

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL
MUNICIPAL YEAR 2014 - 2015

**EDUCATION & LIFELONG
LEARNING SCRUTINY COMMITTEE**

11th DECEMBER 2014.

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

Agenda Item No. 4

**EXCEPTION REPORT – COUNCIL
PERFORMANCE REPORT – 30th
SEPTEMBER 2014 (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 20TH November 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 30th September, 2014 and is attached as Appendix 1 to this report.
- 4.2 The report is based on the data set out in the report considered by the Cabinet Performance and Resources Committee on the 20th November 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 Appendix A is the detailed action plan for the Wales Programme for Improvement priority which lies within the remit of this Service Scrutiny Committee i.e. 'A Top Quality Education For All.'
- 4.4 The Education & Lifelong Learning Scrutiny Committee has been formally delegated with the strategic and operational responsibility for the following outcome agreement:-
 - Education – Improving School Attainment.This is attached as Appendix B

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

11th DECEMBER 2014

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 2014 (Quarter 2)” – presented to Cabinet Performance and Resources Committee 20th November 2014.

Officer to contact: Mrs E Wilkins – Tel. No: 01443 424098

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Education & Lifelong Learning Services Scrutiny Committee

11th December 2014

Council Performance Report 30th September 2014 (Quarter 2)

In respect of Education and Lifelong Learning Services:

1. Financial Performance

a) Revenue Budgets:

	Budget as at 30th September 2014/15 £M	Projected Actual Expenditure as at 30th September 2014/15 £M	Variance Over (Under) £M
Education & Lifelong Learning Services	176.858	176.845	(0.013)

Key Revenue Issues:

- Catering School Meals and Milk - (£0.200M underspend)
- Special Educational Needs - (£0.161M overspend)
- Education Otherwise - (£0.065M overspend)

b) Capital Budgets:

	Budget As At 30th September 2014/15 £M	2nd Quarter Actual £M	% of Total Budget Spent in 2nd Quarter
Education & Lifelong Learning	42.451	17.670	42%

Key Capital Issues:

- Re-profiling of some schemes to reflect changes in timing and costs

2. Wales Programme for Improvement

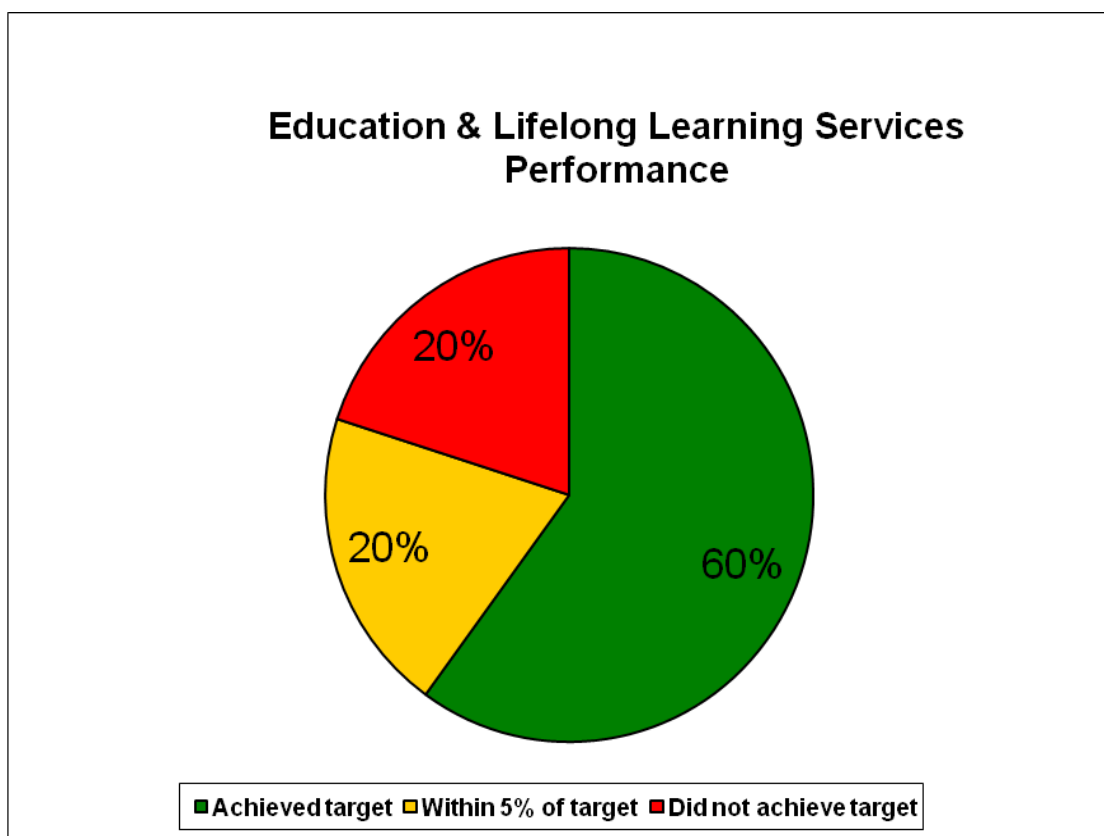
Action Plan for Review:

- **Education – A Top Quality Education For All; ‘Every School A Great School’**

Full Action Plan attached at Appendix A.

3. Operational Performance

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



Total number of indicators with data and targets available - as at 30th September 2014/15	59	
Achieved Quarter 2 Target	35	60%
Within 5% of Quarter 2 Target	12	20%
Did Not Achieve Quarter 2 Target	12	20%

Key Performance Issues:

