RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

MUNICIPAL YEAR 2013 - 2014

EDUCATION & LIFELONG LEARNING SCRUTINY COMMITTEE **9th DECEMBER 2013** **REPORT OF THE DIRECTOR OF LEGAL & DEMOCRATIC SERVICES**	**Agenda Item No. 4**
	EXCEPTION REPORT – COUNCIL PERFORMANCE REPORT – 30th SEPTEMBER 2013 (QUARTER 2)

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 18th November 2013.

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 30th September 2013 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 18th November 2013, 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 Appendices 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.'

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

9th DECEMBER 2013

REPORT OF THE DIRECTOR OF LEGAL AND DEMOCRATIC SERVICES

Item: EXCEPTION REPORT – COUNCIL PERFORMANCE (QUARTER 2)

Background Papers

Report of the Group Director, Corporate Services "Council Performance Report – 30TH September 2013 (Quarter 2)" – presented to Cabinet Performance and Resources Committee 18th November 2013.

Officer to contact: Miss E Coates – Tel. No: 01443 424098

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Briefing Paper

Education & Lifelong Learning Services Scrutiny Committee

9th December 2013

Council Performance Report 30th September 2013 (Quarter 2)

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In respect of Education and Lifelong Learning Services:

1. Financial Performance

a) Revenue Budgets:

	Budget as at 30th September 2013/14 £M	Projected Actual as at 30th September 2013/14 £M	Variance Over (Under) £M
Education & Lifelong Learning Services	178.742	178.729	(0.013)

Key Revenue Issues:

- Overall spend for the Group is projected to be £0.013M under budget as at the 30th of September 2013.
- No significant budget variances to report

b) Capital Budgets:

	Budget As At 30th September £M	2nd Quarter Actual £M	% of Total Budget spent in 2nd quarter
Education & Lifelong Learning	51.944	13.676	26.3%

Key Capital Issues:

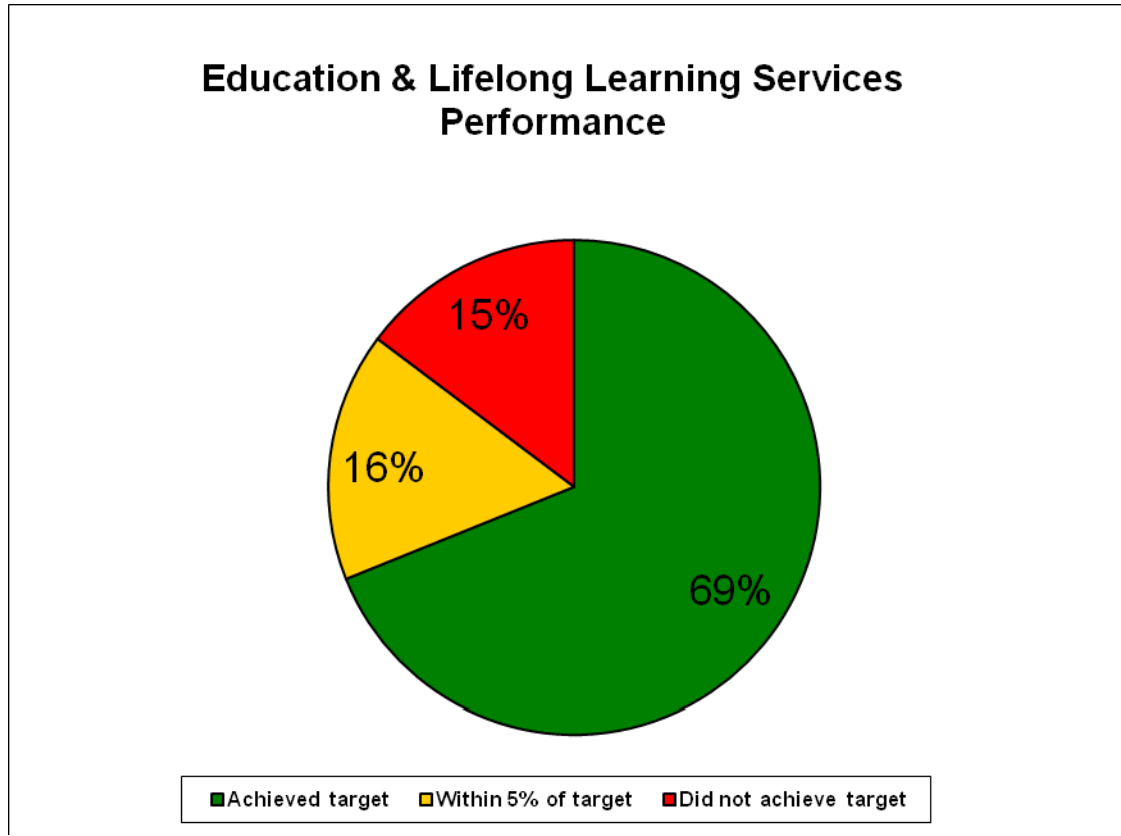- Increases and decreases in costs of schemes reflected in programme update.

2. Wales Programme For Improvement

Action Plans For Review:

- Education – 'A Top Quality Education For All'

Full Action Plan attached at Appendix A.

3. Operational Performance

Education & Lifelong Learning Services Performance

Total number of Indicators with data available	61	
Achieved Quarter 2 Target	**42**	**69%**
Within 5% of Quarter 2 Target	**10**	**16%**
Did Not Achieve Quarter 2 Target	**9**	**15%**

Key Performance Issues:

		Positive Performance	**Exceptions**
Education & Lifelong Learning		**% of pupil attendance in secondary schools** - Quarter 2 performance was 92.03% compared to a target of 92.0%	**The number of permanent exclusions during the academic year per 1,000 pupils from secondary schools -** Quarter 2 performance was 1.18 compared to a target of 0.72. 16 pupils were permanently excluded during the last academic year 2012/13 compared to 6 in 2011/12. The exclusions made during 2012/13 have been for far more serious incidents than in previous years, which have included sexual harassment and substance misuse occurrences
		% of schools inspected by Estyn who were graded as at least ' Good' for teaching (on a 2 year rolling basis between Apr 12 and Mar 14 – Quarter 2 performance was 87.5% compared to a target of 75.0%	**% of schools inspected by Estyn who were graded as at least ' Good' for standards (on a 2 year rolling basis between Apr 12 and Mar 14)** - Quarter 2 performance was 58.3% compared to a target of 70.0%. This equates to 14 out of 24 schools being graded at least good and 10 schools being graded as adequate
		% of primary pupils with a standardised score of 95 or more in English literacy tests – Quarter 2 performance was 72.2% compared to a target of 63.0%	**% of primary pupils with a standardised score of 95 or more in mathematics tests** – Quarter 2 performance was 60.8% compared to a target of 76.4%. Analysis of data has confirmed that 3 of the 19 primary clusters are under-performing. Schools within these clusters will be supported in providing 'Catch-up' numeracy interventions
		% of pupils assessed at the end of key stage 2, in schools maintained by the local authority, achieving Core Subject Indicator as determined by Teacher Assessment – Quarter 2 performance was 82.6% compared to a target of 82.4%	**% of pupils aged 15 at the start of the academic year who achieved L2 threshold including a GCSE grade A*-C in English or Welsh (first language) and Maths** – Quarter 2 performance was 46.1% (provisional data) compared to a target of 49.0%. Although target was not achieved we have continued to improve year on year in the last 5 years. 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.
		% of pupils assessed at the end of key stage 3, in schools maintained by the local authority, achieving Core Subject Indicator as determined by Teacher Assessment - Quarter 2 performance was 73.6% compared to a target of 68.0%	**% of all pupils, including those in care, in any local authority maintained school, aged 15 as at 31 August who leave compulsory education, training or work based learning without qualification** - Quarter 2 performance was 0.53% (provisional data) compared to a target of 0.50%. This equates to 16 pupils leaving without a qualification, 10 less than the previous year. Vulnerability profiling data will be used from this year on as a preventative measure to help support improved outcomes in this area
		% of pupils who achieved the L2 threshold (5 GCSE C or above, or equivalent) - Quarter 2 performance was 78.1% (provisional data) compared to a target of 70.0%	

