATIC SERVICES**

Agenda Item No.3

**EXCEPTION REPORT – COUNCIL
PERFORMANCE REPORT –31st
DECEMBER 2014 (QUARTER 3)**

1. PURPOSE OF THE REPORT

The purpose of this report is to inform Members of the Exceptions agreed by the meeting of the Chairs and Vice Chairs of Scrutiny. The exceptions are drawn from the data presented to the Cabinet Performance and Resources Committee that met on the 19th March 2015 .

2. RECOMMENDATIONS

It is recommended that Members:-

- 2.1 Note the content of this report.
- 2.2 Scrutinise and comment on the information provided.
- 2.3 Consider whether they wish to scrutinise in greater depth, any matters contained in the report.

3. BACKGROUND

- 3.1 On the 29th June, 2005 Council endorsed the recommendation made by Scrutiny to create a Performance Management Coordinator role to bring added value to an already existing high quality of finance and performance information.
- 3.2 The Coordinator's role is to enable a sifting or prioritising exercise to be carried out to ensure that Members receive detailed reports on an exception basis on issues that require attention.
- 3.3 This process allows the Coordinator to coordinate capital and revenue budget monitoring and performance management information and WPI action plans in consultation with the Chairs and Vice Chairs of Scrutiny to ensure that scrutiny is presented with relevant and timely information
- 3.4 This process ensures that all Members still have access to the detailed financial and performance reports presented to the Cabinet Performance and Resources

Committee and will still be able to raise issues at the Scrutiny Committees, if not covered by the exception report.

4 EXCEPTION REPORT

- 4.1 The Exception report provides Members of this Scrutiny Committee with financial and performance management information for the Education & Lifelong Learning Group for the period to 31st December, 2014 and is attached as Appendix 1 to this report.
- 4.2 The report is based on the data set out in the report considered by the Cabinet Performance and Resources Committee on the 19th March 2015, to which all Members have access. If Members wish to raise any matter contained therein and not covered by the exception report they are requested to contact the Scrutiny Team prior to the meeting, in order that officers may prepare a definitive response.
- 4.3 In addition, attached as Appendix A is the detailed action plan for the Wales Programme for Improvement priority which lies within the remit of this Service Scrutiny Committee i.e. 'A Top Quality Education For All; Every School a Great School'. Attached at Appendix B are some examples of how the priority plan is making a difference.
- 4.4 The Outcome Agreement area within the remit of this Committee is 'Education – Improving School Attainment'. However, as there is no significant change in the performance position to that reported in quarter 2 no specific update has been provided.
- 4.5 Included as Appendix C is a list of the remaining 15 performance indicators that did not meet target by more than 5% as at quarter 3.

5. KEY QUESTIONS FOR MEMBERS

- 5.1 Are Members in agreement with the exceptions highlighted in the report?

LOCAL GOVERNMENT ACT 1972

AS AMENDED BY

THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

EDUCATION & LIFELONG LEARNING SCRUTINY COMMITTEE

8th APRIL 2015

REPORT OF THE DIRECTOR OF LEGAL AND DEMOCRATIC SERVICES

Item: EXCEPTION REPORT – COUNCIL PERFORMANCE (QUARTER 3)

Background Papers

Report of the Group Director, Corporate & Frontline Services “Council Performance Report – 31ST December 2014 (Quarter 3)” – presented to Cabinet Performance and Resources Committee 19th March 2015.

Officer to contact: Julia Nicholls – Tel. No: 01443 424098

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Education & Lifelong Learning Services Scrutiny Committee

8th April 2015

Council Performance Report 31st December 2014 (Quarter 3)

In respect of Education and Lifelong Learning Services:

1. Financial Performance

a) Revenue Budgets:

	Budget as at 31st December 2014/15 £M	Projected Actual Expenditure as at 31st December 2014/15 £M	Variance Over (Under) £M
Education & Lifelong Learning Services	177.217	177.287	0.070

Key Revenue Issues:

- Special Educational Needs - (£0.209M overspend)
- Education Otherwise - (£0.134M overspend)
- School Planning & Reorganisation - (£0.112M underspend)
- Catering School Meals and Milk - (£0.097M underspend)

b) Capital Budgets:

	Budget As At 31st December 2014/15 £M	3rd Quarter Actual £M	% of Total Budget Spent in 3rd Quarter
Education & Lifelong Learning	38.663	24.767	64.06%

Key Capital Issues:

- Re-profiling of some schemes to reflect changes in timing and costs
- Schools Challenge Cymru new grant approval £0.318M

2. Wales Programme for Improvement

a) Priority Plan for Review:

- **Education – A Top Quality Education For All; ‘Every School A Great School’.** Priority Plan attached at Appendix A.

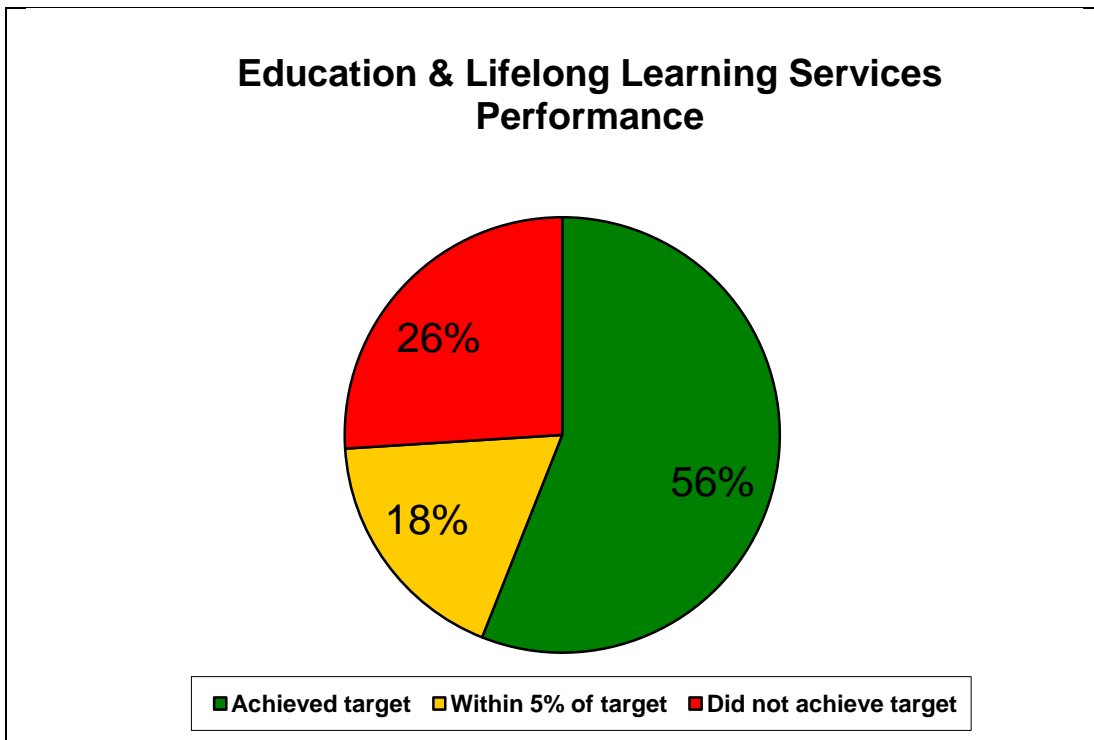
b) How the work being undertaken through this Priority Plan is making a difference.

Examples of feedback received as a result of our work is included at Appendix B.

3. Operational Performance

The pie chart below relates only to the **73** performance indicators with targets that are set out in the ‘A top quality education for all; Every school a great school’ priority plan and the Education & Lifelong Learning data table (appendix 4b of the main Performance Report).

a) Performance indicator performance (April 2014 to December 2014)



b) Performance Indicator trends

	2014/15			2013/14 Year end position	
	Qtr 3		Qtr 2		Qtr 1
	No.	%			
Total no. of PIs with data and targets available	73	n/a	59	29	87
Achieved target	41	56%	60%	34%	68%
Within 5% of target	13	18%	20%	28%	14%
Did not achieve target	19	26%	20%	38%	18%

c) Key performance Issues

Education & Lifelong Learning	Positive Performance	Exceptions
	% of pupil attendance at (EOTAS) educated other than at school provisions (Local) – Autumn term 2014/15 academic year performance was 86.7% compared to a target of 80.4%	% of schools inspected by Estyn who were graded as at least 'Good' for improving leadership on a 3 year rolling basis between April 2012 and March 2015 (Local) - Actual performance over the period to date was 71.2% compared to a target of 90.0%. This equates to 37 out of 52 schools being graded at least good, 11 schools being graded adequate and 1 unsatisfactory
	% of looked after pupils who achieved 2 or more GCSEs at grade A*-G or equivalent (Local) - 2013/14 academic year performance was 90.9% compared to a target of 75.9%	
	% of pupils entitled to Free School Meals (FSM) assessed at the end of Key Stage 3, aged 14, achieving level 5 or above in the core subject indicator (Local) - 2013/14 academic year performance was 61.6% compared to a target of 54.0% and is better than the 2013/14 academic year all Wales average (61.3%)	% of schools inspected by Estyn that were judged at the time on current performance as being at least 'Good' on a 3 year rolling basis between April 2012 and March 2015 (Local) - Actual performance over the period to date was 51.9% compared to a target of 70.0%. This equates to 27 out of 52 schools being graded at least good, 24 schools being graded adequate and 1 unsatisfactory
% of pupils entitled to FSM, aged 16, achieving Level 2 Threshold including a GCSE grade A*-C in English or Welsh (first language) and Mathematics (Local) - 2013/14 academic year performance was 25.5% compared to a target of 25.0% but is worse than the 2013/14 academic year all Wales average (27.8%)	% of schools inspected by Estyn that were judged as presenting prospects for improvement as being at least 'Good' on a 3 year rolling basis between April 2012 and March 2015 (Local) - Actual performance over the period to date was 73.1% compared to a target of 90.0%. This equates to 38 out of 52 schools being graded at least good, 13 schools being graded adequate and 1 unsatisfactory	