	Positive Performance	Exceptions
Education & Lifelong Learning	% of pupil attendance in primary schools (Statutory) % of pupil attendance in primary schools – 2013/14 academic year performance was 94.5% compared to a target of 93.2% and is better than the 2012/13 academic year all Wales average (93.7%)	No. of fixed-term exclusion incidents per 1,000 pupils in Primary Schools (Local) - 2013/14 academic year performance was 7.7 compared to a target of 5.9. Target not achieved due to 171 incidents compared to 130 in the previous year. The main reasons for exclusions were because of 'persistent disruptive behaviour' and 'physical assaults on staff'
	% of pupil attendance in secondary schools (Statutory) -2013/14 academic year performance was 93.2% compared to a target of 93.0% and is better than the 2012/13 academic year all Wales average (92.6%)	% of final statements of special education need issued within 26 weeks, excluding exceptions: Calendar year - first time only statements (Statutory) - Quarter 2 performance was 83.9% compared to a target of 90.8% and would be in the bottom quartile when compared to the 2013/14 all Wales data. This equates to 73 out of 87 statements being finalised within timescales. 14 statements were not issued within 26 weeks due to more time needing to be provided to allow for professional medical advice and/or parental representation
	% of pupils assessed at the end of Key Stage 3, aged 14, achieving level 5 or above in the core subject indicator (Statutory) - 2013/14 academic year performance was 78.4% compared to a target of 75.0% and is better than the 2012/13 academic year all Wales average (77.2%)	% of primary schools pupils, aged 11, with a standardised score¹ of 95 or more in English literacy tests (Local) - 2013/14 academic year performance was 60.0% compared to a target of 73.0%. The national process for working out standardised scores was changed this year due to flaws being identified in the previous year's method ² which has had a significant impact on primary school score results
	% of pupils, aged 16, achieving Level 2 Threshold including a GCSE grade A*-C in English or Welsh (first language) and Mathematics (Statutory) - 2013/14 academic year performance was equal to the target we set of 50% but would represent bottom quartile performance when compared to the 2012/13 academic year all Wales data	% of library material requests supplied within 7 working days (Local) - Quarter 2 performance was 66% compared to a target of 72%. Following the reduction in libraries the number of bestselling titles being purchased was reduced in light of an anticipated reduction in reservations for these titles. However, reservations requests have remained higher than anticipated resulting in the target not being achieved. We have now reverted back to our original policy, where we will now be purchasing more bestselling titles
	No. of people using Public Library Services during the year per 1,000 population (Statutory) - Quarter 2 performance was 2,549 compared to a target of 2,379	

¹ A standardised score of 95 or more indicates that the pupil is average or above for their age

² This also applies to 5 other measures based on standardised scores, which can be viewed in Appendix A (Outcome 2 of the plan)

4. Outcome Agreement

Given the priority assigned to each of the Outcome Agreement areas, from both a service and financial perspective, reporting of progress against each agreement is now included within the quarterly performance reports. For the Education and Lifelong Learning Services Scrutiny Committee, the relevant Outcome Agreement area is:

- **Education – Improving school attainment** (Appendix B).

5. Health Check Measures

Health	<ul style="list-style-type: none"> • Contributing towards the health & wellbeing of our children, young people and communities: <ul style="list-style-type: none"> - 107 primary schools participating in the Free Breakfast Initiative, same as at March 2014 - 7,948 young people (208 fewer than 2012/13 academic year) participated in 5x60 physical activities, which filled 93,830 places (140 fewer than 2012/13), involving 5,844 sessions of 981 different types of activities in 23 schools
Prosperity	<ul style="list-style-type: none"> • Providing a learning environment fit for the 21st Century <ul style="list-style-type: none"> - £12.050M Welsh Government 21st Century School funding approved for the provision of new & additional accommodation to Y Pant Comprehensive School on its current site to increase the current capacity from 1,305 to 1,400 places (taking the property condition rating from a D to an overall A) • Focusing on improving attendance in our schools (2013/14 academic year): <ul style="list-style-type: none"> - 110 (100%) primary schools improved attendance rates, compared to 62 out of 110 in the 2012/13 academic year - 19 (100%) secondary schools improved attendance rates, compared to 17 in the 2012/13 academic year • Striving towards 'A Top Quality Education for All' - Key Stage 2 & 3 results for the 2013/14 academic year: <ul style="list-style-type: none"> - 2,081 (78.0%) out of 2,668 pupils achieved expected level or above in Reading, Writing and Maths at Key Stage 2, which is 2.2% points more than 2012/13 - 1,901 (71.9%) out of 2,644 pupils achieved expected level or above in Reading, Writing and Maths at Key Stage 3, which is 5.2% points more than 2012/13 - 2,248 (84.3%) out of 2,668 pupils achieved expected level or above in the CSI³ at Key Stage 2, which is 1.7% points more than 2012/13 - 2,073 (78.4%) out of 2,644 pupils achieved expected level or above in the CSI at Key Stage 3, 4.8% points more than 2012/13

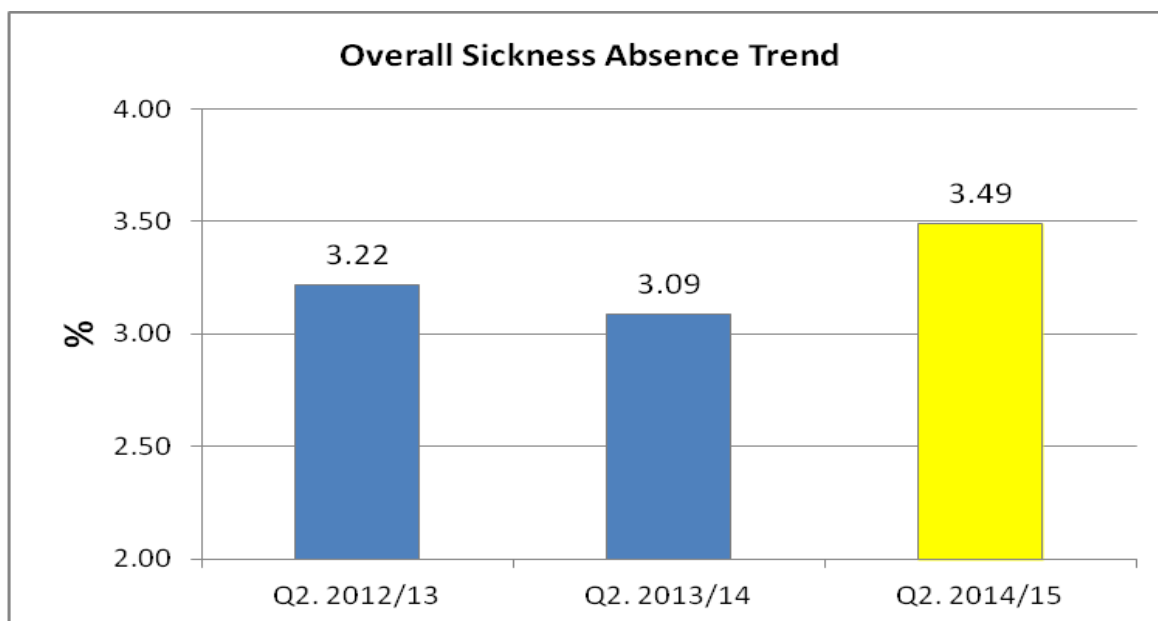
³ CSI - The Core Subject Indicator is English or Welsh (first language), Maths and Science in combination