4. Health Check Info

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<td>**Health**</td>
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107 primary schools participating in the Free Breakfast Initiative, 1 more than March 2013
149 (18 more than the same period in 2012/13) quality assurance audit checks undertaken at various catering sites across RCT, **79.2%** of which were graded 95% or above for achieving high standards in hygiene and service delivery, compared to 84.7% in 2012/13
For the 2012/13 academic year:

1,768 (117 more 2011/12) E3+ activities delivered in **12** cluster schools, amounting to **119,563** (3.662 fewer more 2011/12) places being filled by 14,392 participants (1,179 fewer than 2011/12)[1]
8,156 (573 more than 2011/12) young people participated in 5x60 physical activities, which involved **6,090** (605 more than 2011/12) sessions in **23** (2 more than 2011/12) schools

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[1] Llanharan data is not included in these figures

Prosperity

Teacher Assessment outcomes for pupils age 7 achieving at least outcome 5 (the expected outcome) at Foundation Phase for 2012/13 academic year:

- **1,808** (83.2%) out of **2,173** pupils achieved expected level in Language, Literacy & Communication Skills – English, which is **2.3%** points more than 2011/12
- **455** (84.1%) out of **541** pupils achieved expected level in Language, Literacy & Communication Skills – Welsh (first language), which is **1.8%** points more than 2011/12
- **2,330** (85.9%) out of **2,714** pupils achieved expected level in Mathematical Development, which is **1.9%** points more than 2011/12

Teacher Assessment Core Subject Indicator Results for 2012/13 academic year:

- **1,978** (82.6%) out of **2,396** pupils achieved expected level or above at Key Stage 2, which is **3.3%** points more than 2011/12
- **2,038** (73.6%) out of **2,769** pupils achieved expected level or above at Key Stage 3, **6.7%** points more than 2011/12

- **1,487** (1,265 more than Q2 2012/13) young people (883 males & 604 females) formally started on the Detached Youthwork Programme, with **1,183** positive hard outcomes being achieved by programme participants (689 more than Q2 2012/13)
- **5,754** (1,699 more than Q2 2012/13) informal engagements (3,544 males & 2,210 females) undertaken with young people through the Detached Youthwork 'Street Work Visits' programme that provides support for young people at risk of disengagement
- **6,958** (2,287 more than Q2 2012/13) pupils visited libraries in **277** (99 more than Q2 2012/13) organised school classes
- **3,649** (128 more than Q2 2012/13) people attended **706** (82 more than Q2 2012/13) learning activity classes held in libraries
- **607,692** physical visits made to libraries (26,305 more than Q2 2012/13), and **87,932** (95,010 fewer than Q2 2012/13) visitors to Library Service Information Websites
- **2,179** visitors (466 more than Q2 2012/13) attended **39** (12 more than Q2 2012/13) library outreach activities
- **14,623** (1,585 more than Q2 2012/13) people attended **1,731** (195 more than Q2 2012/13) events hosted by libraries
- **214** (84 fewer than Q2 2012/13) publications released to market libraries
- **467** adult learners have registered for 'Bridges into Work' since April 2013, aimed at supporting local people to gain skills and confidence to move towards employment (compared to 131 in Q2 2012/13). A total of 4,058 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):
- 4,299 clients have gained qualifications (**2,041** more than as at Q2 2012/13)
- 2,800 clients have gone onto further training (**799** more than as at Q2 2012/13)
- 706 clients have secured full time employment (**69** more than as at Q2 2012/13)

5. Supplementary Performance Info:

	Sickness Absence	% Total	% <28 days	% >28 days	% Staff Turnover
People Matter	**Total** (Headcount 7,711)	3.09%	0.87%	2.22%	8.51%
	Central South Consortium Joint Education Service (Headcount 113)	1.42%	0.51%	0.91%	6.19%
	Resources & Community Learning (Headcount 1,645)	4.24%	0.92%	3.32%	9.00%
	School & Access & Inclusion (Headcount 260)	5.25%	0.98%	4.27%	8.85%
	Schools (Headcount 5,693)	2.69%	0.86%	1.83%	8.40%
	Occupational Health Activities (from the 1st April to 30th September 2013):				
	No. of appointments	Of the 914 appointments attended, 372 were with nursing staff (40.70%), 248 with counselling (27.13%), 212 were with physiotherapists (23.20%), 64 with medical officer visits (7.00%) and 18 with technicians (1.97%)			

Overall Sickness Absence Trend
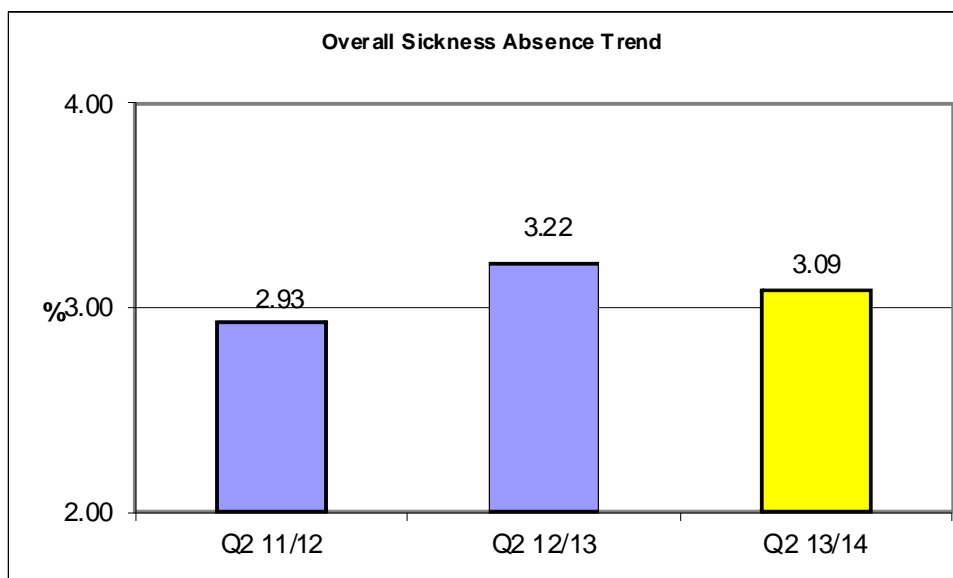
Note

Briefing paper summarises information presented to Cabinet Performance And Resources Committee on the 18th November 2013.

