

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

MUNICIPAL YEAR 2013 - 2014

**EDUCATION & LIFELONG
LEARNING SCRUTINY COMMITTEE**

9th APRIL 2014.

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

Agenda Item No. 6

**EXCEPTION REPORT – COUNCIL
PERFORMANCE REPORT – 31ST
DECEMBER 2013 (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 2014.

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, 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 19th March 2014, 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 APRIL 2014

REPORT OF THE DIRECTOR OF LEGAL AND DEMOCRATIC SERVICES

Item: EXCEPTION REPORT – COUNCIL PERFORMANCE (QUARTER 3)

Background Papers

Report of the Group Director, Corporate Services “Council Performance Report – 31ST December 2013 (Quarter 3)” – presented to Cabinet Performance and Resources Committee 19th March 2014.

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

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Education & Lifelong Learning Services Scrutiny Committee

9th April 2014

Council Performance Report 31st December 2013 (Quarter 3)

In respect of Education and Lifelong Learning Services:

1. Financial Performance

a) Revenue Budgets:

	Budget as at 31st December 2013/14	Projected Actual as at 31st December 2013/14	Variance Over (Under)
	£M	£M	£M
Education & Lifelong Learning Services	178.742	178.732	(0.010)

Key Revenue Issues:

- Overall spend for the Group is projected to be £0.010M under budget as at Quarter 3.
- School Improvement - £0.096M underspend.
- Special Educational Needs - £0.074M overspend.

b) Capital Budgets:

	Budget As At 31st December	3rd Quarter Actual	% of Total Budget spent in 3rd quarter
	£M	£M	
Education & Lifelong Learning	44.934	22.028	49.0%

Key Capital Issues:

- Increases, decreases and re-profiling of scheme costs reflected in updated programme.

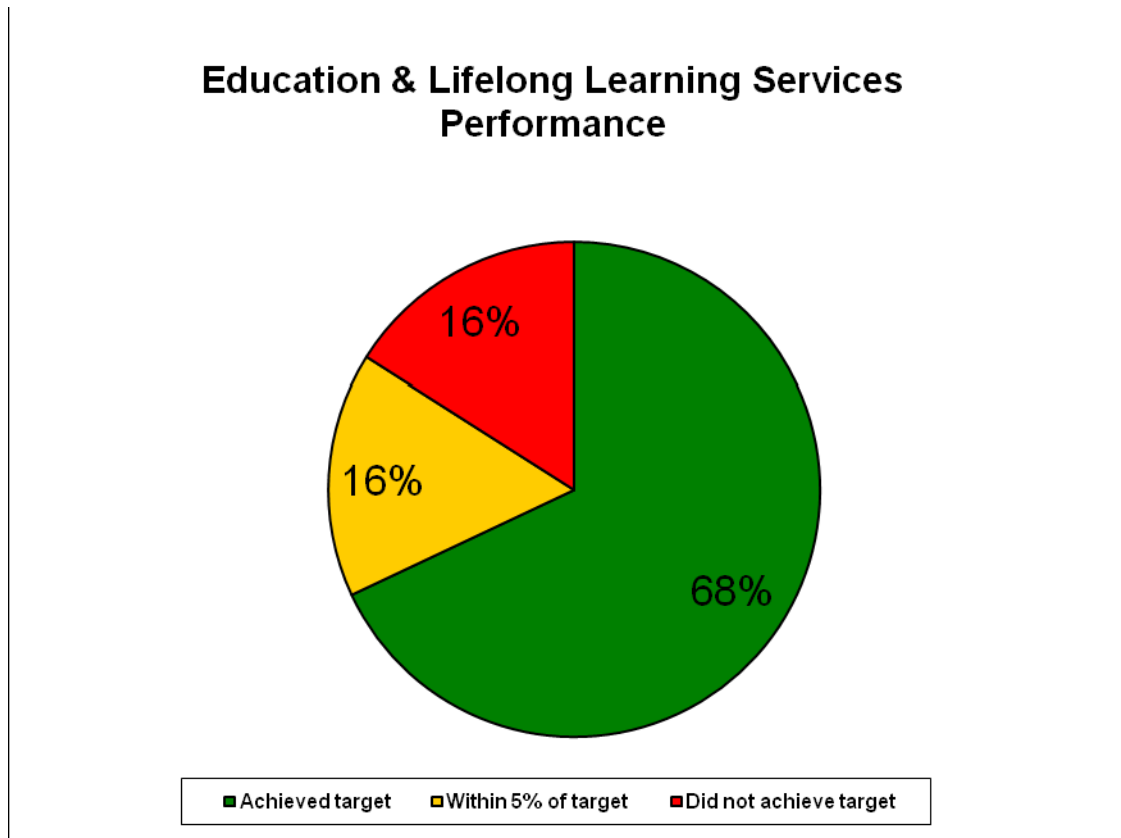
2. Wales Programme For Improvement

Action Plans For Review:

- Education – ‘A Top Quality Education For All’

Full Action Plan attached at Appendix A.