- Continuing to provide comprehensive and efficient library services:
 - **3,665** people attended **574** learning activity classes held in libraries, compared to 3,649 people who attended 706 learning activity classes in Q2 2013/14
 - **13,548** people attended 1,301 events hosted by libraries, compared to 14,623 people who attended 1,731 hosted events in Q2 2013/14
 - **4,076** pupils visited libraries in **179** organised school classes, compared to 6,958 pupils who visited libraries in 277 organised classes in Q2 2013/14
 - **851** visitors attended **13** library outreach activities, compared to 2,179 visitors who attended 39 outreach activities in Q2 2013/14
 - **271** publications released to market libraries, compared to 214 in Q2 2013/14
 - **489,438** physical visits made to libraries, compared to 607,692 visits in Q2 2013/14
 - **112,301** visitors to Library Service Information Websites, compared to 87,932 visits in Q2 2013/14
- Skilling up the economically inactive to become job ready:
 - **273** adult learners have registered for 'Bridges into Work' since April 2014, aimed at supporting local people to gain skills and confidence to move towards employment (compared to 467 in Q2 2013/14). A total of 4,703 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): -
 - 4,011 clients have gained qualifications (**441** more than March 2013/14)
 - 3,301⁴ clients have gone onto further training (**501** more than as at Q2 2013/14)
 - 885 clients have secured full time employment (**179** more than as at Q2 2013/14)

⁴ 2014/15 Quarter 1 position amended from 3,620 to 3,260 (the amended figure has been used as the starting point to produce the quarter 2 position)

6. Supplementary Performance Information

Sickness Absence	% Total	% <28 days	% >28 days	% Staff Turnover
Total (Headcount 7,103)	3.49	0.83	2.66	13.78
Schools & Community Learning (Headcount 1,286)	4.30	1.02	3.28	10.11
Access, Engagement & Inclusion (Headcount 284)	5.31	1.30	4.01	65.14 ⁵
Schools (Headcount 5,533)	3.21	0.77	2.44	12.00
Council Wide (for comparative purposes)	4.74	1.05	3.69	10.21
Occupational Health Activities (from the 1st April to 30th September 2014):				
No. of appointments	Of the 740 appointments attended 270 (36.5%) were with nursing staff, 239 (32.3%) with counsellors, 160 (21.6%) were with physiotherapists, 67 (9.1%) with medical officers and 4 (0.5%) with technicians			



Note

Briefing paper summarises information presented to the Cabinet Performance & Resources Committee on the 20th November 2014.

⁵ Staff turnover is higher than in previous year's primarily due to the restructuring of Services for Young People and Access and Inclusion

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

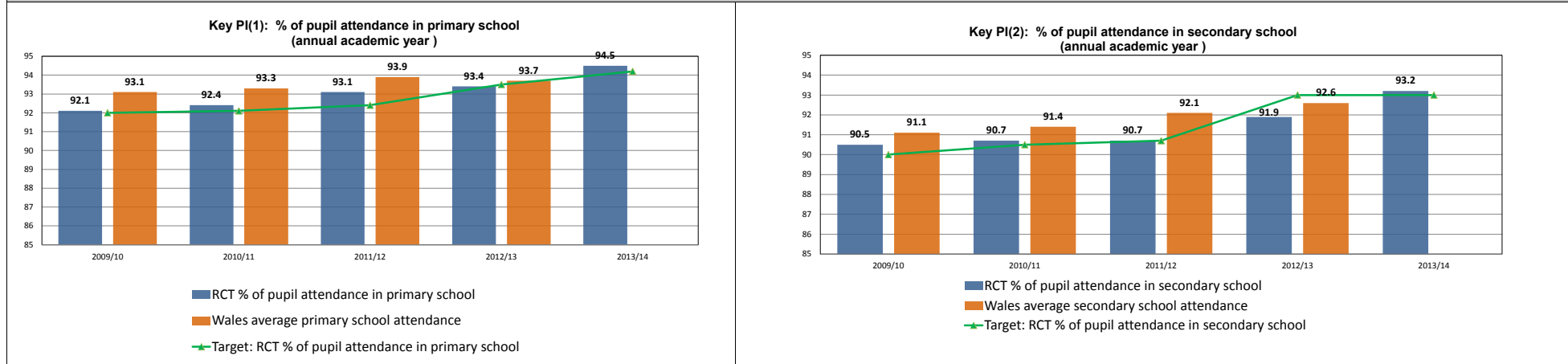
What we aim to achieve:

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

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

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

How will we know if we are making a difference:



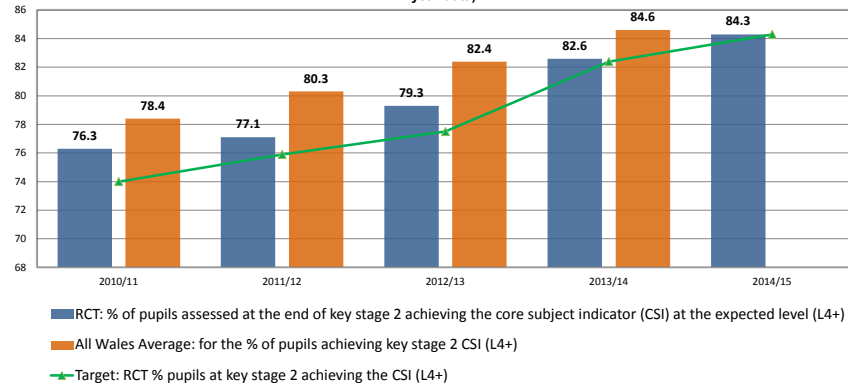
Story behind the data: Primary school attendance data submitted for the whole of the 2013/14 academic year is 94.5%, which is slightly higher than the 94.2% target and is 1.1% points higher than the same period in 2012/13. A data-led deployment of resources and support offered by the Attendance and Wellbeing Service has resulted in 78 schools meeting their agreed target. Further data analysis will be used during 2014/15 to ensure schools requiring additional challenge will be supported to achieve their new target for the academic year ahead. The differentiated packages of support will allow for a timely and specific response to the needs of the school and the community they serve.

Story behind the data: Secondary school attendance data submitted for the whole of the 2013/14 academic year (up until the 23rd May 2014, as per statutory guidelines) is 93.2%, which is slightly higher than the target of 93.0% and is 1.3% points higher than the same period in 2012/13. A data-led deployment of resources and support offered by the Attendance and Wellbeing Service has resulted in 14 schools meeting their agreed target for the year. Further data analysis will be undertaken during 2014/15 to ensure schools requiring additional challenge will be supported to achieve their new target for the academic year ahead. The differentiated packages of support will allow for a timely and specific response to the needs of the school and the community they serve.