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Education 2013/14 Action Plan - A Top Quality Education for All

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

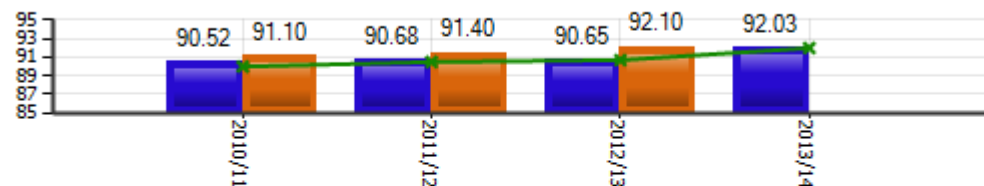**How will we know if we are making a difference:**

Key PI(1): % of pupil attendance in primary school (Termly YTD)
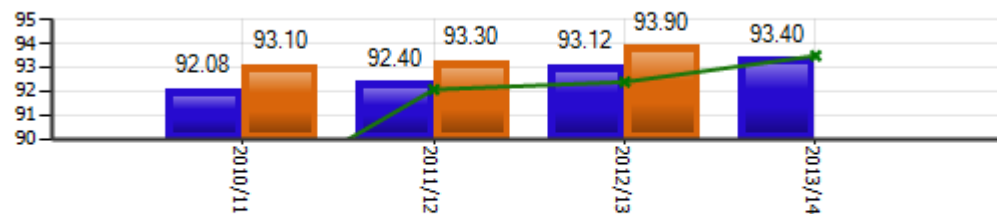
Reported financial year but relates to the previous academic year

RCT % of pupil attendance in primary school — Target: RCT % of pupil attendance in primary school
Wales average primary school attendance

Key PI(2): % of pupil attendance in secondary school (Termly YTD)

Reported financial year but relates to the previous academic year

RCT % of pupil attendance in secondary school
Wales average secondary school attendance
Target: RCT % of pupil attendance in secondary school

Story behind the data:

The provisional attendance data for the 2012/13 academic year (shown as 2013/14 on the above graph) is 93.4% and is slightly below the target we set of 93.5%. The picture that emerges over the last 4 years is however one of continuous improvement. Analysis of latest provisional attendance data confirms that 64 out of 110 of our primary schools have improved compared to the previous year, and 55 primary schools exceeded their attendance target. To sustain and continue to improve attendance levels the Attendance & Wellbeing Service will provide on-going support to schools through targeted intervention of individual cases and through working with partners and governing bodies.

Story behind the data:

The attendance data for the 2012/13 academic year (shown as 2013/14 on the above graph) is 92.03%, slightly above the target we set ourselves of 92%. The picture that emerges is that improvement has been acheived in 3 of the last 4 years. Analysis of the latest attendance data confirms that 16 of our 19 secondary schools have improved compared to the previous year's attendance data. The next stage is to continue to improve the attendance rates and aim to achieve 95% in the next few years. If this continued focus on improving attendance is maintained it should have a positive impact on educational standards in the future.

Chris Bradshaw (Director of Education & Lifelong Learning) - September 2013

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

How will we know if we are making a difference:

Key PI(3): % of pupils assessed at the end of key stage 2, in schools maintained by the local authority, achieving Core Subject Indicator as determined by Teacher Assessment (Annual)
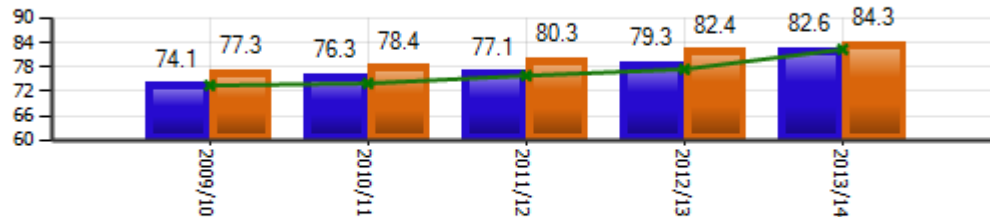
Legend:
- % of pupils assessed at the end of key stage 2, in schools maintained by the local authority, achieving Core Subject...
- All Wales Average for KS2 CSI (L4+)
- Target: % of pupils assessed at the end of key stage 2, in schools maintained by the local authority, achieving...

Key PI(4): % of pupils assessed at the end of key stage 3, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment (Annual)
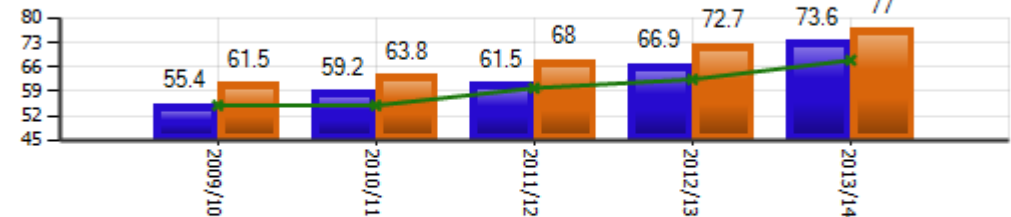
Legend:
- % of pupils assessed at the end of key stage 3, in schools maintained by the local authority, achieving the Core...
- All Wales Average for KS CSI (L5+)
- Target: % of pupils assessed at the end of key stage 3, in schools maintained by the local authority, achieving...

Story behind the data:

The attainment data for the 2012/13 academic year (shown as 2013/14 on the above graph) is 82.6%, above the target we set ourselves of 82.4%. The picture over the last 5 years is one of continuous improvement. Schools have been supported in developing robust tracking systems and appropriate intervention strategies to ensure that those pupils needing individual or group support are targeted and supported effectively. The main focus during the last few years has been on improving literacy, which has resulted in a 3.47% points increase in the number of 11 year old pupils achieving a level 4 in English in the 2012/13 academic year compared to 2011/12. The next stage is to provide schools with additional support in developing systems that focus on improving numeracy.

Story behind the data:

Over the 2012/13 academic year, secondary schools have been set a clear RCT ambition that focuses on improvement across all relevant key stages. A significant element of this ambition has been supporting and challenging schools to improve progress through key stage 3. Data releases have highlighted progress issues in schools, which are addressed effectively. Data analysis indicates that more pupils are making greater progress at key stage 3 resulting in the headline improvements set out in the graph above. In addition, the picture that emerges is one of continuous improvement over the past 5 years. The next steps are to continue to focus on progress over the key stage, improve the accuracy of assessment and the precision of tracking systems and intervention approaches.