<p>% of pupils, aged 16, who achieved the Level 2 Threshold (equivalent to 5 GCSEs grade A*-C or approved equivalent qualification (Local) - 2013/14 academic year performance was 84.6% compared to a target of 80.0% and is better than the 2013/14 academic year all Wales average (82.3%)</p>	<p>% of final statements of special education need issued within 26 weeks, excluding exceptions / Calendar Year (Statutory): - Quarter 3 performance (end of year) was 83.7% compared to a target of 90.8% and would remain in the bottom quartile when compared to the 2013/14 all Wales data. This equates to 87 out of 104 statements being finalised within timescales. 17 statements were not issued within 26 weeks due to more time needing to be provided to allow for professional medical advice and/or parental representation. Importantly, where statements are not issued, the arrangements in place within the Council ensure that pupils are in receipt of required levels of support in both special and mainstream schools</p>
<p>% of pupils, aged 16, achieving Level 2 Threshold (5+ GCSEs A*-C) including English or Welsh (first language) and Mathematics (Statutory) - 2013/14 academic year performance was 50.5% (finalised data) compared to a target of 50.0% but is worse than the 2013/14 academic year all Wales average (55.4%)</p>	

***Exceptions** – for completeness, included as Appendix C is a list of the remaining 15 performance indicators that did not meet target by more than 5% as at quarter 3.

4. Outcome Agreement

For the Education and Lifelong Learning Scrutiny Committee the relevant Outcome Agreement area is:

- **Education – Improving school attainment**

Due to there being no significant change in the performance position during quarter 3 (to that reported in quarter 2), no specific up date has been produced for the purposes of this exception report. This position is primarily due to the majority of indicators being 'annual' and reported at year end. Officers will however continue to monitor performance in line with the conditions of funding to ensure the Council is well placed to present a robust assessment of full year performance for the 2014/15 financial year.

5. Health Check Measures

Health	<ul style="list-style-type: none"> • Contributing towards the health & wellbeing of our children, young people and communities: <ul style="list-style-type: none"> - 105 primary schools participating in the Free Breakfast Initiative - 166 (compared to 252 in Q3 2013/14) quality assurance audit checks undertaken at various catering sites across RCT, 89% of which were graded 95% or above for achieving high standards in hygiene and service delivery (this compares to 85% in Q3 2013/14) • 29,047 physical 5x60 activity places filled by young people, which involved 1,641 sessions of 242 different types of activities, compared to 36,897 places being filled through 2,371 sessions in 311 different types of activities in the autumn term of the 2013/14 academic year
Prosperity	<ul style="list-style-type: none"> • Providing a learning environment fit for the 21st Century <ul style="list-style-type: none"> - £6.450M Welsh Government '21st Century School' funding approved to contribute towards the costs of building the new Secondary School in Aberdare - 0.318M Welsh Government 'Schools Challenge Cymru' funding¹ approved to help align attainment outcomes between those pupils from more and less advantaged backgrounds, particularly focused towards those pupils who are eligible for free school meals. To be achieved through selected schools² working with partner organisations to provide a breadth of opportunities and activities that will extend the pathways to learning to raise attainment results • Focusing on improving attendance in our schools during the 2014/15 autumn term: <ul style="list-style-type: none"> - 63% (66 out of 105) primary schools improved attendance rates, compared to 87% (96 out of 110) in the autumn term of the 2013/14 academic year - 76% (13 out of 17) secondary schools improved attendance rates, compared to 95% (18 out of 19) in the autumn term of the 2013/14 academic year • Aiming towards 'Every school being a great school' - Estyn inspection results from April 2014 to December 2014: <ul style="list-style-type: none"> - 69.2% of schools graded at least good and 30.8% adequate at the time of inspection - 69.2% of schools graded at least good and 30.8% adequate for presenting prospects for improvement - 69.2% of schools graded at least good and 30.8% adequate and for leadership • Striving towards 'A Top Quality Education for All' - Key Stage 4 & 5 results for the 2013/14 academic year: <ul style="list-style-type: none"> - 2,614 (93.2%) out of 2,805 pupils achieved the Level 1 Threshold (5+ GCSEs A*-G or recognised equivalent qualification), 0.2% points more than 2012/13 - 2,373 (84.6%) out of 2,805 pupils achieved the Level 2 Threshold (5+ GCSEs A*- C or recognised equivalent qualification), 6.7% points more than 2012/13 - An average wider points score of 536.7 was achieved for each KS4 pupil, 53.2 more than 2012/13 - An average capped wider points score (best 8 results) of 336.5 achieved per KS4 pupil, 12.7 points more than 2012/13

¹ Schools Challenge Cymru is an acceleration and concentration of the Welsh Government's school improvement efforts, focussed on secondary schools in Wales that face the largest challenge in terms of circumstance and stage of development. It also involves their cluster primaries.

² Hawthorn High School, Pontypridd High School, Porth County Community School, Tonypandy Community College and Tonyrefail Comprehensive School

- **1,029** (96.0%) out of **1,072** pupils achieved the Level 3 Threshold (2 A levels or recognised equivalent qualification), **1.2%** points more than 2012/13
- **1,286** KS5 pupils achieved an average wider points score of **718.3**, which is **17.2** points more than 2012/13
- Continuing to provide comprehensive and efficient library services:
 - **6,164** people attended **936** learning activity classes held in libraries, compared to 6,600 people who attended 1,156 learning activity classes in Q3 2013/14
 - **21,280** people attended 1,961 events hosted by libraries, compared to 23,403 people who attended 2,645 hosted events in Q3 2013/14
 - **7,177** pupils visited libraries in **301** organised school classes, compared to 10,308 pupils who visited libraries in 411 organised classes in Q3 2013/14
 - **904** visitors attended **16** library outreach activities, compared to 2,394 visitors who attended 48 outreach activities in Q3 2013/14
 - **369** publications released to market libraries, compared to 500 in Q3 2013/14
 - **702,204** physical visits made to libraries, compared to 908,709 visits in Q3 2013/14
 - **156,305** visitors to Library Service Information Websites, compared to 155,683 visits in Q3 2013/14
- Supporting our young people to 'positively' engage in education, employment and training to help improve their future prospects
 - **513** '16 to 24 year olds' were identified³ as needing support to overcome barriers to learning, **64.9%** (333) were supported back into education, employment and training, and **14.8%** (76) remain open cases currently being supported:
 - **205** young people returned to further education, training or practical learning
 - **58** young people were supported in securing full or part time employment
 - **70** young people referred on to other youth service agencies for further skilling up to enable them to get closer to employment
 - **81** young people from less advantaged backgrounds referred to the 'Your Future First' programme, **50.6%** (41) supported to help them improve their skills and prepare them for employment, **43.2%** (35) remain open cases currently being supported:
 - **25** young people supported back into further education, training, practical learning or provided with mentoring support
 - **8** young people were supported in securing full, or part time employment
 - **8** young people referred onto Careers Wales or Job Centre Plus for the next stage of support towards securing employment
- Skilling up the economically inactive to become job ready:
 - **364** adult learners have registered for 'Bridges into Work'⁴ since April 2014, aimed at supporting local people to gain skills and confidence to move towards employment (compared to 650 in Q3 2013/14). A total of 4,794 learners have registered since the start of the programme in January 2009
 - Key outcomes from the 'Bridges into Work' programme have included (covering the whole of the programme): -
 - 4,370 clients have gained qualifications (**800** more than March 2013/14)
 - 3,307⁵ clients have gone onto further training (**173** more than as at Q3 2013/14)
 - 945 clients have secured full time employment (**130** more than as at Q3 2013/14)

³ Classified as Tier 2 young people or those secondary school leavers identified as part of the vulnerability profiling process and Job Centre Plus referrals

⁴ This programme has now ceased, only employment outcomes will be followed up until March 2015

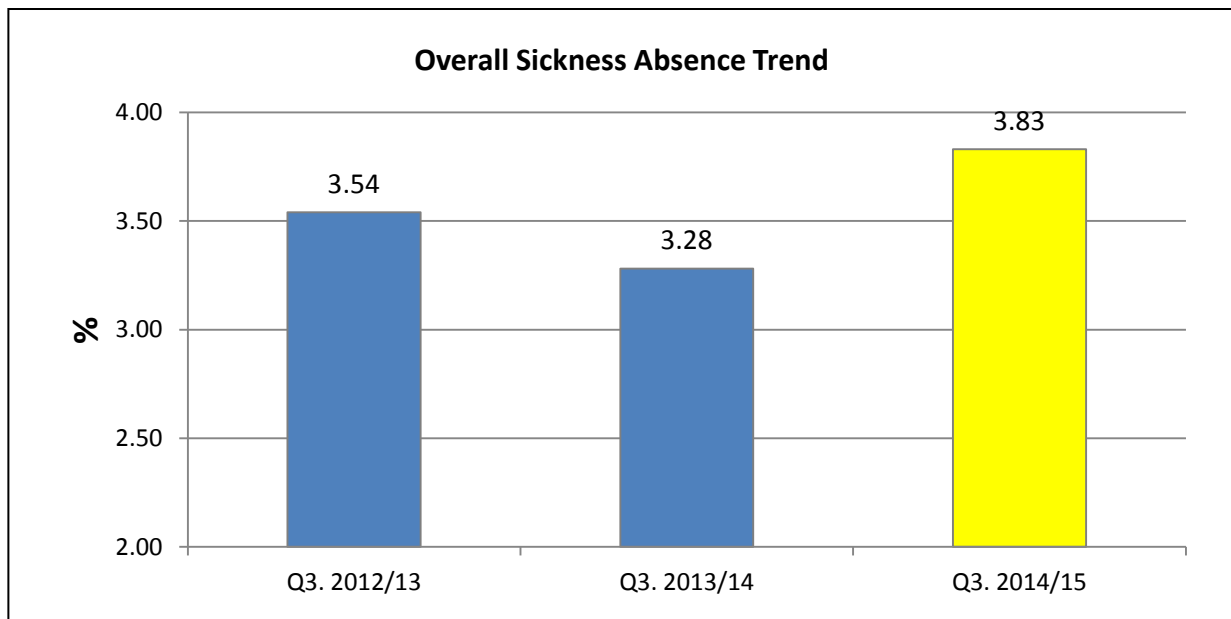
⁵ 2014/15 Quarter 1 position amended from 3,620 to 3,260 (the amended figure has been used as the starting point to produce the quarter 3 position)