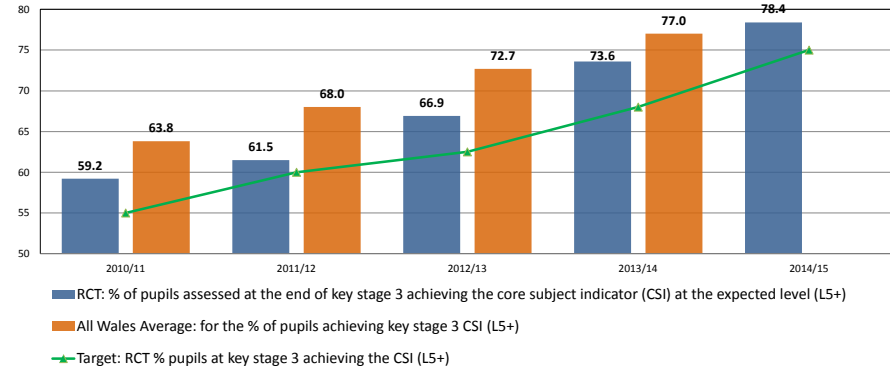
Chris Bradshaw (Director of Education and Lifelong Learning) - September 2014

How will we know if we are making a difference:

Key PI(3): % of pupils assessed at the end of key stage 2 (11 years old), in schools maintained by the local authority, achieving the core subject indicator as determined by teacher assessment (preceding academic year data)



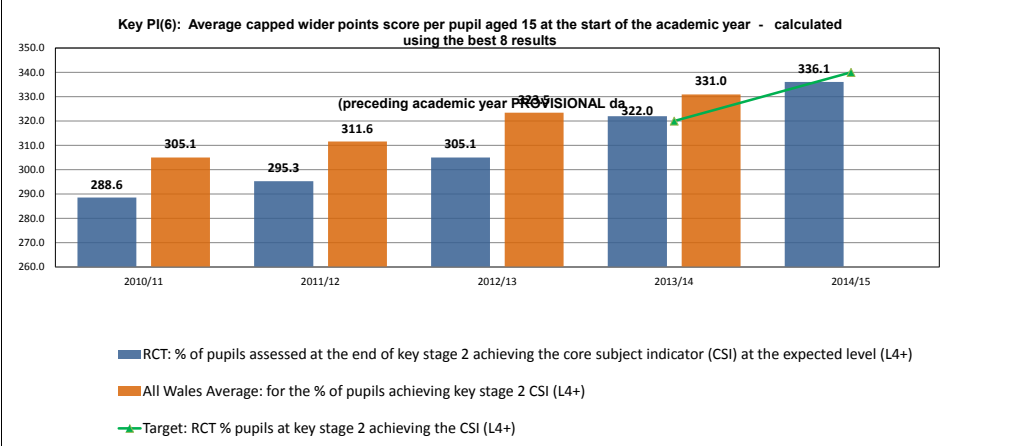
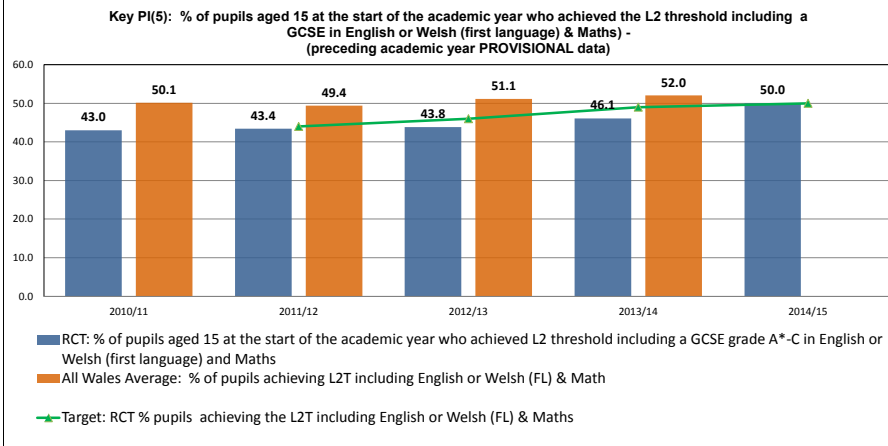
Key PI(4): % of pupils assessed at the end of key stage 3 (14 years old), in schools maintained by the local authority, achieving the core subject indicator as determined by teacher assessment (preceding academic year data)



Story behind the data: The attainment data for the 2013/14 academic year (shown as 2014/15 on the above graph) is 84.3%, in line with the target we set ourselves of 84.3%. The picture over the last 5 years is one of continuous improvement and is moving closer to the Welsh average of 84.6%. 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 1.7% points increase in the number of 11 year old pupils achieving a level 4 in English in the 2013/14 academic year compared to 2012/13. The next stage is to provide schools with additional support in developing systems that focus on improving numeracy.

Story behind the data: Over the 2013/14 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 performance issues in schools, which are being addressed effectively. Results this year indicate 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, slightly exceeding the Welsh average of 77.0%. 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.

How will we know if we are making a difference:



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

Story behind the data: The attainment data for the 2013/14 academic year (shown as 2014/15 on the above graph) is 336.1, which is just below the target that we set ourselves of 340.0, but is 5.1 points higher than the previous year. Over the last couple of year's 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. 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 336.1 points per pupil compared to 322 in the 2012/13 academic year. To continue the curve of improvement, clear focus will be maintained on delivering the RCT secondary school improvement strategy.

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

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

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

Measures							
Title	2013/14[*1] (includes data from April 2012 to March 2014)			2014/15		RAG	Comment
	RCT Perf.	CSC Average	All Wales Average	Target	Performance		
Me01 - % of schools inspected by Estyn that were graded as at least 'Good' for leadership on a 3 year rolling basis[*2] i.e. between April 2012 and March 2015	72.7	71.4	69.8	90.0	N/A		To be reported in Qtr 3