Chris Bradshaw (Director of Education & Lifelong Learning) - September 2013

Wales Programme for Improvement

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

How will we know if we are making a difference:

Key PI(5): % of pupils aged 15 at the start of the academic year who achieved L2 threshold including a GCSE grade A*-C in English or Welsh (first language) and Maths
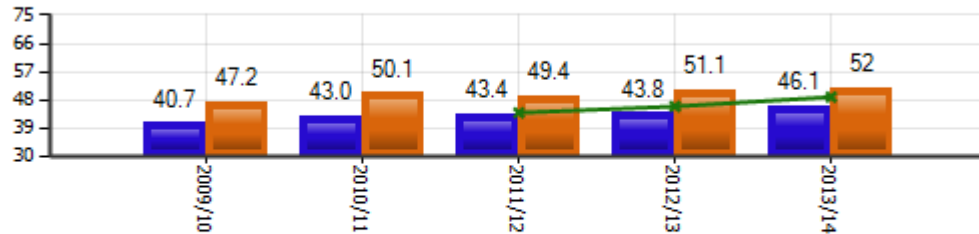
- % of pupils aged 15 at the start of the academic year who achieved L2 threshold including a GCSE grade A*-C in...
- All Wales Average L2T incl. English or Welsh (first language) and Math GCSE grade A*-C
- Target: % of pupils aged 15 at the start of the academic year who achieved L2 threshold including a GCSE grade ...

Key PI(6): Average capped points score for pupils aged 15 at the preceding 31 August, in schools maintained by the local authority (Annual) (Local)
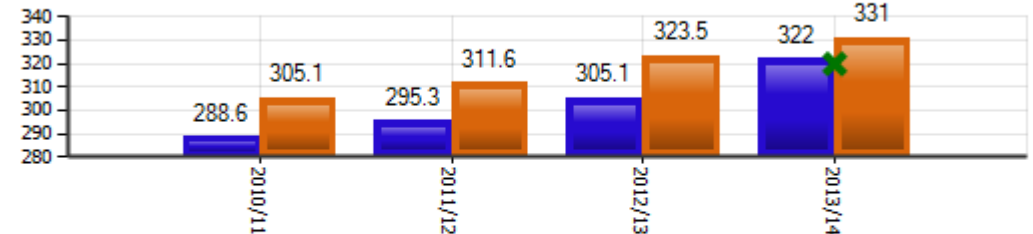
- Average capped points score for pupils aged 15 at the preceding 31 August, in schools maintained by the local authority (Annual) (Local)
- All Wales Average for the average capped wider point score (best 8 results per pupil)
- Target: Average capped points score for pupils aged 15 at the preceding 31 August, in schools maintained by the...

Story behind the data: (2013/14 Provisional Data)

The attainment data for the 2012/13 academic year (shown as 2013/14 on the above graph) is 46.1%, below the target we set ourselves of 49%. The picture of performance over the past 5 years is one of continuous improvement. In addition, 11 out of 19 schools improved their outcomes for this measure resulting in the best ever outcome for RCT and the second highest percentage point improvement across the Central South Consortium. 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.

Story behind the data: (2013/14 Provisional Data)

Over the last academic year 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 an element of the RCT secondary improvement strategy there has been a strong focus on assessment and tracking of pupil progress. This more refined tracking 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 322 points per pupil compared to 305 in the 2011/12 academic year. To continue the curve of improvement, clear focus will be maintained on delivering the RCT secondary improvement strategy.

Chris Bradshaw (Director of Education & Lifelong Learning) - September 2013

Key Priority: Education - A Top Quality Education for All

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

Outcome 1: **Effective leadership and an ethos of aspiration and high achievement**

Measures

Title	Target	Actual	RAG	Comment
Me01 - % of schools inspected by Estyn that were graded at least 'Good' for leadership(*1) on a 2 year rolling basis between Apr 12 and Mar 14 (Local)	90.00	75.00	⬇	This equates to 18 out of 24 schools being graded at least good and 6 schools being graded as adequate
.				

(*1) - This measure relates to Key Question (Leadership & Management) of the Estyn Inspection Framework

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

Title	RAG	Overall Status	Comment
M01(0) - Improve leadership - aspiration, expectations, accountability and rigour in senior and middle leadership and target support and challenge by:			
M01(i) - Introduce a revised mentoring and coaching programme for all new head teachers for at least the first year of headship for primary and secondary schools (From Jul 13)	⊖	On Target	
M01(ii) - Continue to deliver, for the second year, the aspiring head-teachers through the "Transforming Leadership" Programme for aspiring head-teachers (From Dec 13, to review Mar 14)	⊖	On Target	
M01(iii) - Continue to provide the Middle Leaders Development Programme in secondary schools to cover the core subjects (English, Math, Science and Welsh (first language) and to roll out to other non-core subjects areas e.g. history, geography (From Oct 13, to review Mar 14)	⊖	On Target	
M01(iv) - Introduce an emerging leaders course for those teachers preparing to apply for middle leadership roles e.g. Head of Maths, key pastoral roles (From Oct 13, to review Mar 14)	⊖	On Target	
M01(v) - Ensure all governing bodies introduce the new Interview and Assessment Centre processes to recruit head teachers and other senior management staff (From Apr 13, to review Mar 14)	⊖	On Target	
M01(vi) - To 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 (From Apr 13, to review Mar 14)	⊖	On Target	

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

Title	RAG	Overall Status	Comment
M01(0) - Ensure Council & school policies are applied consistently and appropriately through close monitoring by the Council's core corporate services, including:			
M01(i) - All schools develop a 3 year financial plan based on indicative allocations from WG, that also consider workforce planning (Secondary schools Oct 13, Primary schools Mar 14)	🔴	Not on target	Further work required to assess future funding levels and the outcome of the service change proposal currently out for consultation. A revised target date will be set further to the above areas being clarified
M01(ii) - Provide support to ensure all schools that have deficit budgets have robust and agreed recovery plans in place (Ongoing, to review Mar 14)	⚫	Complete	
M01(iii) - CRB and other safeguarding policies and procedures are rigorously applied (Ongoing, to review Mar 14)	⚫	On Target	
M01(iv) - HR and H&S policies and procedures (Ongoing, to review Mar 14)	⚫	On Target	
M01(v) - Building management and estate matters (Ongoing, to review Mar 14)	⚫	On Target	
M01(vi) - Internal Audit will be commissioned to carry out annual audits be provide assurance to management that the policies and procedures are compiled with and are operating efficiently and effectively (Mar 14)	⚫	On Target	

Key Priority: **Education - A Top Quality Education for All**

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

Outcome 2:   **High quality teaching and learning, to support the delivery of improved educational outcomes for our children and young people**