6. Supplementary Performance Information

a) Staff sickness and turnover (April 2014 to December 2014)

People Matter	Sickness Absence	% Total	% <28 days	% >28 days	% Staff Turnover ⁶
	Total (Headcount 7,073)	3.83	1.06	2.77	17.18
	Schools & Community (Headcount 1,263)	4.68	1.23	3.45	16.15
	Access, Engagement & Inclusion (Headcount 277)	5.54	1.53	4.01	70.04
	Schools (Headcount 5,533)	3.55	1.00	2.55	14.77
	Council Wide (for comparative purposes)	5.06	1.27	3.79	14.57
Occupational Health Activities (from the 1st April to 31st December 2014):					
No. of appointments:	Of the 1,406 appointments attended 476 (33.9%) were with nursing staff, 452 (32.1%) with counsellors, 329 (23.4%) were with physiotherapists, 129 (9.2%) with medical officers and 20 (1.4%) with technicians ⁷				

b) Staff sickness trend comparison



Note

Briefing paper summarises information presented to the Cabinet Performance & Resources Committee on the 19th March 2015.

⁶ Staff turnover is higher than in previous year's primarily due to service restructuring as a result of agreed service changes being implemented

⁷ Technicians – undertake health testing of Council officers e.g. sight, hearing, vibration white finger

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**Wales Programme for Improvement
Education 2014/15 Action Plan - A Top Quality Education for All; "Every School A Great School"**

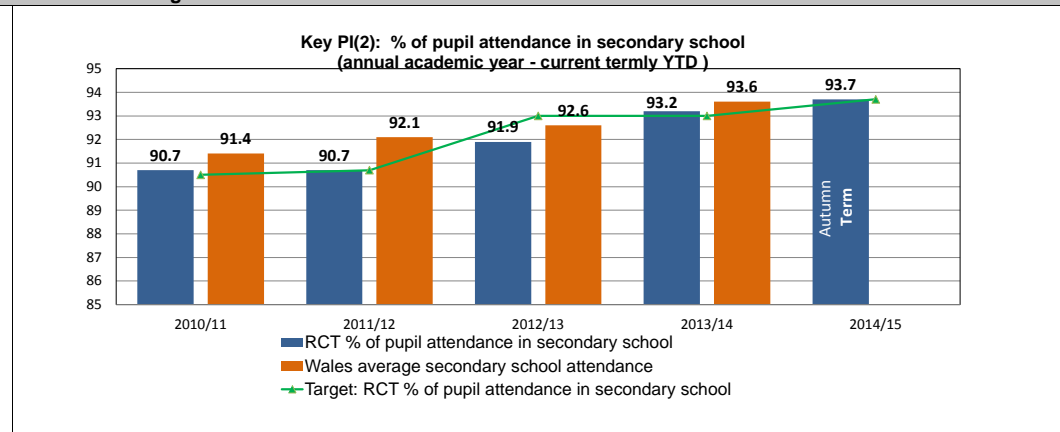
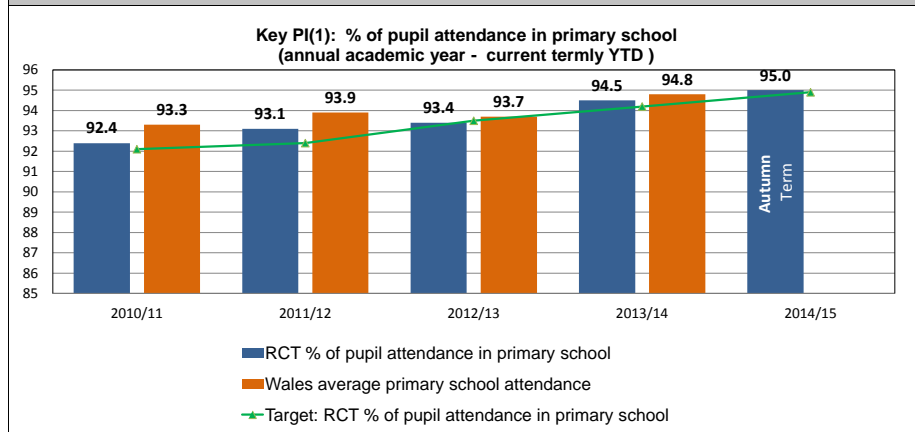
What we aim to achieve:

The focus on education is to continue to drive up standards in both early years' settings and schools and improve the outcomes for all children. If we are to break the cycle of deprivation, a top quality education that meets the needs of all children is essential. A key priority is to improve standards of literacy and numeracy, to ensure all children attend school as a matter of course and can access a curriculum that meets their needs and prepares them for the world of work and other education pathways.

Key Corporate Risks - What are the Strategic Risks being addressed by this plan and which Outcomes aim to mitigate them?

Risk Description:	Outcome Reference:
If projects are not delivered on time and/or budget then this could impede the delivery and intended (positive) impact of the 21st Century Schools Programme within the Council.	6
With the greater delegation of school budgets and the expectation from Councils and Welsh Government for school improvement to be led and driven by schools working together, it is essential that all school Headteachers and governing bodies commit to work in partnership with various groups of schools in the best interests of improving the educational outcomes and wellbeing of all pupils, not just in the best interests of their school and their pupils.	1,2,3 & 4

How will we know if we are making a difference:



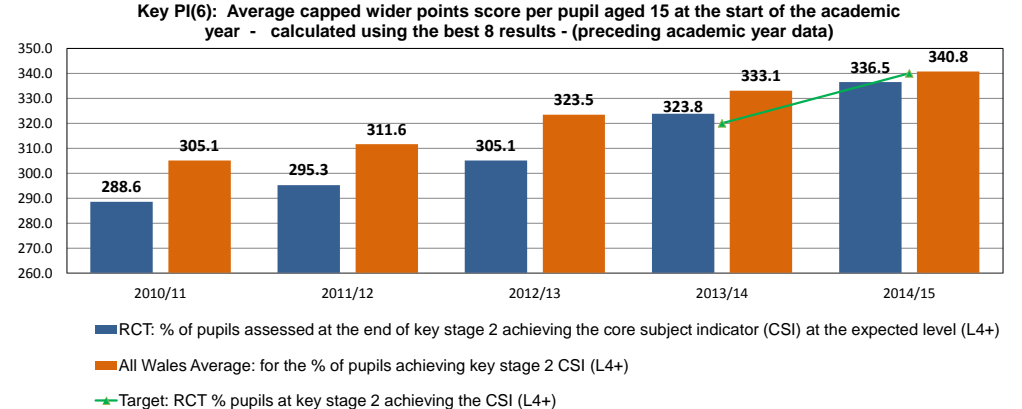
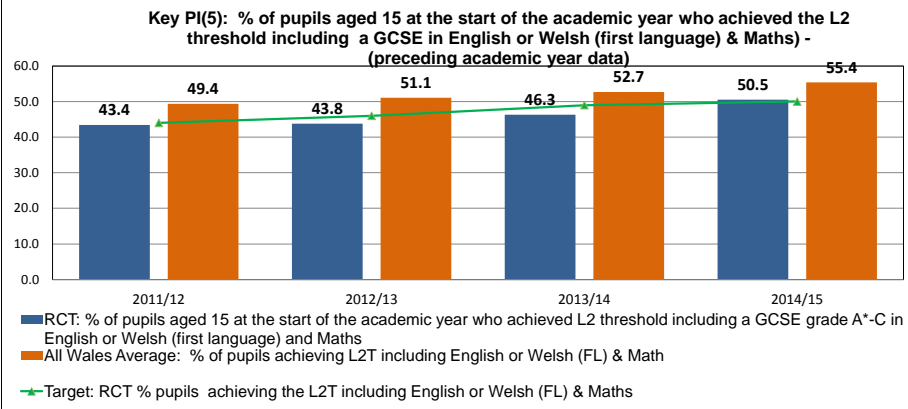
Story behind the data: Primary school attendance data for the autumn term 2014 indicates that the school attendance rate is currently 95.0%, which is slightly above the new 2014/15 target of 94.9% and is 0.3% points higher than the same period in 2013/14. A data-led deployment of resources and support offered by the Attendance and Wellbeing Service has supported 56 schools in meeting their agreed target, and 66 schools improved attendance compared to the autumn term in the previous year. Further data analysis will be used during the 2014/15 academic year to ensure schools requiring additional challenge will be supported to further improve attendance. The differentiated packages of support will allow for a timely and specific response to the needs of the school and the community they serve.