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

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

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

Title	Delivery Date	RAG	Overall Status	Comment
M01 - Strengthen the current leadership intervention programme to ensure the effective challenge of the quality of leadership and governance within schools:				
i. Provide a mentoring and coaching programme for all new head teachers for at least the first year of headship for primary and secondary schools	Mar-15	●	On Target	
ii. Continue to deliver the "Transforming Leadership" Programme (Primary and Secondary schools) for aspiring head teachers		●	On Target	
iii. Continue to provide the Core Subject Middle Leaders Development Programme in secondary schools to cover the core subjects (English, Welsh (first language), Math & Science) and to roll out to other non-core subjects areas e.g. history, geography		●	On Target	
iv. In partnership with the Central South Consortium (CSC), develop and provide programmes for high potential teachers and emerging middle leaders preparing to apply for substantial middle leadership roles, and for high potential middle leaders preparing to apply for senior leadership posts		●	On Target	
v. In partnership with the CSC implement a programme to achieve consistent high quality in the governance of schools that will be delivered through the framework of school to school support		●	On Target	
vi. Continue to identify the most effective head-teachers, senior and middle leaders and other practitioners and to use their expertise to build capacity within and between schools. This will be undertaken on a consortium basis across the region		●	On Target	
vii. Develop a leadership programme for existing headteachers that focuses on leading more than one school		●	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	Delivery Date	RAG	Overall Status	Comment
M01 - Ensure Council & school policies are applied consistently and appropriately by close monitoring by the Council's core corporate services, such as finance and HR, including:				
i. Provide support to ensure all schools that have deficit budgets have robust and agreed recovery plans in place	May-14	●	Complete	
ii. Internal Audit will be commissioned to carry out cyclical audits to provide assurance to management that the policies and procedures are complied with and are operating efficiently and effectively, including the following:				
a. Disclosure and Barring Service and other safeguarding policies and procedures are rigorously applied	Mar-15	●	On Target	
b. Human Resources and Health & Safety policies and procedures				
c. Building management and estate matters				

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

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

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

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

Outcome 2: High quality teaching and learning

Measures								
Title	2013/14[*1] (includes data from April 2012 to March 2014)			2014/15		RAG	Comment	
	RCT Perf.	CSC Average	All Wales Average	Target	Performance			
Me01 - % of schools inspected by Estyn who were graded as at least 'Good' for standards on a 3 yr rolling basis[*2] i.e. between April 2012 and March 2015 (Local)	51.5	67.9	65.3	70.0	N/A		To be reported in Qtr 3	
Me02 - % of schools inspected by Estyn who were graded as at least 'Good' for teaching on a 3 yr rolling basis[*3] i.e. between April 2012 and March 2015 (Local)	78.8	73.2	68.5	90.0	N/A		To be reported in Qtr 3	
	2013/14 [*4]	2013/14 All Wales Comparative Data			2014/15[*5]		RAG	Comment
	Annual Perf.	Quartile	Rank	Average	Target	Performance		
Me03 - % of Foundation Phase pupils, aged 7, who achieved outcome 5 or above in Language, Literacy & Communication Skills – English (Local) reported in Q1	83.2	4	20	86.6	83.2	82.9	●	
Me04 - % of Foundation Phase pupils, aged 7, who achieved outcome 5 or above in Language, Literacy & Communication Skills – Welsh (first language) (Local) reported in Q1	84.1	3	12	89.8	88.2	90.1	●	
Me05 - % of Foundation Phase pupils, aged 7, who achieved outcome 5 or above in Mathematical Development (Local) reported in Q1	85.9	4	21	88.7	86.7	86.1	●	
Me06 - % of pupils assessed at the end of Foundation Phase, aged 7, achieving outcome 5 or above in Foundation Phase Indicator (FPI)[*6] (Local) reported in Q1	80.6	4	21	85.2	81.9	81.8	●	
Me07 - % of pupils assessed at the end of Foundation Phase, aged 7, achieving outcome 5 or above in Social Development, Wellbeing & Cultural Diversity (PSD (Local) reported in Q1	90.9	4	21	94.2	91.0	92.0	●	
Me08 - % of primary schools pupils, aged 11, with a standardised score[*7] of 95 or more in English literacy tests (Local)	72.2	N/A			73.0	60.0	●	The national process for working out standardised scores was changed this year due to flaws being identified in the previous year's method, which has had a significant impact on primary school score results

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

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

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

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

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

[*6] 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

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

Education & Lifelong Learning Scrutiny Committee - 11 December 2014

Title	2013/14 [*4]	2013/14 All Wales Comparative Data (relates to the 2012/13 academic year)			2014/15[*5]			Comment
	Annual Perf.	Quartile	Rank	Average	Target	Performance	RAG	
Me09 - % of primary schools pupils, aged 11, with a standardised score of 95 or more in Welsh (first language) literacy tests (Local)	82.8	N/A			84.4	53.9	●	The national process for working out standardised scores was changed this year due to flaws being identified in the previous year's method, which has had a significant impact on primary school score results
Me10 - % of primary schools pupils, aged 11, with a standardised score of 95 or more in mathematics tests (Local)	60.8				63.5	57.0	●	
Me11 - % of pupils assessed at the end of Key Stage 2, aged 11, achieving level 4 or above in the core subject indicator (Statutory)	82.6	4	17 [8]	84.6	84.3	84.3	●	2014/15 (84.3%) performance is worse than the 2013/14 all Wales average of 84.6%, but would take us from the bottom to the third quartile
Me12 - % of secondary schools pupils, aged 14, with a standardised score of 95 or more in English literacy tests (Local)	61.4	N/A			63.0	58.3	●	The national process for working out standardised scores was changed this year due to flaws being identified in the previous year's method, which has had a significant impact on secondary school score results
Me13 - % of secondary schools pupils, aged 14, with a standardised score of 95 or more in Welsh (first language) literacy tests (Local)	61.4				63.0	60.0	●	
Me14 - % of secondary school pupils, aged 14 with a standardised score of 95 or more in mathematics tests (Local)	57.9				59.0	54.5	●	
Me15 - % of pupils assessed at the end of Key Stage 3, aged 14, achieving level 5 or above in the core subject indicator (Statutory)	73.6	3	16	77.2	75.0	78.4	●	2014/15 data (78.4%) is better than the 2013/14 all Wales average of 77.2%
Me16 - % of pupils, aged 16, who achieved the Level 1 Threshold (equivalent to 5 GCSEs grade A* - G or approved equivalent qualification (Local)	93.0	3	15	93.2	94.0	93.0	●	Me16 to Me20 is provisional data. Actual data to be confirmed in Qtr 3
Me17 - % of pupils, aged 16, who achieved the Level 2 Threshold (equivalent to 5 GCSEs grade A*-C or approved equivalent qualification (Local)	77.9	3	14	77.8	80.0	84.0	●	
Me18 - % of pupils, aged 16, who achieved the Level 2 Threshold including in English or Welsh (first language), Mathematics and Science grade A*-C (Local)	45.3	4	18	49.2	49.0	48.0	●	
Me19 - % of pupils, aged 16, achieving Level 2 Threshold including a GCSE grade A*-C in English or Welsh (first language) and Mathematics (Statutory)	46.3	4	19	52.7	50.0	50.0	●	2014/15 (50.0%) performance would be in the bottom quartile when compared to the 2013/14 all Wales data
Me20 - Average capped points score for pupils aged 15 at the preceding 31 August, in schools maintained by the local authority (Local)	323.8	3	16	333.1	340.0	336.1	●	