3. Operational Performance



Total number of Indicators with data available	74	
Achieved Quarter 3 Target	50	68%
Within 5% of Quarter 3 Target	12	16%
Did Not Achieve Quarter 3 Target	12	16%

Key Performance Issues:

	Positive Performance	Exceptions
Education & Lifelong Learning	% of pupil attendance in secondary schools - Quarter 3 performance was 93.2% compared to a target of 93.0%	% of schools inspected by Estyn that were judged at the time as being at least ' Good' (on a 2 year rolling basis between Apr 12 and Mar 14) - Quarter 3 performance was 55.6% compared to a target of 70.0%. This equates to 15 out of 27 schools being graded at least good and 12 schools being graded as adequate
	% 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 3 performance was 81.5% compared to a target of 75.0%	% 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 - Quarter 3 performance was 27.8% compared to a target of 34.5%. 26 out of the 36 pupils did not achieve the expected levels. 7 of the 26 pupils currently attend a special school or PRU. A LAC Education Co-ordinator has recently been appointed, whose role is to ensure support is provided to pupils and improve pupil outcomes. Although target has not been achieved improvement has been made compared to previous year of 20.0%
	% of schools inspected by Estyn who were graded as at least ' Good' for quality on a 2 year rolling basis between Apr 12 and Mar 14 – Quarter 3 performance was 74.1% compared to a target of 68.0%	% of pupils entitled to FSM, aged 16, achieving Level 2 Threshold including a GCSE grade A* - in English or Welsh (first language) and Mathematics - Quarter 3 performance was 21.4% compared to a target of 24.0%. Target has not been met but performance has improved from last year (19.6%). Closing this gap is a priority for the LA and further intervention will continue to be provided to build on the improvement already achieved
	% of pupils entitled to FSM assessed at the end of Key Stage 3, aged 14, achieving a level 5 or above in the core subject indicator - Quarter 3 performance was 52.2% compared to a target of 49.0%	% 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 3 performance was 46.3% 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, and achieved the 2 nd highest % point improvement
	% of secondary pupils with a standardised score of 95 or more in Mathematical tests – Quarter 3 performance was 57.9% compared to a target of 54.3%	% of percentage young people aged 16 leaving EOTAS provision without an approved qualification - Quarter 3 performance was 23.6% compared to a target of 19.2%. This equates to 13 out of 55 pupils leaving without a qualification. 10 of these pupils were on the Home Tuition Programme, 2 of which were unable to participate in the programme due to medical reasons, 7 refused to engage in the programme and 1 had recognised learning difficulties and was also a non-attender. The other 3 pupils who did not achieve a qualification were based at Ty Catrin. 1 of these 3 was on a permanent work placement and the other 2 didn't turn up for exams
	Average capped points score for pupils aged 15 at the preceding 31 August, in schools maintained by the local authority - Quarter 3 performance was 323.8 compared to a target of 320.0	
	% of pupils who achieved the L2 threshold (5 GCSE C or above, or equivalent) - Quarter 3 performance was 77.9% compared to a target of 70.0%	