Note: 2013/14 data above is provisional and will not be confirmed until August 2015

Story behind the data: Secondary school attendance data for the autumn term 2014 indicates that the school attendance rate is currently 93.7%, which is the same as the new 2014/15 target and 0.45% higher than the same period in 2013/14. A data-led deployment of resources and support offered by the Attendance and Wellbeing Service has supported 5 schools in meeting their agreed target, and 13 schools improved attendance compared to the autumn term in the previous year. Further data analysis will be used during the 2014/15 academic year to ensure schools requiring additional challenge will be supported to further improve attendance. The differentiated packages of support will allow for a timely and specific response to the needs of the school and the community they serve.

Note: 2013/14 data above is provisional and will not be confirmed until August 2015

How will we know if we are making a difference:



Story behind the data: The attainment data for the 2013/14 academic year (shown as 2014/15 on the above graph) is 50.5%, which is slightly better than the target we set ourselves of 50.0%, but still remains 4.9% points below the all Wales average of 55.4%. The picture of performance over the past 5 years is one of continuous improvement. In addition, 15 out of 19 schools improved their outcomes for this measure resulting in the best ever outcome for RCT. A significant element of supporting schools to achieve the RCT ambition for improvement has concentrated on improving outcomes at key stage 4, with a particular focus on the Level 2 threshold. Advice has been given on a set of high impact strategies, which over the short and medium term can significantly raise attainment. Data releases have also emphasised the need to track and intervene in supporting learners where progress is slower than expected.

Note: The data for this measure was provisional in quarter 2 and has now been finalised in quarter 3

Story behind the data: The attainment data for the 2013/14 academic year (shown as 2014/15 on the above graph) is 336.5, 12.7 points higher than the previous year but below the target that we set ourselves of 340.0 and 4.3 points below the all Wales average. In recent years secondary schools have been set a clear RCT ambition, which we are working in partnership to achieve. A significant element of this ambition has been to support and challenge schools to improve outcomes at key stage 4. As part of the RCT secondary school improvement strategy there has been a strong focus on assessment and tracking of pupil progress. This more refined tracking process has allowed schools to be more precise in the targeting of pupils, whose progress is a cause of concern, resulting in more pupils achieving higher grades and consequently an improved points score of 336.5 points per pupil compared to 323.8 in the 2012/13 academic year. To continue the curve of improvement, clear focus will be maintained on delivering the RCT secondary school improvement strategy.

Note: The data for this measure was provisional in quarter 2 and has now been finalised in quarter 3

Key Priority: Education - A Top Quality Education for All; "Every School a Great School"

Lead Officer: Chris Bradshaw - Director of Education & Lifelong Learning

Outcome 1: Building great school leadership and an ethos of aspiration, high achievement and accountability at all levels

Measures							
Title	2013/14[*1] (includes data from April 2012 to March 2014)			2014/15		RAG	Comment
	RCT Perf.	CSC Average	All Wales Average	Target	Performance		
Me01 - % of schools inspected by Estyn that were graded as at least 'Good' for leadership on a 3 year rolling basis[*2] i.e. between April 2012 and March 2015	72.7	71.4	69.8	90.0	71.2	●	This equates to 37 out of 52 schools being graded at least good, 14 schools being graded adequate and 1 unsatisfactory

[*1] During this period this indicator was reported on a 2 year rolling basis but from 2014/15 it is being reported over a 3 year rolling basis

[*2] This measure relates to Key Question 3 (Leadership & Management of the Estyn Inspection Framework)

Critical Improvement Action 1: Build great school leadership at all levels of the system (R1)

Title	Delivery Date	RAG	Overall Status	Comment
M01 - Strengthen the current leadership intervention programme to ensure the effective challenge of the quality of leadership and governance within schools:				
i. Provide a mentoring and coaching programme for all new head teachers for at least the first year of headship for primary and secondary schools	Mar-15	●	On Target	
ii. Continue to deliver the "Transforming Leadership" Programme (Primary and Secondary schools) for aspiring head teachers		●	On Target	
iii. Continue to provide the Core Subject Middle Leaders Development Programme in secondary schools to cover the core subjects (English, Welsh (first language), Math & Science) and to roll out to other non-core subjects areas e.g. history, geography		●	On Target	
iv. In partnership with the Central South Consortium (CSC), develop and provide programmes for high potential teachers and emerging middle leaders preparing to apply for substantial middle leadership roles, and for high potential middle leaders preparing to apply for senior leadership posts		●	On Target	
v. In partnership with the CSC implement a programme to achieve consistent high quality in the governance of schools that will be delivered through the framework of school to school support		●	Complete	
vi. Continue to identify the most effective head-teachers, senior and middle leaders and other practitioners and to use their expertise to build capacity within and between schools. This will be undertaken on a consortium basis across the region		●	On Target	
vii. Develop a leadership programme for existing headteachers that focuses on leading more than one school		●	Complete	

Critical Improvement Action 2: To improve the quality and consistency of leadership and management throughout all schools in the County Borough (R1)

Title	Delivery Date	RAG	Overall Status	Comment
M01 - Ensure Council & school policies are applied consistently and appropriately by close monitoring by the Council's core corporate services, such as Finance and HR, including:				
i. Provide support to ensure all schools that have deficit budgets have robust and agreed recovery plans in place	May-14	●	Complete	
ii. Internal Audit will be commissioned to carry out cyclical audits to provide assurance to management that the policies and procedures are complied with and are operating efficiently and effectively, including the following:				
a. Disclosure and Barring Service and other safeguarding policies and procedures are rigorously applied	Mar-15	●	On Target	
b. Human Resources and Health & Safety policies and procedures				
c. Building management and estate matters				

Critical Improvement Action 3: Work in collaboration with Central South Consortium in providing School Governor Support Services to schools (R1)

Title	Delivery Date	RAG	Overall Status	Comment
M01 - Work collaboratively in relation to focusing on the following :-	Mar-15			
i. Providing quality School Governor Training and advice				
ii. Strengthening Governor Support services to schools		●	On Target	
iii. Promoting the role of governors, encouraging applications and reducing vacancies				

Key Priority: Education - A Top Quality Education for All; "Every School a Great School"

Lead Officer: Chris Bradshaw - Director of Education & Lifelong Learning

Outcome 2: High quality teaching and learning

Measures								
Title	2013/14[*1] (includes data from April 2012 to March 2014)			2014/15		RAG	Comment	
	RCT Perf.	CSC Average	All Wales Average	Target	Performance			
Me01 - % of schools inspected by Estyn who were graded as at least 'Good' for standards on a 3 yr rolling basis[*2] i.e. between April 2012 and March 2015 (Local)	51.5	67.9	65.3	70.0	51.9	●	This equates to 27 out of 52 schools being graded at least good, 24 schools being graded adequate and 1 unsatisfactory	
Me02 - % of schools inspected by Estyn who were graded as at least 'Good' for teaching on a 3 yr rolling basis[*3] i.e. between April 2012 and March 2015 (Local)	78.8	73.2	68.5	90.0	73.1	●	This equates to 38 out of 52 schools being graded at least good, 12 schools being graded adequate and 2 unsatisfactory	
	2013/14 (2012/13 academic year)	2013/14 All Wales Comparative Data			2014/15 (2013/14 academic year)		RAG	Comment
	Annual Perf.	Quartile	Rank	Average	Target	Performance		
Me03 - % of Foundation Phase pupils, aged 7, who achieved outcome 5 or above in Language, Literacy & Communication Skills – English (Local) reported in Q1	83.2	4	20	86.6	83.2	82.9	●	
Me04 - % of Foundation Phase pupils, aged 7, who achieved outcome 5 or above in Language, Literacy & Communication Skills – Welsh (first language) (Local) reported in Q1	84.1	3	12	89.8	88.2	90.1	●	
Me05 - % of Foundation Phase pupils, aged 7, who achieved outcome 5 or above in Mathematical Development (Local) reported in Q1	85.9	4	21	88.7	86.7	86.1	●	
Me06 - % of pupils assessed at the end of Foundation Phase, aged 7, achieving outcome 5 or above in Foundation Phase Indicator (FPI)[*4] (Local) reported in Q1	80.6	4	21	85.2	81.9	81.8	●	
Me07 - % of pupils assessed at the end of Foundation Phase, aged 7, achieving outcome 5 or above in Social Development, Wellbeing & Cultural Diversity (PSD (Local) reported in Q1	90.9	4	21	94.2	91.0	92.0	●	
Me08 - % of primary schools pupils (yr 2 to yr 6) with a standardised score[*5] of 95 or more in English literacy tests (Local)	72.2	N/A			73.0	60.3	●	The national process for working out standardised scores was changed this year due to calculation errors being identified in the previous year's method, which has had a significant impact on primary school score results

[*1] During this period this indicator was reported on a 2 year rolling basis but from 2014/15 it is being reported over a 3 year rolling basis

[*2] This measure relates to Key Question 1 (Education Outcomes) of the Estyn Inspection Framework

[*3] This measure relates to Key Question 1 (Education Provision) of the Estyn Inspection Framework

[*4] FPI represents the percentage of pupils achieving outcome 5 or above in Language, Literacy & Communication (LCE/LCW), Mathematical Development (MD and Personal and Social Development, Wellbeing and Cultural Diversity (PSD) in combination

[*5] A standardised score of 95 or more indicates that the pupil is average or above for their age