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

[*5] 2014/15 Data relates to 2013/14 academic year

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

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

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

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

Title	Delivery Date	RAG	Overall Status	Comment
M01 - Continue to strengthen the Literacy Strategy interventions in targeted schools by:				
i. Further use of analysis/national literacy tests (to identify the schools to focus on)	Review Jan-15	●	On Target	
ii. Cross-phase moderation of teacher assessment (to ensure teachers in different schools give the same levels to children's work)		●	On Target	
iii. Ensure all schools have action plans in place that detail how they will contribute to and learn from their School Improvement Group (SIG) to improve outcomes in English and Welsh		●	Complete	
iv. Work with 'leading edge schools' in developing a school to school support programme in the delivery of excellent teaching of English and Welsh (1st and 2nd language)		●	On Target	
v. Provide support to improve teachers confidence and competence in speaking Welsh to accelerate standards of achievement in Welsh as 1st and 2nd language		●	On Target	
vi. Undertake peer reviews of primary schools Literacy and Numeracy standards led by Primary headteachers		●	On Target	

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

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

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

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

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

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

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

Measures								
Title	2013/14[*1] (includes data from April 2012 to March 2014)			2014/15		RAG	Comment	
	RCT Perf.	CSC Average	All Wales Average	Target	Performance			
Me01 - % of schools inspected by Estyn who were graded as at least 'Good' for wellbeing on a 3 yr rolling basis[*2] i.e. between April 2012 to March 2015	75.8	74.1	80.4	90.0	N/A		To be reported in Qtr 3	
Title	2013/14 [*4]	2013/14 All Wales Comparative Data - (relates to the 2012/13 academic year)			2014/15[*5]			Comment
	Annual Perf.	Quartile	Rank	Average	Target	Performance	RAG	
Me02 - % of pupil attendance in Primary Schools (Statutory)	93.4	3	16	93.7	94.2	94.5	● 2014/15 (94.5%) performance is better than the 2013/14 all Wales average of 93.7%	
Me03 - % of pupil attendance in Secondary Schools (Statutory)	91.9	4	21	92.6	93.0	93.2	● 2014/15 (93.2%) performance is better than the 2013/14 all Wales average of 92.6%, and would take us from the bottom to second quartile	
Me04 - % of pupil attendance at (EOTAS) educated other than at school provisions (Local)	67.0	N/A			74.0	19.6	● This data is for the whole of the 2013/14 academic year	

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

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

Education & Lifelong Learning Scrutiny Committee - 11 December 2014

Title	2013/14 [*4]	2013/14 All Wales Comparative Data - (relates to the 2012/13 academic year)			2014/15[*5]			Comment
	Annual Perf.	Quartile	Rank	Average	Target	Performance	RAG	
Me05 – No. of fixed-term exclusion incidents per 1,000 pupils in Primary Schools (Local)	6[*3]	N/A			5.9	7.7	●	Target not achieved due to 171 incidents compared to 130 in the previous year. The main reasons for exclusions were because of 'persistent disruptive behaviour' and 'physical assault on staff'
Me06 – No. of fixed-term exclusion incidents per 1,000 pupils in Secondary Schools (Local)	90.8				83.0	81.8	●	
Me07 – Average number of days lost through a fixed-term exclusion in schools (Local)	4.0				2.5	1.0	●	
Me08 - % of pupils with special educational needs who achieved the core subject indicator at key stage 2 (Local)	49.1				50.3	55.3	●	
Me09 - % of pupils with special educational needs who achieved the core subject indicator at key stage 3 (Local)	27.6				29.2	38.0	●	
Me10 - % of looked after children assessed at the end of key stage 2, in schools maintained by the local authority, achieving the core subject indicator as determined by the Teacher Assessment (Local)	55.6				54.3			To be reported in Qtr 3
Me11 - % of looked after children assessed at the end of key stage 3, in schools maintained by the local authority, achieving the core subject indicator as determined by the Teacher Assessment (Local)	27.8				35.1			To be reported in Qtr 3
Me12 - % 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)	52.2	N/A	53.8	54.0	61.6	●		
Me13 - % of pupils entitled to FSM, aged 16, achieving Level 2 Threshold including a GCSE grade A*-C in English or Welsh (first language) and Mathematics (Local)	21.4	N/A	25.8	25.0			To be reported in Qtr 3	

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

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

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

Education & Lifelong Learning Scrutiny Committee - 11 December 2014

Title	2013/14 [*4]	2013/14 All Wales Comparative Data (relates to the 2012/13 academic year)			2014/15[*5]			Comment
	Annual Perf.	Quartile	Rank	Average	Target	Performance	RAG	
Me14 - % of looked after pupils who achieved 2 or more GCSEs (grade A*-G) (Local)	93.5	N/A			75.9	N/A		To be reported in Qtr 3
Me15 - % of looked after pupils who achieved the L1 threshold (5 GCSE grade A* - G or equivalent) (Local)	New	N/A			N/A	N/A		Baseline to be established. To be reported in Qtr 3
Me16 - % of all pupils, including those in care, in any local authority maintained school, aged 15 as at 31 August who left compulsory education, training or work based learning without a qualification (Statutory)	0.5	4	17 [*7]	0.3	0.5	N/A		To be reported in Qtr 3
Me17 - % of pupils in local authority care and in any local authority maintained school, aged 15 as at 31 August who left compulsory education, training or work based learning without a qualification (Statutory)	3.2	4	17	2.0	3.0	N/A		To be reported in Qtr 3
Me18 - % of young people aged 16 leaving EOTAS provision without an approved qualification (Local)	23.6	N/A			12.0	N/A		To be reported in Qtr 3
Me19 - % of 16 year olds (Yr 11) leaving school who are not known to be in education, training or employment (Local)	4.1	3	16	3.7	<4.1	N/A		To be reported in Qtr 4
Me20 - % of 17 year olds (Yr 12) leaving school who are not known to be in education, training or employment (Local)	3.2	4	21	2.1	<3.2	N/A		To be reported in Qtr 4
Me21 - % of 18 year olds (Yr 13) leaving school who are not known to be in education, training or employment (Local)	5.6	4	18	4.7	<5.6	N/A		To be reported in Qtr 4