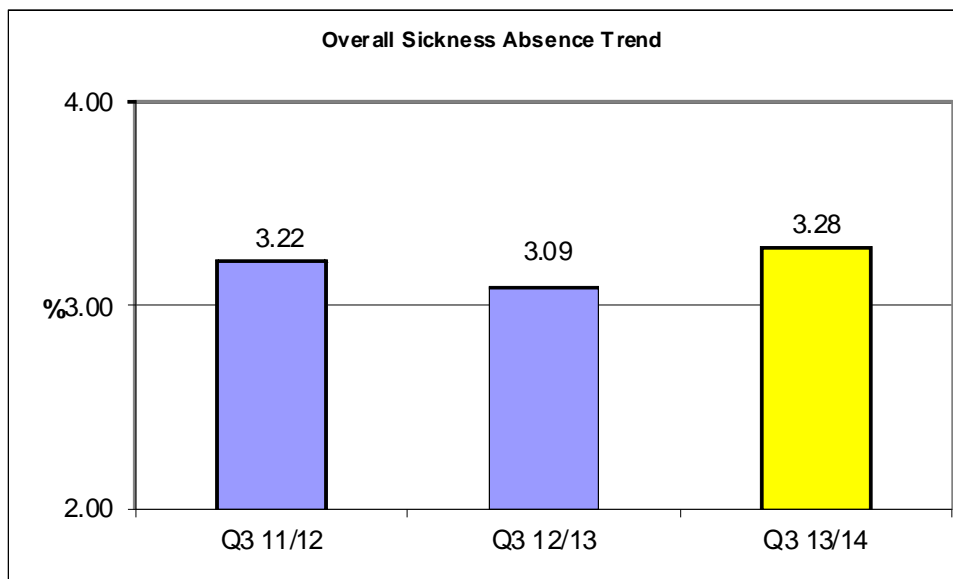
4. Health Check Info

Health	<ul style="list-style-type: none"> • 107 primary schools participating in the Free Breakfast Initiative, 1 more than March 2013 • 252 quality assurance audit checks undertaken at various catering sites across RCT, 85% of which were graded 95% or above for achieving high standards in hygiene and service delivery (this compares to 84% in Q3 2012/13) • 49,962 young people participated in 5x60 physical activities, which involved 2,915 sessions in 23 schools - Autumn Term
Prosperity	<ul style="list-style-type: none"> • £3.5M Welsh Government 21st Century Schools funding approved as part of building the new Secondary School in Aberdare • 2013 School Banding Results¹ for our 19 Secondary Schools: <ul style="list-style-type: none"> - 2 (11%) schools in Band (1), compared to 1 in 2012 - 4 (21%) schools in Band (2), compared to 1 in 2012 - 5 (26%) schools in Band (3), compared to 4 in 2012 - 5 (26%) schools in Band (4), compared to 7 in 2012 - 3 (16%) schools in Band (5), compared to 6 in 2012 • Key Stage 4 (aged 16) examination results for the 2012/13 academic year: <ul style="list-style-type: none"> - 2,833 (93.0%) out of 3,047 pupils achieved the Level 1 Threshold (5+ GCSEs A*-G or recognised equivalent qualification), 3.6% points more than 2011/12 - 2,374 (77.9%) out of 3,047 pupils achieved the Level 2 Threshold (5+ GCSEs A*- C or recognised equivalent qualification), 8.5% points more than 2011/12 - An average wider points score of 483.5 was achieved for each pupil, 59.6 more than 2011/12 - An average capped wider points score (best 8 results) of 323.8 achieved per pupil, 18.7 more than 2011/12 • Key Stage 5 (aged 18) examination results for the 2012/13 academic year: <ul style="list-style-type: none"> - 1,008 (94.8%) out of 1,063 pupils achieved the Level 3 Threshold (2 A levels or recognised equivalent qualification), 1.2% points fewer than 2011/12 - 1,311 pupils achieved an average wider points score of 701.1, which is 36.2 points more than 2011/12 • 10,308 pupils visited libraries in 411 organised school classes • 6,600 people attended 1,156 learning activity classes held in libraries • 908,709 physical visits made to libraries and 155,683 visitors to Library Service Information Websites • 2,394 visitors attended 48 library outreach activities • 23,403 people attended 2,645 events hosted by libraries • 500 publications released to market libraries • 650 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 257 in Q3 2012/13). A total of 4,241 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): <ul style="list-style-type: none"> - 5,752 clients have gained qualifications (3,382 more than as at Q3 2012/13) - 2,930 clients have gone onto further training (803 more than as at Q3 2012/13) - 752 clients have secured full time employment (114 more than as at Q3 2012/13)

¹ Banding uses the relative performance of schools across four sets of data to group them into one of five bands. Those in Band (1) show good overall performance and progress and those in Band (5) show weak performance and progress relative to other schools.

5. Supplementary Performance Info:

People Matter	Sickness Absence	% Total	% <28 days	% >28 days	% Staff Turnover
	Total (Headcount 7,676)	3.28%	1.00%	2.28%	10.98%
	Schools & Community Learning (Headcount 1,425)	4.68%	1.02%	3.66%	13.19%
	Access, Engagement & Inclusion (Headcount 467)	4.28%	1.01%	3.27%	6.00%
	Schools (Headcount 5,784)	2.86%	1.00%	1.86%	10.84%
Occupational Health Activities (from the 1st April to 31st December 2013):					
No. of appointments	Of the 1,359 appointments attended, 535 (39.4%) were with nursing staff, 380 (27.9%) with counselling, 319 (23.5%) were with physiotherapists, 105 (7.7%) with medical officer visits and 20 (1.5%) with technicians				



Note

Briefing paper summarises information presented to Cabinet Performance And Resources Committee on the 19th March 2014.