Title	2013/14 (2012/13 academic year)	2013/14 All Wales Comparative Data (relates to the 2012/13 academic year)			2014/15 (2013/14 academic year)			Comment
	Annual Perf.	Quartile	Rank	Average	Target	Performance	RAG	
Me09 - % of primary schools pupils (yr 2 to yr 6) with a standardised score of 95 or more in Welsh (first language) literacy tests (Local)	82.8	N/A			84.4	53.9	●	The national process for working out standardised scores was changed this year due to calculation errors being identified in the previous year's method, which has had a significant impact on primary school score results
Me10 - % of primary schools pupils (yr 2 to yr 6) with a standardised score of 95 or more in mathematics tests (Local)	60.8	N/A			63.5	57.4	●	
Me11 - % of pupils assessed at the end of Key Stage 2, aged 11, achieving level 4 or above in the core subject indicator (Statutory) reported in Q2	82.6	4	17 [*6]	84.6	84.3	84.3	●	2014/15 (84.3%) performance is worse than the 2013/14 all Wales average of 84.6%, but would take us from the bottom to the third quartile
Me12 - % of secondary schools pupils (yr 7 to yr 9) with a standardised score of 95 or more in English literacy tests (Local) <i>*Note that the title of standardised score indicators for secondary school pupils have been amended from Q3 to include the complete cohort i.e. age 11 to 14</i>	61.4	N/A			63.0	59.3	●	The national process for working out standardised scores was changed this year due to calculation errors being identified in the previous year's method, which has had a significant impact on secondary school score results
Me13 - % of secondary schools pupils (yr 7 to yr 9) with a standardised score of 95 or more in Welsh (first language) literacy tests (Local)	61.4	N/A			63.0	60.0	●	
Me14 - % of secondary school pupils (yr 7 to yr 9) with a standardised score of 95 or more in mathematics tests (Local)	57.9	N/A			59.0	54.5	●	
Me15 - % of pupils assessed at the end of Key Stage 3, aged 14, achieving level 5 or above in the core subject indicator (Statutory) reported in Q2	73.6	3	16	77.2	75.0	78.4	●	2014/15 data (78.4%) is better than the 2013/14 all Wales average of 77.2%
Me16 - % of pupils, aged 16, who achieved the Level 1 Threshold (equivalent to 5 GCSEs grade A* - G or approved equivalent qualification (Local)	93.0	3	15	93.2	94.0	93.2	●	
Me17 - % of pupils, aged 16, who achieved the Level 2 Threshold (equivalent to 5 GCSEs grade A*-C or approved equivalent qualification (Local)	77.9	3	14	77.8	80.0	84.6	●	
Me18 - % of pupils, aged 16, who achieved the Level 2 Threshold including in English or Welsh (first language), Mathematics and Science grade A*-C (Local)	45.3	4	18	49.2	49.0	48.7	●	
Me19 - % of pupils, aged 16, achieving Level 2 Threshold including a GCSE grade A*-C in English or Welsh (first language) and Mathematics (Statutory)	46.3	4	19	52.7	50.0	50.5	●	2014/15 data (50.5%) is worse than the 2014/15 all Wales average of 55.4% (2013/14 academic year)
Me20 - Average capped points score for pupils aged 15 at the preceding 31 August, in schools maintained by the local authority (Local)	323.8	3	16	333.1	340.0	336.5	●	

[6] WG/LGDU ranked RCT as 19th across Wales for this indicator. However, due to the indicator being reported to 1 decimal place, the Council has recalculated the ranking. The ranking on this basis places RCT in 17th position across Wales

Critical Improvement Action 1: Implement a Framework for Excellence in Teaching and Improving Teacher Programme that sets out the standards, qualities and outcomes expected in good and excellent lessons (R1)

Title	Delivery Date	RAG	Overall Status	Comment
M01 - Work with Central South Consortium to continue to employ and support newly qualified teachers and the Graduate Training Programme for new teachers. (This will include yr 2 the Teach First Scheme in RCT in partnership with Teach First)	Review Mar-15	●	On Target	
M02 - Explore the opportunity to develop one or two schools to become Teaching Schools to coordinate the Teach First Scheme for RCT		●	On Target	
M03 - Continue to roll out the Outstanding Teacher Programme (OTP) across all primary schools over the next two years	Review Jul-15	●	On Target	
M04 - Continue to roll out the OTP across all secondary schools over the next year		●	On Target	
M05 - Continue to embed the National and Consortium Literacy Strategy across all our schools (mainly within year's 3 - 6 in primary schools, and year's 7 - 9 in secondary schools)	Review Jan-15, revised to review Mar-15	●	On Target	
M06 - Implement the National and Consortium Numeracy Strategy to all our schools (mainly within Primary Schools year's 3 - 9)		●	On Target	
M07 - Identify the most effective teachers and use their expertise to build capacity and share best practice within and between schools, using the participants from the OTP to coach and develop teachers within and across schools		●	On Target	

Critical Improvement Action 2: Continue to focus on those schools with the furthest to travel in terms of their literacy strategy, specifically in relation to pupils oracy, reading and writing skills (R1)

Title	Delivery Date	RAG	Overall Status	Comment
M01 - Continue to strengthen the Literacy Strategy interventions in targeted schools by:				
i. Further use of analysis/national literacy tests (to identify the schools to focus on)	Review Jan-15, revised to review Mar-15	●	On Target	
ii. Cross-phase moderation of teacher assessment (to ensure teachers in different schools give the same levels to children's work)		●	On Target	
iii. Ensure all schools have action plans in place that detail how they will contribute to and learn from their School Improvement Group (SIG) to improve outcomes in English and Welsh		●	Complete	
iv. Work with 'leading edge schools' in developing a school to school support programme in the delivery of excellent teaching of English and Welsh (1st and 2nd language)		●	On Target	
v. Provide support to improve teachers confidence and competence in speaking Welsh to accelerate standards of achievement in Welsh as 1st and 2nd language		●	On Target	
vi. Undertake peer reviews of primary schools Literacy and Numeracy standards led by Primary headteachers		●	Not on Target	There has been a delay in the planned roll out of the peer review programme, which should have been achieved in the autumn term but will now commence in the spring term

Critical Improvement Action 3: To focus on those schools with the furthest to travel in terms of their numeracy strategy, specifically in relation to pupils written and mental skills with numbers, and the application of numeracy skills across the curriculum (R1)

Title	Delivery Date	RAG	Overall Status	Comment
M01 - To implement a more robust Numeracy Strategy and supporting interventions across schools through:				
i. Further use of analysis/ national numeracy tests (to identify the schools to focus on)	Review Mar-15	●	On Target	
ii. Cross-phase moderation of teacher assessment (to ensure teachers in different schools give the same levels to children's work)		●	On Target	
iii. Ensure all schools have action plans in place that detail how they will contribute to and learn from their SIG to improve outcomes in mathematics		●	On Target	
iv. Work with 'leading edge schools' in developing a school to school support programme in the delivery of excellent teaching of mathematics		●	On Target	

Critical Improvement Action 4: To focus attention on improving educational outcomes in Key Stage 4 (R1)

Title	Delivery Date	RAG	Overall Status	Comment
M01 - Continue to improve the analysis and make better use of value added, comparative, trend, target setting, tracking and other achievement data, specifically in relation to vulnerable and underachieving groups	Review Mar-15	●	On Target	
M02 - Deliver short and medium term high impact strategies to help those schools in Band 4 and 5, and those schools in categories C and D in core subjects, and all vulnerable groups to improve outcomes		●	On Target	
M03 - Work with 'leading edge schools' in developing school to school improvement programmes in the delivery of excellent teaching of English, Welsh and Mathematics		●	On Target	

Key Priority: Education - A Top Quality Education for All; "Every School a Great School"

Lead Officer: Chris Bradshaw - Director of Education & Lifelong Learning

Outcome 3: Working in partnership to overcome the barriers to learning and safeguard the wellbeing of learners

Measures								
Title	2013/14[*1] (includes data from April 2012 to March 2014)			2014/15		RAG	Comment	
	RCT Perf.	CSC Average	All Wales Average	Target	Performance			
Me01 - % of schools inspected by Estyn who were graded as at least 'Good' for wellbeing on a 3 yr rolling basis[*2] i.e. between April 2012 to March 2015	75.8	74.1	80.4	90.0	78.8	●	This equates to 41 out of 52 schools being graded at least good and 11 schools being graded adequate	
Title	2013/14 (2012/13 academic year)	2013/14 All Wales Comparative Data - (relates to the 2012/13 academic year)		2014/15 (2013/14 academic year)			RAG	Comment
	Annual Perf.	Quartile	Rank	Average	Target	Performance		
Me02 - % of pupil attendance in Primary Schools (Statutory)	93.4	3	16	93.7	94.9[*3]	95.0	●	This data is from the start of the 2014/15 academic year to the end of the first autumn term
Me03 - % of pupil attendance in Secondary Schools (Statutory)	91.9	4	21	92.6	93.7	93.7	●	
Me04 - % of pupil attendance at (EOTAS) educated other than at school provisions (Local)	67.0	N/A		80.4	86.7	●		

[*1] During this period this indicator was reported on a 2 year rolling basis but from 2014/15 it is being reported over a 3 year rolling basis

[*2] This measure relates to Key Question 1 (Education Outcomes) of the Estyn Inspection Framework

[*3] - New targets set for Me02, Me03 & Me04, in line with the academic year (from Sep 14 to Jul 15)