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Title	Delivery Date	RAG	Overall Status	Comment
M01 - Devise and implement a Wellbeing and Behaviour Strategy that will include the following:				
i. Consult on strategy with Access & Inclusion staff, Human Resources, Trade Unions and schools	Jun-14	●	Complete	
ii. Review strategy in light of consultation outcomes		●	Complete	
iii. Forum to establish wellbeing and behaviour in education - an action plan to be developed	Jul-14	●	Target Missed	The revised Wellbeing and Behaviour Strategy, that was updated following the consultation feedback in July, has been sent to schools to agree. The deadline for the returns is the 31st of October 2014, and once received the forum will be established. The revised delivery date for the development of the action plan is February 2015
iv. Implement action plan to deliver strategy	From Sep-14	●	Target Missed	A revised delivery date for this action is September 2015, in line with the above actions

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

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

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

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

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

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

Measures							
Title	2013/14[*1] (includes data from April 2012 to March 2014)			2014/15		RAG	Comment
	RCT Perf.	CSC Average	All Wales Average	Target	Performance		
Me01 - % of schools inspected by Estyn who were graded as at least 'Good' for improving the quality of leadership and management on a 3 yr rolling basis[*2] between April 2012 and March 2015 (Local)	72.7	67.9	63.2	80.0	N/A		To be reported in Qtr 3
Me02 - % of schools inspected by Estyn that were judged, at the time on current performance as being at least 'Good' on a 3 yr rolling basis[*3] between April 2012 and March 2015 (Local)	51.5	67.0	64.9	70.0	N/A		To be reported in Qtr 3
Me03 - % of schools inspected by Estyn that were judged as presenting prospects for improvement as being at least 'Good' on a 3 yr rolling basis[*4] between April 2012 and March 2015 (Local)	75.8	72.3	70.0	90.0	N/A		To be reported in Qtr 3

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

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

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

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

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

Title	Delivery Date	RAG	Overall Status	Comment
M01 - Continue to support and challenge schools' analysis and use of performance data to identify where improvement is needed (this focuses on analysing the outcome of attainment results in schools)	Nov-14	●	On Target	
M02 - Continue to provide schools with benchmarked data to enable them to set appropriate targets for improvement	As and when data becomes available	●	On Target	
M03 - Continue to support and challenge Education Central Services by implementing a self-review cycle, including 'Managing People and Their Performance' and Business Planning Review	Review Mar-15	●	On Target	

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

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




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

Title	Delivery Date	RAG	Overall Status	Comment
M01 - Provide further training for Scrutiny members on the effective use of data to challenge officers and schools	Sep-14	●	Not On Target	This will be followed up with Estyn at the next planned meeting in December
M02 - Continue to provide ongoing reports to Elected Members on performance data and challenging the performance of schools and the Education Service: The following termly reports will be presented to Cabinet and the Scrutiny Committee:				
i. A summary of individual school Estyn inspection reports, with specific attention to those schools graded less than good	Review Jan-15	●	On Target	
ii. Attendance reports on a school by school basis		●	On Target	
iii. Annual Key Stage outcomes for each school will be presented to Cabinet and Scrutiny, which focus on those schools that consistently underperform and where additional action/intervention is required		●	On Target	
M03 - Continue the process whereby the Chair of Governors and the Head teacher, of those schools in Estyn Monitoring or Significant Improvement categories, meet with the Cabinet Member for Education & Lifelong Learning and Group Director of Education & Lifelong Learning to review post inspection action plan and targets before submission to Estyn	Review Jan-15	●	On Target	

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

Title	Delivery Date	RAG	Overall Status	Comment
M01 - Create a central data management platform with the capacity to manage and administer both schools and central services systems to obtain quality control of data	Apr 15, revised to review Mar 15	●	On Target	The delivery date for these actions have been revised to be reviewed in March 2015, as they are longer term commitments that will need a phased approach. Phase one completed.
M02 - Develop closer links with Central South Consortium to inform the strategic development of data and intelligence to enable partners and system leaders to be better able to design strategic responses to meet the needs of each region	Sep 14, revised to review Mar 15	●	On Target	
M03 - Improve the knowledge and working practices in the area of management information through the introduction of more formal procedures and the provision of training throughout schools and central services	Dec-14	●	On Target	

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

Title	Delivery Date	RAG	Overall Status	Comment
M01 - Implement increased broadband capacity to all schools alongside wireless capacity, as secured through new Digital Learning Grant from Welsh Government <i>Note: Delivery date is a Welsh Government grant milestone, which may be subject to change</i>	Dec-14		On Target	
M02 - All schools to have access to Hwb (Virtual Learning Environment) <i>Note: Delivery dates are in tranches across Wales and are Welsh Government milestones, which may be subject to change</i>	Mar-15		Complete	
M03 - Review ICT SLA for the 2014/15 academic year, to schools to ensure level of technical service offered supports the centrally managed aspects of the infrastructure developments / implementation	Sep-14		Not On Target	Wider corporate review of all Council/School Service Level Agreements underway. Revised delivery date Mar 2015

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

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

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

Measures							
Title	2013/14[*1] (includes data from April 2012 to March 2014)			2014/15		RAG	Comment
	RCT Perf.	CSC Average	All Wales Average	Target	Performance		
Me01 - % of schools inspected by Estyn that were graded as at least 'Good' for partnership working on a 3 year rolling basis[*2] i.e. between April 2012 and March 2015 (Local)	93.9	92.9	91.7	96.0	N/A		To be reported in Qtr 3
	2013/14	2012/13 All Wales Comparative Data		2014/15			Comment
	Annual Perf.	Quartile	Rank	Average	Target	Performance	
Me02 - % of families reporting improvements in family relationships through participating in the FAST[*3] programme (Local)	New	N/A		Baseline to be established	54.8	N/A	
Me03 - % of families reporting improvements in children's behaviour through participating in the FAST programme (Local)	New			Baseline to be established	46.4		
Me04 - % of families who told us that they had benefitted from attending the Family Learning Programme (Local)	New			90.0	N/A		To be reported in Qtr 4

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

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

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

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

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

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

Title	Delivery Date	RAG	Overall Status	Comment
M01 - Facilitate the work of the Adult Community Learning Partnership in Rhondda Cynon Taff through leading on joint curriculum planning with all partners	Aug-14	●	Complete	
M02 - Ensure the quality assurance of courses through peer review and peer inspection of classes	Oct-14 - Jun-15	●	On Target	
M03 - Work with key business sectors to identify vacancies and skill shortages, and provide relevant training to unemployed people so that they can secure employment or continue with learning to improve their employability skills	Mar-15			