Measures

Title	Target	Actual	RAG	Comment
Me01 - % of schools inspected by Estyn who were graded as at least 'Good' for standards[*1] on a 2 year rolling basis between Apr 12 and Mar 14 (Local)	70.00	58.33	🟥	This equates to 14 out of 24 schools being graded at least good and 10 schools being graded as adequate
Me02 - % of schools inspected by Estyn who were graded as at least 'Good' for teaching[*2] on a 2 year rolling basis between Apr 12 and Mar 14 (Local)	75.00	87.50	🟩	
Me03 - % of Foundation Phase pupils, aged 7, who achieved outcome 5 or above in Language, Literacy & Communication Skills, in English (Local)	83.50	83.20	🟧	
Me04 - % of Foundation Phase pupils, aged 7, who achieved outcome 5 or above in Mathematical Development (Local)	84.70	85.85	🟩	
Me05 - % of Foundation Phase pupils, aged 7, who achieved outcome 5 or above in Language, Literacy & Communication Skills, in First Language Welsh (Local)	84.20	84.10	🟧	
Me06 - % of pupils assessed at the end of Foundation Phase, aged 7, achieving outcome 5 or above in Foundation Phase indicator[*3] (Local)	82.70	80.58	🟧	
Me07 - % of primary pupils with a standardised score of 95[*4] or more in English literacy tests (Local)	63.00	72.20	🟩	
Me08 - % of primary pupils with a standardised score of 95 or more in Welsh literacy tests (Local)	56.90	82.75	🟩	
Me09 - % of primary pupils with a standardised score of 95 or more in mathematics tests (Local)	76.40	60.76	🟥	Analysis of data has confirmed that 3 of the 19 primary clusters are under-performing. Schools within these clusters will be supported in providing 'Catch-up' numeracy interventions
Me10 - % of pupils assessed at the end of key stage 2, in schools maintained by the local authority, achieving Core Subject Indicator as determined by Teacher Assessment (Annual) (Local)	82.40	82.55	⬇️	This measure has also been shown graphically at the front of the plan
Me11 - % of secondary pupils with a standardised score of 95 or more in English literacy tests (Local)	51.50	61.41	🟩	
Me12 - % of secondary pupils with a standardised score of 95 or more in Welsh (first language) literacy (Local)	64.10	61.42	🟧	

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

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

[*3] FPI indicator 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

[*4] A standard score of 95 or more confirm that the pupil is average for their age

Measures continued

Title	Target	Actual	RAG	Comment
Me13 - % of secondary pupils with a standardised score of 95 or more in mathematics tests (Local)	54.30	57.94	▬	
Me14- % of pupils assessed at the end of key stage 3, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment (Annual) (Local)	68.00	73.60	▬	This measure has also been shown graphically at the front of the plan.
Me15 - % of pupils who achieved the L1 threshold (5 GCSE grade D-G or equivalent) (Annual) (Local)	94.00	92.11	⬇	Provisional data
Me16 - % of pupils who achieved the L2 threshold (5 GCSE C or above, or equivalent) (Annual) (Local)	70.00	78.11	⬆	Provisional data
Me17 - % of pupils aged 15 at the start of the academic year who achieved L2 threshold including a GCSE grade A*-C in English or Welsh (first language) and Maths (Statutory)	49.00	46.07	⬇	Provisional Data . This measure has also been shown graphically at the front of the plan
Me18 - % of pupils achieving L2 threshold in the CSI in combination or equivalent qualification (GCSE C or above) (Annual) (Local)	46.00	44.07	⬇	Provisional data.
Me19 - Average capped points score for pupils aged 15 at the preceding 31 August, in schools maintained by the local authority (Annual) (Local)	320.00	322.00	▬	Provisional data.

Critical Improvement Action 1 - Continue to raise the capacity of the workforce to deliver high quality lessons (R1)

Title	RAG	Overall Status	Comment
M01 - To introduce the Outstanding Teacher Programme across all primary schools over the next three years (From Sep 13, to review Mar 14)	⊖	On Target	
M02 - To introduce the Outstanding Teacher Programme across all secondary schools over the next two years (From Sep 13, to review Mar 14)	⊖	On Target	
M03 - Introduce and implement the National and Consortium Literacy and Numeracy Strategies across all our schools (From Sep 13, to review Mar 14)	⊖	On Target	
M04 - (PLC) Professional Learning Communities[*5] developed across clusters to develop a cohesive approach to pedagogy, assessment and progress in literacy and numeracy (From Sep 13, to review Mar 14)	⊖	Closed	Schools are now directly responsible for this action
M05 - Raise schools awareness of specific intervention programmes (to support pupils struggling with Basic Skills) by ensuring Catch up and Numeracy training programmes are available to all schools, and that there are appropriate numbers of trained staff to provide intervention strategies (Mar 14)	⊖	On Target	

[*5] PLC formed as a national initiative designed to engage teachers to work together to improve teaching and learning in the school

Critical Improvement Action 2 - To focus on those schools with the furthest to travel in terms of their literacy strategy (R1)

Title	RAG	Overall Status	Comment
M01(0) - Strengthen the Literacy Strategy Interventions in targeted schools by focusing on:			
M01(i) - Analysis/ use of national literacy tests (to identify the schools to focus on) (Mar 14)	⊖	On Target	
M01(ii) - Cross-phase moderation of teacher assessment (to ensure teachers in different schools give the same levels to children's work) (Mar 14)	⊖	On Target	
M01(iii) - Reading/ catch-up programmes (Mar 14)	⊖	On Target	
M01(iv) - Boys' literacy (Mar 14)	⊖	On Target	
M01(v) - Application of literacy skills across the curriculum e.g. Tactical Teaching programme in secondary schools (Mar 14)	⊖	On Target	
M01(vi) - Use of essential skills accreditation in secondary schools (to provide pupils with the opportunity to gain a nationally recognised qualification) (Mar 14)	⊖	On Target	

Critical Improvement Action 3 - **To focus attention on improving educational outcomes in KS4 (R1)**

Title	RAG	Overall Status	Comment
M01 - Improve the analysis and make better use of achievement data, target setting and tracking (From Sep 13)	⊖	On Target	
M02 - Deliver short and medium term high impact strategies especially for learners eligible for Free School Meals (FSMs) and for performance in English / Welsh and Maths) to help improve outcomes (From Sep 13, Mar 14)	⊖	On Target	
M03 - To further develop the effectiveness of support interventions and challenge (e.g. providing support for Head teachers to visit excellent schools) in proportion to need at both whole school and departmental levels (From Sep 13, to review Mar 14)	⊖	On Target	
M04 - Monitor and challenge the work undertaken (by those schools identified as being a priority for intervention and support) in implementing agreed short-and medium-term high impact strategies (From Oct 13, to review Mar 14)	⊖	On Target	

Critical Improvement Action 4 - To recruit and retain the best teachers (R1)

Title	RAG	Overall Status	Comment
M01 - To employ and support newly qualified teachers and the Graduate Training Programme for new teachers (Mar 14)	⊖	On Target	
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Key Priority: Education - A Top Quality Education for All