Title	2013/14 [*4]	2013/14 All Wales Comparative Data - (relates to the 2012/13 academic year)			2014/15[*5]			Comment
	Annual Perf.	Quartile	Rank	Average	Target	Performance	RAG	
Me05 – No. of fixed-term exclusion incidents per 1,000 pupils in Primary Schools (Local) reported in Q2	6[*3]			N/A	5.9	7.7	●	Although target has been missed the length of days lost through fixed term exclusions have decreased i.e. shorter exclusion times. 1 day was the most common duration for an exclusion, and it is likely that schools are using fixed term exclusions as a short-term measure for dealing with inappropriate behaviour when necessary. The local authority continues to challenge and support schools who are displaying concerning trends in relation to exclusions
Me06 – No. of fixed-term exclusion incidents per 1,000 pupils in Secondary Schools (Local) reported in Q2	90.8				83.0	81.8	●	
Me07 – Average number of days lost through a fixed-term exclusion in schools (Local) reported in Q2	4.0				2.5	1.0	●	
Me08 - % of pupils with special educational needs who achieved the core subject indicator at key stage 2 (Local) reported in Q2	49.1				50.3	55.3	●	
Me09 - % of pupils with special educational needs who achieved the core subject indicator at key stage 3 (Local) reported in Q2	27.6				29.2	38.0	●	
Me10 - % of looked after children assessed at the end of key stage 2, in schools maintained by the local authority, achieving the core subject indicator as determined by the Teacher Assessment (Local)	55.6				54.3	62.5	●	
Me11 - % of looked after children assessed at the end of key stage 3, in schools maintained by the local authority, achieving the core subject indicator as determined by the Teacher Assessment (Local)	27.8				35.1	36.4	●	
Me12 - % of pupils entitled to Free School Meals (FSM) assessed at the end of Key Stage 3, aged 14, achieving level 5 or above in the core subject indicator (Local)	52.2	N/A		53.8	54.0	61.6	●	
Me13 - % of pupils entitled to FSM, aged 16, achieving Level 2 Threshold including a GCSE grade A*-C in English or Welsh (first language) and Mathematics (Local)	21.4	N/A		25.8	25.0	25.5	●	

[*3] This is different to what was reported last year as a more meaningful denominator has been used - Me05 Primary (8.2 and Me06 Secondary (89.1)

[*4] Data relates to 2012/13 academic year

[*5] Data relates to the 2013/14 academic year

Title	2013/14 [*4]	2013/14 All Wales Comparative Data (relates to the 2012/13 academic year)			2014/15[*5]			Comment
	Annual Perf.	Quartile	Rank	Average	Target	Performance	RAG	
Me14 - % of looked after pupils who achieved 2 or more GCSEs (grade A*-G) (Local)	93.5	N/A			75.9	90.9	●	
Me15 - % of looked after pupils who achieved the L1 threshold (5 GCSE grade A* - G or equivalent) (Local)	New				Baseline year	77.3	N/A	
Me16 - % of all pupils, including those in care, in any local authority maintained school, aged 15 as at 31 August who left compulsory education, training or work based learning without a qualification (Statutory)	0.5	4	17 [*7]	0.3	0.5	N/A		To be reported in Qtr 4
Me17 - % of pupils in local authority care and in any local authority maintained school, aged 15 as at 31 August who left compulsory education, training or work based learning without a qualification (Statutory)	3.2	4	17	2.0	3.0	0.0	●	No pupils within the definition of the performance indicator left without a qualification. Of the 44 pupils in this specific cohort, 43 pupils left with at least one recognised qualification and one pupil remained in education
Me18 - % of young people aged 16 leaving EOTAS provision without an approved qualification (Local)	23.6	N/A			12.0	N/A	N/A	To be reported in Qtr 4
Me19 - % of 16 year olds (Yr 11) leaving school who are known not to be in education, training or employment (Local)	4.1	3	16	3.7	<4.1	N/A	N/A	To be reported in Qtr 4
Me20 - % of 17 year olds (Yr 12) leaving school who are known not to be in education, training or employment (Local)	3.2	4	21	2.1	<3.2	N/A	N/A	To be reported in Qtr 4
Me21 - % of 18 year olds (Yr 13) leaving school who are known not to be in education, training or employment (Local)	5.6	4	18	4.7	<5.6	N/A	N/A	To be reported in Qtr 4

[*4] Data relates to 2012/13 academic year

[*5] Data relates to 2013/14 academic year

[7] WG/LGDU ranked us 19 but this is incorrect because this indicator is reported to 1 decimal place

Critical Improvement Action 1: Continue to Improve school attendance rates of pupils attending RCT schools (R2)

Title	Delivery Date	RAG	Overall Status	Comment
M01 - Continue to ensure attendance data is used effectively to identify and address attendance issues and monitor outcomes:				
i. Continue to produce half termly attendance information by school and provide summaries to each school	Review Jan-15, revised date of review Mar-15	●	On Target	
ii. Attendance & Wellbeing Service (AWS) staff to continue to visit prioritised schools (informed by half termly attendance information) to provide support and advice to help improve the attendance of pupils				
iii. The attendance rates of targeted schools to be monitored in the subsequent half termly attendance report to monitor the impact of AWS visits				
M02 - Improve parent, pupil and public awareness of school attendance issues by developing a whole authority approach to promoting and improving school attendance:				
i. Review and update the AWS Communication Strategy to maintain the whole authority understanding of the impact of poor school attendance	Sep-14	●	Complete	
ii. Develop a consortia-wide campaign to promote school attendance, alongside Central South Consortia partners	Mar-15	●	Complete	

Critical Improvement Action 2: Ensure sufficient mainstream provision is available to pupils with Additional Learning Needs (ALN) (R1)

Title	Delivery Date	RAG	Overall Status	Comment
M01 - Provide provision for pupils with ALN by undertaking the following processes:				
i. Following Cabinet's consideration, consult on proposals for the reconfiguration of special needs classes in mainstream provision, which addresses need and demand issues	Apr-14	●	Complete	
ii. Implement proposals following consultation process	From Sep-14 to review Jan-15, revised to Mar-15	●	On Target	
M02 - Implement new satellite provision at the former Glan Ffrwd Infant School	Sep-14	●	Complete	
M03 - Review of special school capacity and develop a plan to address enhanced demand for placements	Dec-14	●	Complete	

Critical Improvement Action 3: Review Local Cluster Group Panel compliance with local authority guidance and evaluate the impact of Additional Needs Funding (ANF) delegation on pupil outcomes (R1)

Title	Delivery Date	RAG	Overall Status	Comment
M01 - Following the review undertaken the next stage is to:				
i. Assess the impact of ANF on pupil outcomes and report to Cabinet	Sep-14	●	Complete	

Critical Improvement Action 4: Reduce the number of young people (14 – 25 years old) not in education, employment or training through better use of information, early intervention and efficient provision of services (R3)

Title	Delivery Date	RAG	Overall Status	Comment
M01 - Continue to improve arrangements to identify and re-engage young people who have become disengaged or are at risk of disengaging from education, employment and training:				
i. Continue to use vulnerability profiling for 14 – 16 year olds to assess, on an individual basis, the risk of a young person becoming disengaged	Review Jan -15, revised review date Mar-15	●	On Target	
ii. Continue to share vulnerability profiling[*7] results with Careers Wales to inform them of those young people, on a prioritised basis, who need a support pathway to education, employment or training				
iii. Develop the use of vulnerability profiling data to appropriately deploy Engagement and Participation Service resources and provide targeted work with individuals most at risk aged between 11 - 25 years of age				
M02 - Produce an update for the Education and Lifelong Learning Scrutiny Committee on the work undertaken during the year including the impact to date and lessons learnt	May-14	●	Complete	
M03 - Work with the Council's Apprenticeship/Work Experience Manager in providing appropriate vocational qualifications and short-term work experience opportunities for those young people who are at risk of having poor outcomes and those who need direction and support in finding a suitable job pathway	Review Mar-15	●	On Target	
M04 - Deliver the 'World of Work' programme in liaison with the Council's Apprenticeship/Work Experience Manager and LAC Employment Co-ordinator to assist pupils by ensuring they have a suitable school progression plan in place to help prepare for securing employment in a specific industry or seek available job opportunities				

[*7] Vulnerability Profiling uses centrally held data sources that can be used to identify barriers to learning (e.g. poor school attendance, child protection, SEN) to predict the potential for young person's disengagement from education

Critical Improvement Action 5: Work with schools and CSC to narrow the gap between pupils eligible for free school meals (eFSM) and all other pupils (R1)

Title	Delivery Date	RAG	Overall Status	Comment
M01 - Ensure all schools have robust spending plans in place that have a clear focus on raising standards and improving wellbeing for eFSM pupils	From Sep 14 review Jul 15	●	On Target	
M02 - Encourage schools to designate a member of senior staff with accountability for their school's progress in raising the attainment of eFSM pupils				
M03 - Identify schools with a sustained track record of success in raising the attainment of eFSM pupils and support these schools in sharing best practice				

Critical Improvement Action 6: Improve behaviour management in schools, reducing the need for schools to exclude pupils, and ensuring if exclusion is required, the pupils integrate back into school quickly and effectively (R1 & R2)

Title	Delivery Date	RAG	Overall Status	Comment
M01 - Devise and implement a Wellbeing and Behaviour Strategy that will include the following:				
i. Consult on strategy with Access & Inclusion staff, Human Resources, Trade Unions and schools	Jun-14	●	Complete	
ii. Review strategy in light of consultation outcomes		●	Complete	
iii. Forum to establish wellbeing and behaviour in education - an action plan to be developed	Jul 14, revised to Feb 15	●	Complete	
iv. Implement action plan to deliver strategy	Sep-14, revised to Sep 15	●	On Target	

Critical Improvement Action 7: To increase the opportunities for more able young people across RCT to reach their potential (R1)