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

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

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

Title	Delivery Date	RAG	Overall Status	Comment
M01 - Work with School Achievement to identify relevant primary schools that would benefit from Family Learning provision	Jul-14	●	Complete	
M02 - Deliver a variety of courses and engagement activities at primary schools across RCT	Jul-15	●	On Target	
M03 - Evaluate the effectiveness of the mid-term provision with Head teachers and school improvement officers, in order to make any necessary changes for effective continued delivery	Mar-15	●	On Target	

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

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

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

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

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

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

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

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

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

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

Theme Lead Officer:	Chris Bradshaw
Strategic Theme 2 :	Education
Broad Outcome :	Improving School Attainment
<p>Why we are focussing on this outcome?</p> <ul style="list-style-type: none"> ▪ To raise standards and to tackle educational underachievement, to ensure learners have the right resources, and are encouraged and supported to learn, succeed and build effective career pathways ▪ To overcome key barriers to learning as an integral part of school improvement, aimed at making learning more enjoyable, accessible and inclusive ▪ To ensure that on leaving school young people have the right skills, competencies and qualifications to enable them to actively participate in society and pursue further educational or employment opportunities 	<p>What will success look like?</p> <ul style="list-style-type: none"> ▪ Improved school attendance rates to support more positive outcomes for learners ▪ Better leadership and management in schools ▪ More effective pedagogical practices to improve attainment ▪ More learners obtaining the expected levels across all key stages ▪ Fewer young people becoming NEET ▪ More schools obtaining successful Estyn inspection outcomes • More Inclusive schools (less exclusions)

Summary of progress to date:

All targets achieved as at the end of September 2014. Attendance data for the 2013/14 academic year has improved in both primary and secondary schools with 100% of schools improving compared to the previous year. Fixed term exclusions are within target but there has been an increase within primary schools, which has balanced out due to decrease at secondary school level. The reason for the increase within primary schools is being explored, however it is anticipated it could be down to a more robust reporting procedure now being in place.





In the 2013/14 academic year the 'Outstanding Teaching Programme' supported 78 teachers in 52 of our schools to further strengthen their teaching skills and together with our education partners we are making sure that the best ways of teaching are being used to help pupils learn more effectively.

Key subject attainment results for key stage 2 and 3 have continued to improve, and provisional data for key stage 4 shows positive progress compared to the previous academic year. It is difficult to accurately measure the outcomes for the standardised literacy and numeracy scores as the results have been obscured through the changing of the calculation process; it is considered that they are generally positive as the results for reading, writing and maths have improved for both key stage 2 (78.0% from 75.8%) and key stage 3 (71.9% from 66.7%).







The provisional data and outstanding measures will be updated in quarter 3 of 2014/15.

How much have we done?








Education & Lifelong Learning Scrutiny Committee - 11 December 2014

Measure Description AY = Academic Year	2013/2014 Data (2012/13 AY)	Target 2014/2015 (2013/14 AY)	Q2 Data 2014/2015 (2013/14 AY)	Q2 Performance
1a - No. of fixed-term exclusions	1,645	1,600	1,498	
1b - No. of days lost through fixed-term exclusions	3,655	3,600	3,498	
1c - % ⁷ of targeted schools provided with numeracy and/or literacy intervention support	83%	100%	100%	
1d - No. of schools that participated in the Outstanding Teacher Programme (standalone figure per year)	12	35	52	

⁷ From 2014/15 this target is more meaningful as a percentage as the majority of those schools identified at the start of the initial programme have been completed

How well did we do it?				
Measure Description	2013/2014 Data (2012/13 AY)	Target 2014/2015 (2013/14 AY)	Q2 Data 2014/2015 (2013/14 AY)	Q2 Performance
2a - % of Pupil attendance in Primary Schools (Statutory) TI	93.4%	>93.4%	94.5%	
2b - % of Pupil attendance in Secondary Schools (Statutory) TI	91.9%	>91.9%	93.2%	
2c - % of schools inspected by Estyn that were graded as at least 'Good' for Leadership during year (approx 20 schools inspected each year) TI	78.0%	80.0%	Available 6 th Nov	To be reported in Qtr 3
2d - % of schools inspected by Estyn that were graded as at least 'Good' for Teaching during year (approx 20 schools inspected each year) TI	83.0%	85.0%	Available 6 th Nov	To be reported in Qtr 3
2e - % of the Year 6 pupils (age 11) who achieved a standardised score of 95+ for literacy	73.0%	58.0% ⁸	58.6%	
2f - % of the Year 6 pupils who achieved a standardised score of 95+ for numeracy	64.0%	56.0%	56.8%	
2g - % of the Year 9 pupils (age 14) who achieved a standardised score of 95+ for literacy	58.4%	58.4%	60.7%	
2h - % of the Year 9 pupils who achieved a standardised score of 95+ for numeracy	56.5%	52.5%	54.6%	

⁸ Targets for 2e and 2f revised as the national process for working out standardised scores was changed this year due to flaws being identified in the previous year's method, which has had a significant impact on primary school score results

Is anyone better off?				
Measure Description	2013/2014 Data (2012/13 AY)	Target 2014/2015 (2013/14 AY)	Q2 Data 2014/2015 (2013/14 AY)	Q2 Performance
3a -% of pupils assessed at the end of Key Stage 2, aged 11, achieving level 4 or above in English and Welsh (first language)	85.1%	83.5%	86.7%	
3b - % of pupils assessed at the end of Key Stage 2, aged 11, achieving level 4 or above in the Mathematics (Local)	86.2%	85.0%	87.6%	
3c - % of pupils assessed at the end of Key Stage 2, aged 11, achieving level 4 or above in English or Welsh (first language) Mathematics and Science (statutory) TI	82.6%	83.0%	84.3%	
3d -% of pupils assessed at the end of Key Stage 3, aged 14, achieving level 5 or above in English and Welsh (first language) TI	80.2%	81.0%	83.3%	
3e - % of pupils assessed at the end of Key Stage 3, aged 14, achieving level 5 or above in Mathematics TI	81.1%	81.0%	84.3%	
3f - % of pupils, aged 16, who achieved the Level 2 Threshold (5 GCSEs A*-C or equivalent) TI	77.9%	>77.9%	84.0% Provisional	
3g - % of pupils, aged 16, who achieved the CSI Level 2 Threshold (including Mathematics, English or Welsh (first language) and Science GCSEs grade A*-C) TI	45.3%	46.0%	48.0% Provisional	
3h - % of all pupils, including those in care, in any local authority maintained school, aged 15 as at 31 August who left compulsory education, training or work based learning without a qualification (Statutory)	0.5%	0.5%	Available in Qtr 3	N/A