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

Outcome 3: Tackle the barriers to learning that many young people face

Measures

Title	Target	Actual	RAG	Comment
Me01 - % of pupil attendance in primary school (Annual) (Statutory)	93.50	93.39	🔽	Provisional attendance figures from the 02/09/2012 to the 24/05/2013. This measure has also been shown graphically at the front of the plan
Me02 - % of pupil attendance in secondary schools (Annual) (Statutory)	92.00	92.03	🔼	This measure has also been shown graphically at the front of the plan
Me03 - % of pupil attendance at EOTAS provisions (Local)	70.00			To be reported in Qtr 3
Me04 - % of looked after children assessed at the end of key stage 2, in schools maintained by the local authority, achieving Core Subject Indicator as determined by Teacher Assessment (Annual) (Local)	50.00			To be reported in Qtr 3
Me05 - % of pupils with special educational needs who achieved the core subject indicator at key stage 2 (Local)	45.10	49.06	➖	
Me06 - % 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 Teacher Assessment (Annual) (Local)	34.50			To be reported in Qtr 3
Me07 - % of pupils with special educational needs who achieved the core subject indicator at key stage 3 (Local)	20.10	27.58	🔼	
Me08 - % looked after children who achieved 2 or more GCSEs (Local)	74.50			To be reported in Qtr 3
Me09 - Number of fixed-term exclusion incidents per 1,000 pupils (primary school)	9.00	8.22	➖	
Me10 - Number of fixed-term exclusion incidents per 1,000 pupils (secondary school)	95.00	89.08	➖	
Me11 - Average number of days lost through fixed-term exclusions (primary school)	2.30	2.40	➖	
Me12 - Average number of days lost through fixed-term exclusions (secondary school)	2.50	2.21	➖	
Me13 - % of all pupils, including those in care, in any local authority maintained school, aged 15 as at 31 August who leave compulsory education, training or work based learning without qualification (Annual) (Statutory)	0.50	0.53	🔽	Provisional Data. This equates to 16 pupils leaving without a qualification, 10 less than the previous year. Vulnerability profiling data will be used from this year on as a preventative measure to help support improved outcomes in this area
Me14 - % of pupils in local authority care and in any local authority maintained school aged 15 as at the preceding 31 August who leave compulsory education training or work based learning without an aproved external qual (Annual) (Statutory)	4.30			To be reported in Qtr 3
Me15 - % of percentage young people aged 16 leaving EOTAS provision without an approved qualification (Local)	19.20	8.33	🔼	Provisional Data
Me16 - % of 16 - 17 year olds leaving school who are not known to be in education, training or employment (Local)	4.45			To be reported in Qtr 4
Me17 - % of 17 - 18 year olds leaving school who are not known to be in education, training or employment (Local)	3.69			To be reported in Qtr 4
Me19 - % of 18 - 19 year olds leaving school who are not known to be in education, training or employment (Local)	9.01			To be reported in Qtr 4

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

Title	RAG	Overall Status	Comment
M01(0) - Ensure attendance data is used more effectively to identify and address attendance issues and monitor outcomes:			
M01(i) - Deliver training to Attendance and Well Being Service (AWS) staff to enable utilisation of the new electronic attendance monitoring system Capita One Attendance Module (Jun 13)	⊖	Complete	
M01(ii) - Commence production of half termly attendance information by school and provide summaries to each school (From Sep 13, to review Mar 14)	⊖	Complete	
M01(iii) - AWS staff to visit prioritised schools (informed by half termly attendance information) to provide support and advice to help improve the attendance of pupils (From Oct 13, to review Mar 14)	⊖	Complete	
M01(iv) - The attendance rates of prioritised schools to be monitored in the subsequent half termly attendance report to monitor the impact of AWS visits (From Oct 13, to review Mar 14)	⊖	Complete	
M02 - Co-ordinate a consistent approach to responding to absenteeism and the provision of support services to prevent poor attendance and support the re-engagement of pupils who do not attend school (Oct 13)	⊖	Complete	
M03(0) - Improve parent, pupil and public awareness of school attendance issues by developing a whole authority approach to promoting and improving school attendance through:			
M03(i) - Develop an AWS communication strategy (Sep 13)	⊖	Complete	
M03(ii) - Engaging with local businesses e.g. supermarkets and local restaurants and public houses, to support awareness of the importance of attendance at school and offer incentives e.g. prizes, free tickets / vouchers (Mar 14)	⊖	On Target	
M03(iii) - Ongoing collaborative working e.g. South Wales Police and British Transport Police (Mar 14)	⊖	On Target	

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

Title	RAG	Overall Status	Comment
M01(i) - Review the existing special need classes in mainstream provision and match against need/demand (Jun 13)	⊖	Complete	
M01(ii) - Develop proposals for and report to Cabinet for consideration (Nov 13)	⊖	On Target	
M01(iii) - Following Cabinet's consideration, consult on proposals (Jan 14)	⊖	On Target	
M01(iv) - Implement proposals following consultation process (from Sep 14 onwards)	⊖	On Target	

Critical Improvement Action 3 - Evaluate the impact of ANF delegation on pupil outcomes and Local Cluster Group Panel compliance with LA guidance (R1)

Title	RAG	Overall Status	Comment
M01(i) - Audit local cluster group panels to ensure compliance in line with guidance - (a) Phase 1 (Jul 13), (b) Phase 2 & 3 (Jan 14)	⊖	On Target	
M01(ii) - Assess the impact of ANF on pupil outcomes and report to Cabinet (Mar 14)	⊖	On Target	

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	RAG	Overall Status	Comment
M01(0) - Introduce improved arrangements to identify and re-engage young people who have become disengaged or are at risk of disengaging from education, employment and training:			
M01(i) - Introduce vulnerability profiling for 14 – 16 year olds to assess, on an individual basis, the risk of a young person becoming disengaged (Apr 13)	⊖	Complete	
M01(ii) - Share vulnerability profiling[*1] results with Careers Wales to enable this organisation to work with young people, on a prioritised basis, and support a path to education, employment or training (From Apr 13)	⊖	Complete	
M01(iii) - Produce an up date for the Education and Lifelong Learning Scrutiny Committee on the work undertaken during 2013/14, its impact to date and lessons learnt (May 14)	⊖	On Target	
M02 - Introduce the 'Your Future First' [*2] funded by Families First Fund via Fframwaith initiative in each Canopi area across the County Borough, to help meet identified needs and extend the range of provision of training and work based learning opportunities (From Sep 13, to review Mar 14)	⊖	On Target	
M03 - Produce an up date 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)	⊖	On Target	

[*1] Currently being led by the Attendance and Wellbeing Service and the Data Improvement Team. 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 a young person's disengagement from education

[*2] Your Future First is a new RCT partnership initiative which draws together local providers, community knowledge and the Local Authority and SEET's partners to support Young People aged 16-25 into Further Education, Training or Employment

Critical Improvement Action 5 - 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	RAG	Overall Status	Comment
M01- Undertake a behaviour audit of secondary schools, identifying the policies and procedures in place, and highlighting best/good practice (Jul 13)	⊖	Complete	
M02 - Introduce a RCT behaviour strategy in partnership with schools (Sep 13)	⊖	Target Missed	Delayed due to the need to prioritise attention on other key areas of work. Revised completion date of 31/03/2014
M03 - Support schools to develop appropriate provision to minimise the need to exclude pupils (From Oct 13)	⬆	On Target	
M04 - Remodel the Council's Behaviour Support Team to meet the new ways of working (Oct 13)	⊖	On Target	
M05 - Restructure the existing PRU provision, centralising and enhancing the quality of the provision at Ty Gwyn (Jan 14)	⊖	On Target	

Critical Improvement Action 6 - To increase the opportunities for more able young people across RCT to reach their potential (R1)