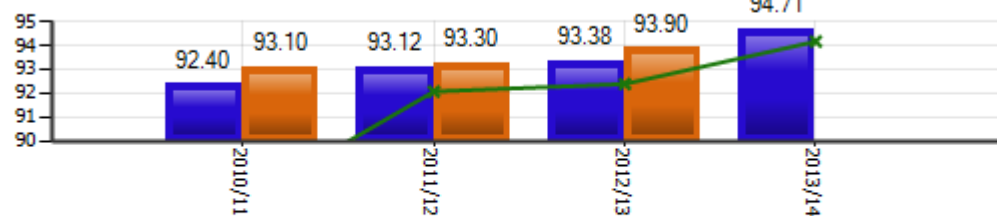
Education 2013/14 Action Plan - A Top Quality Education for All

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

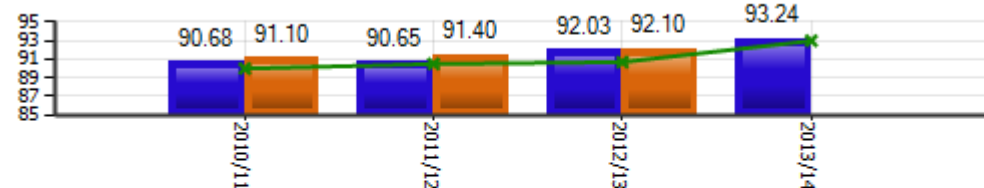
How will we know if we are making a difference:

Key PI(1): % of pupil attendance in primary school (Termly YTD)



■ 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)



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

Story behind the data:

The data for the first term of 2013/14 academic year is 94.71% for primary attendance, which is 0.52% points above our target for the year of 94.19%. Attendance during the same period in 2012/13 was 93.55%, illustrating a increase of 1.16% points this academic year. This supports the strategy of continuous improvement, using data to inform both service delivery and its development. Of the targets set for each primary school for 2013/14, 83 of 110 met or exceeded their target during the first term. Further analysis of the data will be conducted to identify the areas for improvement that need to be the focus of the service to ensure the improvement levels are maintained and to support the underachieving schools to overcome the barriers the pupils and their families are facing to reduce absence levels.

Story behind the data:

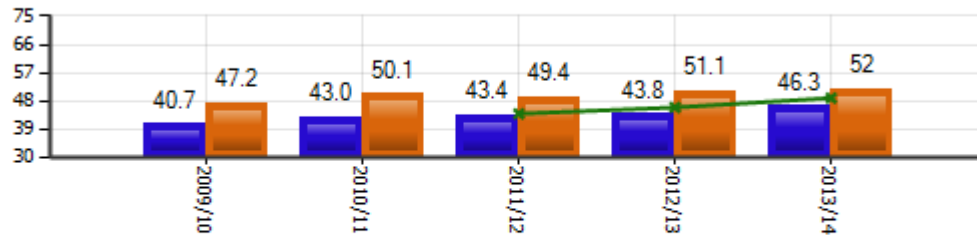
The data for the first term of 2013/14 academic year is 93.24% for secondary attendance, which is 0.24% points above our target for the year of 93.0%. Attendance during the same period in 2012/13 was 92.09%, illustrating an increase of 1.15% points this academic year. Whilst only 13 of 19 secondary schools are currently meeting or exceeding their individual target set by the local authority, 18 have reported higher attendance levels than for the same period the year before, highlighting that the targets are challenging but achievable.

