



## ***CHILDREN, YOUNG PEOPLE AND EDUCATION SCRUTINY COMMITTEE***

***2.00pm THURSDAY, 24 SEPTEMBER 2015***

***COMMITTEE ROOMS 1 AND 2, PORT TALBOT***

### **PART 1**

1. To receive any declarations of interest from Members
2. To receive the Minutes of the Children, Young People and Education Scrutiny Committee held on 4th September 2015 (*Pages 3 - 10*)
3. To receive the Scrutiny Forward Work Programme 2015/16 (*Pages 11 - 16*)

### **To scrutinise decisions, information and monitoring issues reported by:**

#### **Report of the Head of Participation**

4. Report cards for Flying Start Programme and Play and Family Play (*Pages 17 - 30*)

#### **Report of the Head of Business Strategy and Public Protection**

5. Children and Young People Services - Key Priority Indicator Information (*Pages 31 - 42*)
6. To select appropriate items from the Cabinet Board Agenda for pre-scrutiny (Cabinet Board reports enclosed for Scrutiny Members)
7. Any urgent items (whether public or exempt) at the discretion of the

Chairman pursuant to Section 100B (4) (b) of the Local Government Act 1972

**S.Phillips**  
**Chief Executive**

**Civic Centre**  
**Port Talbot**

**Thursday, 17 September 2015**

**Committee Membership:**

**Chairman:**           **Councillor A.R.Lockyer**

**Vice Chairman:**   **Councillor H.N.James**

**Councillors:**       A.Carter, Mrs.A.Chaves, Mrs.J.Dudley, M.Ellis,  
P.Greenaway, R.G.Jones, J.D.Morgan,  
Mrs.S.Paddison, Mrs.K.Pearson, M.Protheroe,  
A.L.Thomas, D.Whitelock and Mrs.L.G.Williams

**\*Co-opted**  
**Voting Members**

**\*Co-opted Non**     R.De Benedictis, A.Hughes and Mrs.C.Wheldon  
**Voting Members**

**Notes:**

- (1) *If Committee Members or non-Committee Members wish to have relevant items put on the agenda for future meetings, then please notify the Chief Executive/Chair eight days before the meeting.*
- (2) *If non-Committee Members wish to attend for an item of interest, then prior notification needs to be given (by 12.00 noon on the day before the meeting). Non-Committee Members may speak but not vote, or move or second any motion.*
- (3) *For pre scrutiny arrangements, the Chair will normally recommend forthcoming executive items for discussion/challenge. It is also open to Committee Members to request items to be raised - though Members are asked to be selective here in regard to important issues.*
- (4) *The relevant Cabinet Board Members will also be invited to be present at the meeting for Scrutiny/ Consultation purposes.*
- (5) *Would the Scrutiny Committee Members please bring the Cabinet Board papers with them to the meeting.*

**CHILDREN, YOUNG PEOPLE AND EDUCATION  
SCRUTINY COMMITTEE**

(Committee Rooms 1 and 2, Port Talbot)

**Members Present:**

**4 September 2015**

**Chairman:** Councillor A.R.Lockyer

**Vice Chairman:** Councillor H.N.James

**Councillors:** A.Carter, Mrs.A.Chaves, M.Ellis, R.G.Jones,  
J.D.Morgan, Mrs.S.Paddison, M.Protheroe and  
D.Whitelock

**Officers In Attendance** A.Jarrett, Mrs.A.Thomas, C.Millis, C.Glover,  
H.Roberts and Ms.C.Gadd

**Cabinet Invitees:** Councillors P.A.Rees and P.D.Richards

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1. **MINUTES OF THE CHILDREN, YOUNG PEOPLE AND  
EDUCATION SCRUTINY COMMITTEE HELD ON 16TH JULY  
2015**

Noted by the Committee with the following amendment:

Members felt that to more accurately reflect the discussion in the meeting under Item 6.1 The Children’s Home (Wales) Regulations 2002, paragraph 4 the sentence that reads: “Members highlighted that appropriate action needs to be taken in regards to any incidents that occur” to be amended to “Members highlighted that appropriate action needs to be taken in regards to any incidents that occur, in particular potential criminal allegations”.

2. **MINUTES OF THE CHILDREN, YOUNG PEOPLE AND  
EDUCATION SCRUTINY COMMITTEE HELD ON 30TH JULY  
2015**

Noted by the Committee.

3. **SCRUTINY FORWARD WORK PROGRAMME 2015/16**

The Committee was informed that the Forward Work Programme had been amended and report cards had been scheduled into relevant meetings.

Noted by the Committee.

4. **SCRUTINY INQUIRY TO ASSESS PROGRESS IN PROTECTING CHILDREN FROM SEXUAL EXPLOITATION IN NEATH PORT TALBOT**

The Committee received the final report of the scrutiny inquiry to assess progress in protecting children from sexual exploitation in Neath Port Talbot and to agree the recommendations, as detailed within the circulated report.