Title	Delivery Date	RAG	Overall Status	Comment
M01 - Provide initial and follow-on workshops to exemplify strategies and enrichment opportunities that challenge and extend more able pupils		●	On Target	
M02 - Assist our primary and secondary schools to achieve NACE (National Association for Able Children in Education) awards	Review Jan 15, revised to review Mar-15	●	On Target	
M03 - Organise student shadowing placements at RWCMD[*8] for talented year 12 pupils who want to go on and study Music that assists them in their choice of conservatoire and to help them in their preparations		●	On Target	
M04 - Support year 13 students to access the Russell Group of Universities		●	On Target	
M05 - Continue to support year 13 students with those subject areas that require additional pre-entry tests such as Medicine and Mathematics		●	On Target	

[*8] RWCMD - Royal Welsh College of Music & Drama

Key Priority: Education - A Top Quality Education for All; "Every School a Great School"

Lead Officer: Chris Bradshaw - Director of Education & Lifelong Learning

Outcome 4: Embedding a culture of reflective practice to plan and drive school and service improvement

Title	Measures					RAG	Comment
	2013/14[*1] (includes data from April 2012 to March 2014)			2014/15			
	RCT Perf.	CSC Average	All Wales Average	Target	Performance		
Me01 - % of schools inspected by Estyn who were graded as at least 'Good' for improving the quality of leadership and management on a 3 yr rolling basis[*2] between April 2012 and March 2015 (Local)	72.7	67.9	63.2	80.0	69.2	●	This equates to 36 out of 52 schools being graded at least good, 15 schools being graded adequate and 1 unsatisfactory
Me02 - % of schools inspected by Estyn that were judged, at the time on current performance as being at least 'Good' on a 3 yr rolling basis[*3] between April 2012 and March 2015 (Local)	51.5	67.0	64.9	70.0	51.9	●	This equates to 27 out of 52 schools being graded at least good, 24 schools being graded adequate and 1 unsatisfactory
Me03 - % of schools inspected by Estyn that were judged as presenting prospects for improvement as being at least 'Good' on a 3 yr rolling basis[*4] between April 2012 and March 2015 (Local)	75.8	72.3	70.0	90.0	73.1	●	This equates to 38 out of 52 schools being graded at least good, 13 schools being graded adequate and 1 unsatisfactory

[*1] During this period this indicator was reported on a 2 year rolling basis but from 2014/15 it is being reported over a 3 year rolling basis

[*2] This measure relates to Key Question 3 (Leadership & Management) of the Estyn Inspection Framework

[*3] This measure relates to the overall judgement on school's performance of the Estyn Inspection Framework

[*4] This measure relates to the overall judgement on school's prospects for improvement of the Estyn Inspection Framework

Critical Improvement Action 1: To create a culture of self-evaluation and self assessment, and ensure performance and other information is used to inform improvement and demonstrate accountability in providing the best possible outcomes for young people

Title	Delivery Date	RAG	Overall Status	Comment
M01 - Continue to support and challenge schools' analysis and use of performance data to identify where improvement is needed (this focuses on analysing the outcome of attainment results in schools)	Review Mar-15	●	On Target	
M02 - Continue to provide schools with benchmarked data to enable them to set appropriate targets for improvement	As and when data becomes available	●	On Target	
M03 - Continue to support and challenge Education Central Services by implementing a self-review cycle, including 'Managing People and Their Performance' and Business Planning Review	Review Mar-15	●	On Target	

Critical Improvement Action 2: Further improve the challenge and support services provided to schools

Title	Delivery Date	RAG	Overall Status	Comment
M01 - Continue to provide robust support through the following mechanisms:				
i. Greater challenge and support in respect of school self evaluation and school improvement/ development plans (this focuses on challenging / reviewing provision, planning and leadership within schools)	From Sep-14 to review Jan-15,	●	On Target	
ii. Continue to undertake regular school review meetings and make better use of the intelligence and data available, to evaluate how well a school manages pupil performance and standards	review Mar-15	●	On Target	
iii. Continue to hold formal meetings between the Director, Cabinet Member, and specific headteachers and their chairs of governors to address low performance issues		●	On Target	

Critical Improvement Action 3: Improve Member scrutiny of individual school performance (R6)

Title	Delivery Date	RAG	Overall Status	Comment
M01 - Provide further training for Scrutiny members on the effective use of data to challenge officers and schools	Sep 14, revised to Dec 14, review Mar 15	N/A	N/A	This is now going to be done through a national approach by Estyn. Date yet to be confirmed
M02 - Continue to provide ongoing reports to Elected Members on performance data and challenging the performance of schools and the Education Service: The following termly reports will be presented to Cabinet and the Scrutiny Committee:				
i. A summary of individual school Estyn inspection reports, with specific attention to those schools graded less than good	Review Jan-15, revised to review Mar-15	●	On Target	
ii. Attendance reports on a school by school basis		●	On Target	
iii. Annual Key Stage outcomes for each school will be presented to Cabinet and Scrutiny, which focus on those schools that consistently underperform and where additional action/intervention is required		●	On Target	
M03 - Continue the process whereby the Chair of Governors and the Head teacher, of those schools in Estyn Monitoring or Significant Improvement categories, meet with the Cabinet Member for Education & Lifelong Learning and Director of Education & Lifelong Learning to review post inspection action plan and targets before submission to Estyn	Review Jan-15, revised to review Mar-15	●	On Target	

Critical Improvement Action 4: Ensure the quality and range of data is robust and is appropriately exchanged between central services, schools, school governors and other partners to inform Directorate decisions

Title	Delivery Date	RAG	Overall Status	Comment
M01 - Create a central data management platform with the capacity to manage and administer both schools and central services systems to obtain quality control of data	Apr 15, revised to review Mar 15	●	On Target	
M02 - Develop closer links with Central South Consortium to inform the strategic development of data and intelligence to enable partners and system leaders to be better able to design strategic responses to meet the needs of each region	Sep 14, revised to review Mar 15	●	Complete	
M03 - Improve the knowledge and working practices in the area of management information through the introduction of more formal procedures and the provision of training throughout schools and central services	Dec 14, revised to Mar-15	●	On Target	

Critical Improvement Action 5: Improve the information technology (IT) infrastructure to provide pupils and teachers access to the latest technology and information to enhance teaching and learning (R1)

Title	Delivery Date	RAG	Overall Status	Comment
M01 - Implement increased broadband capacity to all schools alongside wireless capacity, as secured through new Digital Learning Grant from Welsh Government <i>Note: Delivery date is a Welsh Government grant milestone, which may be subject to change</i>	Dec-14	●	Complete	129 Schools migrated to new Broadband at end of December 2014 - remaining 6 schools out of scope by Welsh Government due to Civil works needed to be undertaken
M02 - All schools to have access to Hwb (Virtual Learning Environment) <i>Note: Delivery dates are in tranches across Wales and are Welsh Government milestones, which may be subject to change</i>	Mar-15	●	Complete	
M03 - Review ICT SLA for the 2014/15 academic year, to schools to ensure level of technical service offered supports the centrally managed aspects of the infrastructure developments / implementation	Sep 14, revised to Mar 15	●	On Target	

Key Priority: Education - A Top Quality Education for All; "Every School a Great School"

Lead Officer: Chris Bradshaw - Director of Education & Lifelong Learning

Outcome 5: Creating opportunities for the wider community to fully engage in lifelong learning

Title	Measures						RAG	Comment
	2013/14[*1] (includes data from April 2012 to March 2014)			2014/15				
	RCT Perf.	CSC Average	All Wales Average	Target	Performance			
Me01 - % of schools inspected by Estyn that were graded as at least 'Good' for partnership working on a 3 year rolling basis[*2] i.e. between April 2012 and March 2015 (Local)	93.9	92.9	91.7	96.0	94.2		This equates to 49 out of 52 schools being graded at least good and 3 schools being graded adequate	
	2013/14	2012/13 All Wales Comparative Data		2014/15			Comment	
	Annual Perf.	Quartile	Rank	Average	Target	Performance		RAG
Me02 - % of families reporting improvements in family relationships through participating in the FAST[*3] programme (Local)	New	N/A		Baseline to be established	35.6%	N/A		
Me03 - % of families reporting improvements in children's behaviour through participating in the FAST programme (Local)	New			Baseline to be established	18.8%			
Me04 - % of families who told us that they had benefitted from attending the Family Learning Programme (Local)	New			90.0	N/A		To be reported in Qtr 4	

[*1] During this period this indicator was reported on a 2 year rolling basis but from 2014/15 it is being reported over a 3 year rolling basis

[*2] This measure relates Key Question 3 (Leadership & Management) of the Estyn Inspection Framework

[*3] FAST (Families and Schools Together) is an award-winning project that supports parents to improve their children's learning and development at home, to help them to reach their full potential at school. A 12 week programme funded through 'Save the Children'

Critical Action 1: Provide effective co-ordination of Youth Support Services, in partnership with Fframwaith, to ensure our young people are provided with the support and services they need

Title	Delivery Date	RAG	Overall Status	Comment
M01 - Implement the RCT Youth Support Services Strategy (YSSS) that focuses on providing all young people (aged 11-24) with access to their entitlements in a more co-ordinated and consistent way to include:				
i. Develop an action plan for the implementation of YSSS	Review Sep-14	●	Complete	
ii. Agree and set up processes and procedures to support service delivery				

Critical Improvement Action 2: Work with Communities First and other Adult Community Learning partners to deliver courses for people of all ages to enhance their employability skills

Title	Delivery Date	RAG	Overall Status	Comment
M01 - Facilitate the work of the Adult Community Learning Partnership in Rhondda Cynon Taff through leading on joint curriculum planning with all partners	Aug-14	●	Complete	
M02 - Ensure the quality assurance of courses through peer review and peer inspection of classes, from Oct-14	Jun-15	●	Not on Target	Awaiting confirmation by Adult Community Learning partners for reviews to commence
M03 - Work with key business sectors to identify vacancies and skill shortages, and provide relevant training to unemployed people so that they can secure employment or continue with learning to improve their employability skills	Mar-15	●	On Target	