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

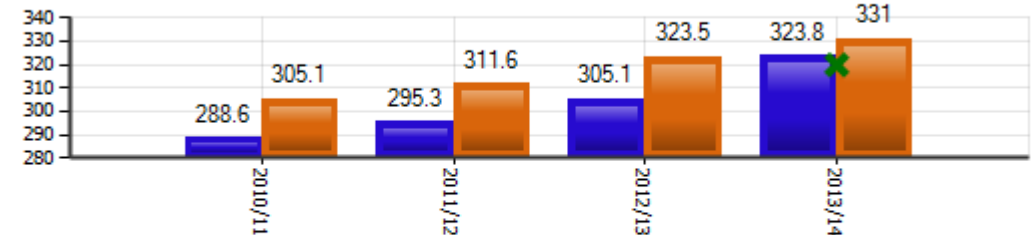
How will we know if we are making a difference:

Key PI(3): % of pupils 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(4): 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:

The attainment data for the 2012/13 academic year (shown as 2013/14 on the above graph) is 46.3%, 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:

Over the 2012/13 academic year (shown as 2013/14 on the above graph) 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 school 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 324 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 school improvement strategy.

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	74.07	⬇️	This equates to 20 out of 27 schools being graded at least good and 7 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, review Mar 14)	⊖	On Target	
M01(ii) - Continue to deliver, for the second year, 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	

*Those Critical Improvement Actions that have been referenced with R1, R2, R3, R4, or R5 specifically address Estyn inspection report recommendations

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	⊖	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 to 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	55.56	-	This equates to 15 out of 27 schools being graded at least good and 12 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	81.48	-	
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 Foundation Phase pupils, aged 7, who achieved outcome 5 or above in Personal and Social Development, Wellbeing & Cultural Diversity (PSD) (Local)	90.00	90.86	-	
Me08 - % of primary pupils with a standardised score of 95[*4] or more in National Reading Tests in English (Local)	63.00	72.20	-	
Me09 - % of primary pupils with a standardised score of 95 or more in National Reading Tests in Welsh (first language) (Local)	56.90	82.75	-	
Me10 - % 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
Me11 - % 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) (Statutory)	82.40	82.55	↓	Our 2013/14 performance is worse than 2012/13 all Wales average of 82.8%, but has narrowed the gap significantly compared to previous year (79.3%)
Me12 - % of secondary pupils with a standardised score of 95 or more in National Reading Tests in English (Local)	51.50	61.41	-	

[*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 standardised score of 95 or more indicates that a pupil is about average for their age, any pupil with a score lower than 95 is provided with intervention support

Measures continued

Title	Target	Actual	RAG	Comment
Me13 - % of secondary pupils with a standardised score of 95 or more in National Reading Tests in Welsh (first language) (Local)	64.10	61.42	–	
Me14 - % of secondary pupils with a standardised score of 95 or more in Mathematics Tests (Local)	54.30	57.94	–	
Me15 - % 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) (Statutory)	68.00	73.60	–	Our 2013/14 performance is better than the 2012/13 all Wales average of 72.7%
Me16 - % of pupils who achieved the L1 threshold (5 GCSE grade D-G or equivalent) (Annual) (Local)	94.00	92.98	↓	
Me17 - % of pupils who achieved the L2 threshold (5 GCSE C or above, or equivalent) (Annual) (Local)	70.00	77.91	↑	
Me18 - % 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	46.3	↓	This measure has also been shown graphically at the front of the plan, where it contains further detail
Me19 - % of pupils achieving L2 threshold in the CSI in combination or equivalent qualification (GCSE C or above) (Annual) (Local)	46.00	45.26	↑	
Me20 - Average capped points score for pupils aged 15 at the preceding 31 August, in schools maintained by the local authority (Annual) (Local)	320.00	323.81	–	This measure has also been shown graphically at the front of the plan

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, review Mar 14)	➔	On Target	
M02 - To introduce the Outstanding Teacher Programme across all secondary schools over the next two years (From Sep 13, review Mar 14)	➔	On Target	
M03 - Introduce and implement the National and Consortium Literacy and Numeracy Strategies across all our schools (From Sep 13, 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)	➔	Complete	
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, review Mar 14)	➔	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 - RCT % of pupil attendance in primary school (Statutory)	94.19	94.71		This indicator was reported in Q2 with provisional data, which has now been confirmed as 93.4% for the 2012/13 academic year. A new target has now been agreed for 2013/14 academic year, which has been profiled across the school terms, with a year end target of 94.2%. This quarter contains attendance data for the Autumn Term
Me02 - % of pupil attendance in secondary schools (Statutory)	93.00	93.24		This indicator was reported in Q2 with attendance data for the 2012/13 academic year (92.0%). A new target has now been agreed for the 2013/14 academic year, which has been profiled across the school terms, with a year end target of 93.0%. This quarter contains attendance data for the Autumn Term
Me03 - % of pupil attendance at EOTAS provisions (Local)	70.00	66.94		
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	55.56		
Me06 - % of pupils with special educational needs who achieved the core subject indicator at key stage 2 (Local)	45.10	49.06		
Me07 - % 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	27.78		26 out of the 36 pupils did not achieve the expected levels. 7 of the 26 pupils currently attend a special school or PRU. A LAC Education Co-ordinator has recently been appointed, her role is to ensure support is provided to pupils and improved pupil outcomes. Although target has not been achieved improvement has been made compared to previous year of 20.0%.
Me08 - % of pupils with special educational needs who achieved the core subject indicator at key stage 3 (Local)	20.10	27.58		
Me09 - % looked after children who achieved 2 or more GCSEs (Local)	74.50	93.55		
Me10 - Number of fixed-term exclusion incidents per 1,000 pupils in primary schools (Local)	9.00	8.22		This measure was added in September 2013
Me11 - Number of fixed-term exclusion incidents per 1,000 pupils in secondary schools (Local)	95.00	89.08		This measure was added in September 2013
Me12 - Average number of days lost through fixed-term exclusions in primary schools (Local)	2.30	2.40		This measure was added in September 2013
Me13 - Average number of days lost through fixed-term exclusions secondary schools (Local)	2.50	2.21		This measure was added in September 2013