Title	RAG	Overall Status	Comment
M01(0) - To support more Year 13 more able and talented students to access:			
M01(i) - The Russell Group of Universities (Review of 'offers' in Apr/May 14)	●	On Target	
M01(ii) - Those subject areas that require additional pre-entry tests such as Medicine, Mathematics (review Mar 14)	●	On Target	
M01(iii) - To support schools to achieve NACE (National Association for Able Children in Education) awards (Review Mar 14)	●	On Target	

Critical Improvement Action 7 - Contribute towards improving educational outcomes for children in poverty by commissioning new support services through the 'Family First' Programme (R1)

Title	RAG	Overall Status	Comment
M01a(0). Develop and agree service specification for new support services that contribute to:			
M01a(i). Improving language and communication skills of targeted pupils aged 3 to 7 (Jun 13)	●	Complete	
M01a(ii). Working with education officers to help reduce the gap in attendance and attainment of pupils on free school meals aged over 7 (Jun 13)	●	Complete	
M01a(iii). Supporting the transition of young people into further education, training and employment (Jun 13)	●	Complete	
M01b. Monitor the impact of new support services and provide a summary up-date to the Education & Lifelong Learning Scrutiny Committee (Mar 14)	●	On Target	
M02(i). Complete review of non-formal(*3) and informal(*4) educational interventions funded through Fframwaith (Sep 13)	●	Complete	
M02(ii). Seek approval from key commissioners to re-commission non-formal and informal educational intervention programmes based on review findings (Sep 13)	●	On Target	

[*3] Non-formal - A form of organised activity, which can be guided by formal curriculum, must be led by a qualified profressional, such as a teacher or tutor. Does not have to be accredited to achieve a formal qualification, but is meant to be highly enriching and build an individual's skills and capabilities.

[*4] Informal - No formal curriculum and does not need to be taught by a qualified professional as there is no end qualification

Key Priority: Education - A Top Quality Education for All

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

Outcome 4:   **Embed a culture of self-evaluation and self-assessment, and use performance and other information to drive improvement**

Measures

Title	Target	Actual	RAG	Comment
Me01 - % of schools inspected by Estyn who were graded as at least 'Good' for improving quality[*1] on a 2 year rolling basis between Apr 12 and Mar 14 (Local)	68.00	75.00	▬	
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[*1] This measure relates to Key Question 3 (Leadership & Management) 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 (R3)

Title	RAG	Overall Status	Comment
M01 - In conjunction with the CSC JES[*2] re-design and implement the revised categorisation model that evaluates schools performance based on robust and sound evidence (Oct 13)	●	On Target	
M02 - In conjunction with CSC JES revise the LA/school partnership agreement to ensure that all parties have a clear understanding of accountability and responsibility (Oct 13)	●	On Target	
M03 - Continue to support and challenge the schools' analysis and use of performance data to identify where improvement is needed (this focuses on analysing the outcome of attainment results in schools) (Oct 13)	●	On Target	
M04 - Continue to provide schools with benchmarked data to enable them to set appropriate targets for improvement (As and when data becomes available) - Ongoing, to review Mar 14	●	On Target	

[*2] CSC JES - Central South Consortium, Joint Education Service that work together to transform education and student achievement across 5 LA Regions

Critical Improvement Action 2 - Further improve the challenge and support services provided to schools (R1)

Title	RAG	Overall Status	Comment
M01(0) - Provide robust support through the following mechanisms:			
M01(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 13, to review Mar 14)	⊖	On Target	
M01(ii) - Provide professional development for schools where practice is less robust to improve the intelligent use of data and to embed practice (From Sep 13, to review Mar 14)	⊖	On Target	
M01(iii) - Case Conference reports to be more robust e.g. through the identification of strenghts and areas for development (From Sep 13, to review Mar 14)	⊖	On Target	
M01(iv) - Produce progress reports that are evaluative, identify clear areas of strength and development, and timely and effective follow-up actions (including use of resources including grant funding) (From Sep 13, to review Mar 14)	⊖	On Target	

Critical Improvement Action 3 - Improve Member scrutiny of individual school performance (R1)

Title	RAG	Overall Status	Comment
M01(0) - Provide ongoing reports to Elected Members on performance data and challenging the performance of schools and the Education Service, which will be the following:			
M01(i) - A summary of individual school Estyn inspection reports, with specific attention to those schools graded less than good (On-going, to review Mar 14)	⊖	On Target	
M01(ii) - Attendance reports on a school by school basis (Ongoing, to review Mar 14)	⊖	On Target	
M01(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 (Ongoing, to review Mar 14)	⊖	On Target	
M03 - Introduce a process whereby the Chair of Governors and the Head Teacher, of those schools in Estyn Monitoring or Significant Improvement categories, to meet with the Cabinet for Education and Director of E&LL to review Post Inspection action plan before submission to Estyn	⊖	On Target	

Critical Improvement Action 4 - 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	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 (Wifi installs Jan 14, Broadband upgrades Jul 14)	⊖	On Target	
M02. Provision all schools to have access to Hwb (Virtual Learning Environment) (Aug 13)	⊘	Target Missed	Delayed due to changes made by Welsh Government. 21 schools for tranche 3 all completed. Another 81 schools to be targeted in tranche 4 by 31st March 14
M03 - Centralise schools SIMS systems and data backups to ensure schools pupil data is stored securely (phase 1 Primary Schools) (Jan 14)	⊖	On Target	
M04 - Review ICT SLA to schools to ensure level of technical service offered supports the centrally managed aspects of the infrastructure developments / implementation (IT SLA Review Mar 14)	⊖	On Target	

Critical Improvement Action 5 - Improve central services information systems to provide better management data at pupil level (R3)

Title	RAG	Overall Status	Comment
M01 - Rationalise and consolidate the number of IT systems in place across the directorate into one system, Capita One (where appropriate) (Mar 14)	⊖	On Target	
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Critical Improvement Action 6 - Use new technology to further improve services provided to parents and schools (R3)

Title	RAG	Overall Status	Comment
M01. Introduce new on-line School Admissions service that will enable parents to apply for a school place via the internet, and automate the admission process (Mar 14)	⊖	Complete	
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Key Priority: Education - A Top Quality Education for All

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

Outcome 5:   **Support those schools where there is a risk that the quality of education offered is not as high as it should be, through providing more formal and focused improvement interventions**

Measures

Title	Target	Actual	RAG	Comment
Me01 - % of schools inspected by Estyn that were judged at the time[*1] as being at least 'Good' on a 2 yr rolling basis between Apr 12 and Mar 14 (Local)	70.00	58.33	➖	This equates to 14 out of 24 schools being graded at least good and 10 schools being graded as adequate
Me02 - % of schools inspected by Estyn that were judged as presenting prospects[*2] for improvement as being at least 'Good' on a 2 yr rolling basis between Apr 12 and Mar 14 (Local)	90.00	79.17	⬇	This equates to 19 out of 24 schools being graded at least good and 5 schools being graded as adequate
Me03 - % of pupils entitled to FSM assessed at the end of Key Stage 3, aged 14, achieving level 5 or above in the core subject indicator (Local)	49.00	52.20	➖	
Me04 - % of pupils entitled to FSM, aged 16, achieving Level 2 Threshold including a GCSE grade A* - in English or Welsh (first language) and Mathematics (Local)	24.00			To be reported in Qtr 3