Critical Improvement Action 3: Improve the learning of those families, within the deprived areas of RCT, who have children in primary schools through supporting the 'Families And Schools Together'(FAST) Project (R1)

Title	Delivery Date	RAG	Overall Status	Comment
M01 - Further expand the implementation of the FAST Project across more primary schools in disadvantaged areas of RCT through focusing on the following arrangements:				
i. Identify and work with additional schools to engage community, parent and Council partners to be trained to deliver the FAST programme	Mar-15	●	On Target	
ii. Identify and arrange training for additional Council, school or other officers who have capacity to become FAST trainers to work with individual schools (i.e. train the trainer)		●	On Target	
iii. Facilitate initial and introductory briefing sessions for additional schools who will be delivering the FAST programme and arrange workshops for schools that have already run the programmes to support continuous parental and family engagement		●	On Target	
<i>Note: delivered in 13 schools up until Mar 2014 - a further 8 planned for 2014-15</i>				

Critical Improvement Action 4 - Contribute to the work being undertaken with families who have children in primary schools to overcome barriers to learning through the Family Learning programme

Title	Delivery Date	RAG	Overall Status	Comment
M01 - Work with School Achievement to identify relevant primary schools that would benefit from Family Learning provision	Jul-14	●	Complete	
M02 - Deliver a variety of courses and engagement activities at primary schools across RCT	Jul-15	●	On Target	
M03 - Evaluate the effectiveness of the mid-term provision with Head teachers and school improvement officers, in order to make any necessary changes for effective continued delivery	Mar-15	●	Not on Target	Lack of response from schools in returning evaluations for autumn term. Schools who have not returned an evaluation will be followed up in January 2015

Key Priority: Education - A Top Quality Education for All; "Every School a Great School"

Lead Officer: Chris Bradshaw - Director of Education & Lifelong Learning

Outcome 6: Providing a learning environment fit for the 21st Century

Measures								
Title	2013/14	2012/13 All Wales Comparative Data			2014/15			Comment
	Annual	Quartile	Rank	Average	Target	Performance	RAG	
Me01 - % of children who secured their 1st choice for nursery placement (Local) - reported in Q1	99.4	N/A			99.4	98.5	●	
Me02 - % of Primary Schools with 25% or more surplus places - 30 or more (Local)	37.8				32.4	N/A		To be reported in Qtr 4
Me03 - % of Primary Schools oversubscribed, with 110% or more capacity (Local)	0.0				0.0	N/A		To be reported in Qtr 4
Me04 - % of Secondary Schools with 25% or more surplus places (Local)	57.9				41.2	N/A		To be reported in Qtr 4

Critical Improvement Action 1: Further develop the Council's 21st Century Schools Programme proposals in accordance with the funding requirements of Welsh Government

Title	Delivery Date	RAG	Overall Status	Comment
M01 - Preparation of business cases for each identified proposal to allow specific projects to progress, using the Treasury's Five Case Business Model including :-				
i. Submission of the Full Business Case (final stage) for Y Pant Comprehensive School	Jun-14	●	Complete	
ii. Development and submission of the Strategic Outline Cases (first stage) for the next 21st Century School scheme projects	Nov-14	●	Complete	
iii. Development and submission of the Outline Business Cases (second stage) for the next 21st Century School scheme projects	Dec-14	●	Complete	
iv. Further development and submission of the Full Business Cases (final stage) for the next 21st Century School scheme projects	Mar-15	●	On Target	

Critical Improvement Action 2: Remove an estimated 1,250 school surplus places in the short term – within 3 years (R5)

Title	Delivery Date	RAG	Overall Status	Comment
M01 - Complete the school modernisation projects that are all currently at the construction stage, through developing education provision to aspire to having state-of-the-art school facilities and buildings, where there is demand for additional school places in areas of proven need and to accommodate school closures:				
> Aberdare (complete the build of the new school and leisure facilities)	Review Mar-15	●	On Target	
> Trerobart Primary (new nursery/reception classroom and dining hall)		●	Complete	
> Parc Lewis Primary (safe route to school, new lift and adaptations to classrooms and toilets)		●	Complete	
> Ysgol Yr Eos (minor upgrade to create outdoor classroom area for Foundation Phase pupils)		●	Complete	
> Williamstown Primary (internal modifications to pupil toilets)		●	Complete	
> Treorchy Primary Phase 1 (new roof works and minor internal remodelling works)		●	Complete	
M02 - Progress design and procurement proposals for new school modernisation projects at:				
> Llwynyrwn Primary (new junior block)	Jan-15, revise to review Mar-15	●	On Target	
> Y Pant Secondary School (remodelling/expansion of school)		●	On Target	
> Treorchy Primary Phase 2 (extend school to accommodate Pentre Primary school pupils)	Mar-15	●	On Target	

Critical Action 3: - CA03 - Ensure educational buildings are fit for purpose and provide a safe and secure learning environment

Title	Delivery Date	RAG	Overall Status	Comment
M01 - Delivery of Education Directorate £8.176M capital minor works programme	Mar-15	●	On Target	

Feedback as at the 31st December 2014

Examples of how 'A Top Quality Education for All; Every School a Great School' Priority Plan is making a difference:

We said we would improve the quality of teaching and learning

- Treorchy Comprehensive School has become an accredited centre for the delivery of the 'Outstanding Teacher Programme' (OTP)¹. This will now help improve the quality of teaching for partner schools by running OTP programmes for groups of teachers

- St John Baptist High School was chosen by Estyn as an exemplary case study to demonstrate excellent practices in schools:

"There is a consistent high level of expectation by the entire community of the school.evident in the hard work in classrooms, high standards of personal presentation, exemplary behaviour and strong relationships".

Estyn Inspectorate

- A student from Mountain Ash Comprehensive School was entered for a world-wide competition where he had to undertake a timed Microsoft Word assessment demonstrating his skills in utilising all aspects of the programme:

"It is quite outstanding that X has come 1st (MS Word) in the UK's first qualifying round for the World Wide Office Competition. The calibre of students he was against was extremely high, students up to the age of 22 yrs and from the London School of Economics too! But not only did he get in he came 1st"

Sarah Snowdon, Project Manager & Education Consultant, Microsoft IT Academy

The final competition takes place in Texas in August 2015

We said we would develop a whole school approach to improving school attendance

- Nine Year 10 pupils from Tonypany Community College were targeted to demonstrate how group work improves school attendance, as part of a youth services Extended Provision working. Seven of the nine girls regularly engaged in planned sessions and activities. Six out of the seven gained improved attendance results during the programme and five of the seven improved overall attendance from the start to the end of the 5 months group programme. Attendance level gains ranged from between 0.42% to 19.3%
- Attendance at Ynysboeth Community School in the 2013/14 autumn term was 91.8% (ranked 106 out of 110). Following a package of support provided by the Attendance and Wellbeing service it improved to 95.8% (ranked 17 out of 105) this autumn term. The headteacher reports a significant shift in culture in the whole school community with regards to attendance

¹ Outstanding Teacher Programme (OTP) - is designed for teachers who are, or have the potential to be outstanding. OTP helps them to develop practices that will enable them to carry out whole school responsibility for teaching and learning

We said we would work towards removing the barriers to learning

- *Before the programme I felt my life was just going to stay the same being on the dole..... I was supported in many ways during the programme. I was supported with my feelings, my future, my life and loads more. The course made me happier and more confident”.*

The above statement was made by a learner who completed the ‘Your Future First’ programme. This young person is now studying youth work and has secured part-time employment at Hirwaun YMCA as a trainee youth worker.

**Other performance indicators that did not meet the target by more than 5%
as at quarter 3**

- % of schools inspected by Estyn who were graded as at least ‘Good’ for standards on a 3 yr rolling basis i.e. between April 2012 and March 2015 (Local)
- % of schools inspected by Estyn who were graded as at least ‘Good’ for teaching on a 3 yr rolling basis i.e. between April 2012 and March 2015 (Local)
- % of primary schools pupils (yr 2 to yr 6) with a standardised score of 95 or more in English literacy tests (Local)
- % of primary schools pupils (yr 2 to yr 6) with a standardised score of 95 or more in Welsh (first language) literacy tests (Local)
- % of primary schools pupils (yr 2 to yr 6) with a standardised score of 95 or more in mathematics tests (Local)
- % of secondary schools pupils (yr 7 to yr 9) with a standardised score of 95 or more in English literacy tests (Local)
- % of secondary school pupils (yr 7 to yr 9) with a standardised score of 95 or more in mathematics tests (Local)
- % of schools inspected by Estyn who were graded as at least ‘Good’ for wellbeing on a 3 yr rolling basis[*2] i.e. between April 2012 to March 2015
- No. of fixed-term exclusion incidents per 1,000 pupils in Primary Schools (Local)
- % of schools inspected by Estyn who were graded as at least ‘Good’ for improving the quality of leadership and management on a 3 yr rolling basis between April 2012 and March 2015 (Local)
- % of school days lost due to fixed-term exclusions during the academic year, in primary schools (Local) Annual
- % of final statements of special education need issued within 26 weeks (Statutory): Calendar Year (first time only statements): Including exceptions
- % of statements of special educational need, excluding those affected by ‘exceptions to the rule’ under the SEN code of practice finalised within 26 weeks: Financial Year (includes reassessment statements): (Local)
- The number of publicly accessible computers per 10,000 population (Local)
- % of library material requests supplied within 7 working days (Local)