Measures continued

Title	Target	Actual	RAG	Comment
Me14 - % 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		Although target has not been met improvement in performance has been achieved. This data 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
Me15 - % 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 approved external qual (Annual) (Statutory)	4.30	3.23		
Me16 - % of young people aged 16 leaving EOTAS provision without an approved qualification (Local)	19.20	23.64		This equates to 13 out of 55 pupils leaving without a qualification. 10 of these pupils were on the Home Tuition Programme, 2 of which were unable to participate in the programme due to medical reasons, 7 refused to engage in the programme and 1 had recognised learning difficulties and was also a non-attender. The other 3 pupils who did not achieve a qualification were based at Ty Catrin. 1 of these 3 was on a permanent work placement and the other 2 didn't turn up for exams
Me17 - % 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
Me18 - % 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)	⊖	Complete	Ongoing action
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)	⊖	Complete	Ongoing action
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)	⊖	Complete	Ongoing action
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:			
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 needs 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)	⊖	Complete	
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 Additional Needs Funding (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)	⊖	Complete	
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 NEETs 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)	⊖	Complete	
M03 - Produce an up date for the Education and Lifelong Learning Scrutiny Committee on the learning opportunities 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) - revised delivery date Mar 14	⊕	On Target	
M03 - Support schools to develop appropriate provision to minimise the need to exclude pupils (From Oct 13, review Mar 14)	⊖	On Target	
M04 - Remodel the Council's Behaviour Support Team to meet the new ways of working (Oct 13)	⊕	Target Missed	Behaviour Support Service (BSS) is increasingly involved in more strategic initiatives eg Wellbeing in Education Project, Emotional Literacy Support Assistants Training. Training and group work has improved between 2009/10 - 12/13 there has been a 50% increase in training delivered by BSS. From 2010/11 there has been a 69% increase in group interventions. A more indirect model of service delivery will be in place by March 2014
M05 - Restructure the existing PRU provision, centralising and enhancing the quality of the provision at Ty Gwyn (Jan 14)	⊖	Complete	

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)	⊖	Complete	
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)	⊖	Complete	

[*3] Non-formal - A form of organised activity, which can be guided by formal curriculum, must be led by a qualified professional, 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	74.07	-	
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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)	-	Complete	
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)	-	Complete	
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) (From Oct 13, review Mar 14)	-	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 strengths 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) - revised Mar 2014	⊕	On Target	
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	55.56	⚠	This equates to 15 out of 27 schools being graded at least good and 12 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	77.78	⚠	This equates to 21 out of 27 schools being graded at least good and 6 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	21.37	⚠	Target has not been met but performance has improved from last year (19.6%). Closing this gap is a priority for the LA and further intervention will continue to be provided to build on the improvement already achieved

[*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 schools in the bottom two quartiles when compared with similar schools based on FSM numbers; consistently underperforming and remain in the bottom quartile of the FSM comparator benchmarks; judged to be adequate or in need of significant improvement by Esytyn (R4)

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	
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 qualification 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)	200.00			To be reported in Qtr 4
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 4
Me05 - Number of adult enrolments onto the Essential Skills in the Work Place Programme [*2] (Local)	120.00			To be reported in Qtr 4
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 4

[*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 Framwaith 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)	➔	Complete	
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 Penyreglyn (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	