Members of the Children, Young People and Education Scrutiny held an Inquiry on this matter, which was based on the Bedfordshire University self-assessment tool. The Inquiry was held outside of the main Committee Cycle of meetings and Members considered information provided by different Council Services and partner organisations. Members that were involved in the Inquiry highlighted that it was very interesting to receive information from other organisations and hear different perspectives and the day had been very beneficial.

The Chairman thanked all the Members, officers and partners that had taken part in the Inquiry for their involvement and the support provided from Democratic Services. It was noted that Barnardos were very informative. In addition Members particularly mentioned the Principal Licensing Officer for the Council, who was well prepared and his presentation to the group was very good.

Members highlighted that a lot of the work had been undertaken by the Council to improve Children's Services and scrutiny processes and it was felt that the Council should be better at promoting good practice. The Scrutiny Officer agreed that ways of sharing good practice would be considered.

The Cabinet Members thanked the Committee for their work in this area and highlighted that it was a good report.

Following scrutiny and that, having given due regard to the Equalities Impact Assessment, the Committee approved the following recommendations:

1. The recommendations contained within the main report are endorsed by the Children, Young People and Education Scrutiny Committee.
2. The Chairman of the Children, Young People and Education Scrutiny Committee writes to the Western Bay Safeguarding Children Board, Council departments and other agencies to whom recommendations are addressed drawing their attention to the report and requesting that they:
  - a) Provide an indication that they accept the recommendations addressed to them.
  - b) Provide a response to the Children, Young People and Education Scrutiny Committee informing them of what actions will be taken and within what timescales.
  - c) Confirm any relevant actions have been included in strategic and business plans for the organisations.
3. Progress against the recommendations is assessed in six months by the Children, Young People and Education Scrutiny Committee.

5. **EDUCATION, LEISURE AND LIFELONG LEARNING DATA UNIT  
- REPORT CARD 2014-15**

The Committee received the Education, Leisure and Lifelong Learning Data Unit Report Card to assist them to scrutinise the performance of this team, as detailed within the circulated report.

Members were informed that the Council had introduced a revised Performance Management Framework in 2014/15 and one of the requirements was the production of service report cards. It was explained that the report card outlines the main tasks of the unit and the services they provide. Officers recognised that Members had requested that acronyms were not to be used without the full wording being included and they were working on improving the consistency of this.

It was explained that the Data Unit had started to produce pre-populated self-evaluation reports and National Test Analysis for schools. This work had been effective and had significantly reduced the time that it takes schools to complete the documents. This was particularly useful at inspection time. It was noted that the Service has data on individual schools and was continuing to improve data for all education services. It was highlighted that Education through Regional Working (ERW) consortia also requested data from the Service.

Members requested that the format of report cards be amended slightly so that the graphs were easier to read and for the use of shading rather than colours, as papers were printed in black and white. Officers informed them that they would look at this and discuss options further with the Corporate Strategy Team.

Members queried whether school mergers would result in the data not being complete and would it skew the information reported to the Committee. It was clarified that the Service was working through the data to ensure all relevant information was incorporated. It was explained that if schools had changed from an infant and junior to a primary then the data would be the same. However, if schools were federations then the individual and combined data would be included.

Members queried who the satisfaction surveys were undertaken with and how many were completed. Officers informed Members that when the Service sends data to other departments, schools, external organisations and members of the public they request that they fill in a short satisfaction survey. They receive around 30 to 40 response a year and in the last three years they had received a total of 112 responses. The Service had considered sending an annual survey instead, especially to schools. Members noted that this could be a more effective way to optimise the amount of responses received. Further consideration would be given to the best way to collate feedback by the Service. Members asked if any specific groups had been dissatisfied with the data provided and it was confirmed that there had been complainants who had not been happy with the responses they received.

Members queried how many Freedom of Information (FOI) requests the Service received and recognised the additional work they created. Officers informed them that they had received 114 requests last year and 80 included information in relation the Education, Leisure and Lifelong Learning department only.

Following scrutiny, it was agreed that the report be noted.

## 6. PRE-SCRUTINY

The Committee scrutinised the following matters:

### Cabinet Board Proposals

#### 6.1 Children and Young People Services – 1<sup>st</sup> Quarter (2015-16) Performance Report

The Committee received the performance management information for Children and Young People Services for the first quarter (April 2015 - June 2015), as detailed within the circulated report.

Members were informed that due to the necessary changes required to the performance management system the new eight priority indicators, which were agreed by the Committee at the previous meeting, would be produced from the next meeting onwards.

It was highlighted that performance had dropped in regards to SCC/010 the percentage of referrals that are re-referrals within 12 months. Officers informed Members that performance was still within acceptable parameters and it was a cumulative figure and a better picture would be provided later in the year.