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

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

Critical Improvement Action 1 - To improve underperforming schools, by targeting those school within the following categories: (R4)

In the two bottom quartiles when compared with similar schools base on FSM; Consistently underperforming and remain in the bottom quartile of the FSM comparator benchmarks; Judged to be adequate or in need of significant improvement by Estyn

Title	RAG	Overall Status	Comment
M01 - Work with CSC JES System Leaders to provide targeted support to band 'C' and 'D' schools (Ongoing)	➖	On Target	
M02(i) - Introduce a process to consider whether it is appropriate to intervene to improve educational outcomes if targeted primary and secondary schools do not achieve their agreed targets (by Sep 13, and reviewed at Mar 14)	➖	On Target	Programme introduced and currently being implemented in all schools. To be review at 31st March 2014
M02(ii) - Consider whether relevant local authority support will be provided by a seconded Head-teacher to those schools in an Estyn monitoring category or below (Ongoing, to review Mar 14)	➖	On Target	
M02(iii) - Consider whether local authority intervention will be taken against the Head-teacher and governing body of those schools who are in an Estyn Monitoring category that do not make sufficient progress against the agreed action plan (As and when necessary, to review Mar 14)	➖	On Target	

Key Priority: **Education - A Top Quality Education for All**

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

Outcome 6:   **Increase engagement between schools, parents, families, and the communities they serve, recognising the powerful influence to be gained through working together to improve the life chances for our children and young people**

Measures

Title	Target	Actual	RAG	Comment
Me01 - Number of young people achieving at least one or more accredited qualfication through working with Services For Young People (SFYP) (Local)	2562.00			To be reported in Qtr 4
Me02 - % of young people aged between 11-19 years of age who access out of school hours learning activities through E3+/SFYP services (Local)	79.00			To be reported in Qtr 4
Me03 - Number of adult enrolments for the Family Learning Programme[*1] (Local)	330.00			To be reported in Qtr 3. Indicator title changed following a data review
Me04 - % of adults who completed a course through the Family Learning Programme and achieved an accredited qualification (Local)	85.00			To be reported in Qtr 3. Indicator title changed following a data review
Me05 - Number of adult enrolments onto the Essential Skills in the Work Place Programme [*2] (Local)	120.00			To be reported in Qtr 3. Indicator title changed following a data review
Me06 - % of adults who completed a course through Essential Skills in the Work Place Programme and achieved at least one or more accredited qualification(s) (Local)	75.00			To be reported in Qtr 3. Indicator title changed following a data review

[*1] the Family Learning programme is where schools identify pupils or families they think might benefit from engaging in learning together. Courses are run through the Community Learning Programme

[*2] The Essential Skills in the Work Place Programme supports Employers within RCT, by providing literacy, numeracy and basic IT skills training to its employees. Courses are run through the Community

Critical Improvement Action 1 - Work with partners to provide a programme of non-formal accredited learning opportunities for young people aged between 11 – 25 years of age, targeting those most at risk or disengaged (R1 & R2)

Title	RAG	Overall Status	Comment
M01 - Commence a programme of entrepreneurship activities and support for young people aged 11 – 25 e.g. Food Freeway project (Mar 14)	⊖	On Target	
M02. To provide a programme of employment support for young people in partnership with Careers Wales, Job Centre Plus and multi-agency SEET's[*3] Strategic Group Action Plan (Mar 14)	⊖	On Target	
M03. Further expand the range of learning programmes and accredited courses to support young people to progress into education, training and employment (Mar 14)	⊖	On Target	

[*3] SEET (Supporting Education, Employment and Training)

Critical Improvement Action 2 - Work with Communities First and other partners in implementing further pilots to develop and provide interventions and courses for parents and young people to further support learning

Title	RAG	Overall Status	Comment
M01(0) - Provide the support needed as identified through the project proposals (in line with funding allocation):			
M01(i) - Support interventions as outlined in the Sutton Trust Toolkit or Estyn report on effective practice in tackling poverty and disadvantage in schools (Review Mar 14)	⊖	On Target	
M01(ii) - Implement interventions to support pupils moving from one Key Stage to the next, or moving from school to Further and Higher Education (Review Mar 14)	⊖	On Target	
M01(iii) - Deliver courses that work with parents to improve their own skills, particularly in relation to literacy and numeracy (Review Mar 14)	⊖	On Target	

Critical Improvement Action 3 - Provide effective co-ordination of Youth Support Services to ensure our young people are provided with the support and services they need (R6)

Title	RAG	Overall Status	Comment
M01 - Introduce a Youth Support Services Strategy (11-25 year olds), informed by needs analysis and service mapping and report to the Fframwaith Partnership for consideration / approval (Mar 14)	⊖	On Target	
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Critical Improvement Action 4 - Support adults and families in the County Borough in improving employability, literacy, and numeracy skills (R1 & R2)

Title	RAG	Overall Status	Comment
M01. Deliver the Family Learning, Essential Skills and Employer Pledge provision across the County Borough (Mar 14)	⊖	On Target	
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Critical Improvement Action 5 - Work with families, within deprived areas of RCT, who have children in primary schools by supporting them to overcome barriers to learning through the 'Families And Schools Together (FAST)' Project (R1 & R2)

Title	RAG	Overall Status	Comment
M01 - Provide a series of after school activities to support those families identified as hard to reach (Ongoing)	⊖	On Target	
M02 - Expand the implementation of the FAST[*4] Project across more primary schools in disadvantaged areas of RCT (delivered in 7 schools during 2012-13, a further 6 planned for 2013-14) (Mar 14)	⊖	On Target	

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

Key Priority: Education - A Top Quality Education for All

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

Outcome 7:   **Continue to invest in education** facilities throughout the County Borough to raise educational standards and support community learning and leisure activities

Measures

Title	Target	Actual	RAG	Comment
Me01 - % of children who secured their 1st choice for nursery placement (Local)	98.00	99.04	⬇	
Me02 - % of primary schools with 110% or more occupancy (Annual) (Local)	0.00			To be reported in Qtr 4
Me03 - % of primary schools with 25% or more surplus admission places unfilled (Annual) (Local)	35.10			To be reported in Qtr 4
Me04 - % of secondary schools with 25% or more places unfilled (Annual) (Local)	52.60			To be reported in Qtr 4

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

Title	RAG	Overall Status	Comment
M01. Complete the school modernisation projects in Abercynon, Ynysboeth, Cwmbach and Aberdare (Review Mar 14)	⊖	On Target	
M02. Undertake the school modernisation projects at Trerobart Primary (closure of Glanffrwd Infants), Parc Lewis Primary (closure of Glantaf Infants), Heol Y Celyn Primary (closure of Rhydyfelin Nursery) and Penyrenglyn (closure of Ynyswen Infants) (Review Mar 14)	⊖	On Target	
M03. Further develop the Council's 21st Century Schools Programme proposals in accordance with the funding requirements of Welsh Government (Review Mar 14)	⊖	On Target	