Members were pleased that all young carers known to Social Services were assessed (SCC/030a) and there had been an increase in the percentage who were provided with a service (SCC/030b). Officers noted that a caveat to this was that there was still work to be undertaken in identifying young carers.

Members highlighted that there had been a significant increase in the percentage of initial assessments that were completed during the year where there is evidence that the child has been seen alone by the social worker (SCC/011b) and it was asked how important this was. Officers informed them that it was extremely important in the first instance, however, it had to be judged by the social worker if it was appropriate and would not distress the child. It was noted that the improvement in performance was partly due to more accurate recording of data.

It was noted that five complaints received were in relation to Hillside and Members queried how many had been received in the previous year. Officers informed them that there had been 18 complaints in relation to Hillside last year. Members asked if complaints received had similar themes, officers agreed that a more detailed report on complaints would be brought to a future meeting.

Following scrutiny, it was agreed that the report be noted.

## 6.2 Performance Indicator Monitoring Report 1<sup>st</sup> Quarter (Education)

The Committee received the Education Performance Indicator Monitoring Report for first quarter 2015/16 (April 2015 – June 2015), as detailed within the circulated report.

Members were informed that there had been improvement in secondary school attendance and significant improvement in Key Stage 3. It was noted that there had been an increase in the number of pupils taught through the medium of Welsh at this level, however, improvements still needed to be made. Members asked if there was a difference in performance due to secondary schools using alternative ways of delivering the curriculum. Officers informed them that this would not impact on Key Stage 4 performance as it was directly related to GCSE results. It was highlighted that Neath Port Talbot ranked in the top ten of Welsh local authorities for GCSE results.

Members highlighted that there had been a drop in performance in the percentage of final statements of special education need issued within 26 weeks including exceptions (EDU/015a). Members also queried what qualified as an exception in relation to final statements of special educational need (EDU/015b). Officers informed them that the drop in performance was due to increased complexity of need and not always receiving required information from other professionals in a timely manner. It was noted that exceptions were where the Council had no control over the delay and it was due to waiting for advice from other professionals. It was explained that assessments for special education need were referred to a Panel and on occasions it can be difficult to get parents to engage.

It was highlighted that Action For Children had withdrawn from the Afan Valley and this included Flying Start provision. Members queried if the children affected had been offered alternative provision and it was confirmed that they had.

Following scrutiny, it was agreed that the report be noted.



### 6.3 Attendance and Penalty Notice Report

The Committee received data and information on levels of school attendance and the development of procedures to raise attendance, as detailed within the circulated report.

Members had previously received reports which outlined the procedures put in place to raise attendance levels and the implementation of Penalty Notices for regular non-attendance at school. It was explained that the figures for 2014-15 for primary schools were provisional and for secondary schools were those that had been submitted to the Welsh Government. There had been a slight improvement in both sectors and it had to be taken into consideration that large improvements had been made in the previous year.

Members were provided with information regarding the number of penalty notices that had been issued. It was noted that the Local Authority had taken the view that absences for holidays would not be classed as an authorised absence apart from exceptional circumstances. Members queried whether or not penalty notices were an effective way to improve pupil attendance and officers informed them that it was too early to answer this effectively and they would have a better idea in the New Year.

Members asked if there had been any disputes between the Council and schools regarding whether or not to issue penalty notices. It was clarified that the Council would work with head teachers and schools to make the decision, however, the Council had the final decision. The Committee felt that the wording in reports should be amended to reflect this. Members were informed that withdrawals were generally for medical reasons that had been confirmed by a doctor.

The Committee was provided with information on the prosecutions that had been initiated. It was highlighted that families being taken to court were cases where the parents were unwilling to work with schools and the Service was being more proactive in addressing this.

Members thanked the team for the work they had undertaken in improving attendance and highlighted that attendance needed to be kept on the agenda.

Following scrutiny, it was agreed the report be noted.

**CHAIRMAN**

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**Children, Young People and Education Scrutiny Committee  
Forward Work Programme 2015/16**

Date of Meeting	Agenda Item
28 <sup>th</sup> May 2015	Presentation from CSSIW on Children's Services Inspection Report
	Pre-Scrutiny – Cabinet Board Items
18 <sup>th</sup> June 2015	Safeguarding Self-Assessment Toolkit
	Pre-Scrutiny – Cabinet Board Items
16th July 2015	Quarterly Performance Reporting
	Pre-Scrutiny – Cabinet Board Items
30 <sup>th</sup> July 2015	Youth Service Report
	Pre-Scrutiny – Cabinet Board Items

4th September 2015	CSE Inquiry Report
	Report Cards – Education Data Unit
	Quarterly Performance Reporting Including Complaints Data
	Pre-Scrutiny – Cabinet Board Items
24 <sup>th</sup> September 2015	Report Cards – Flying Start, Play Development Team
	CYPS Monthly Key Priority Performance Indicators – 1, 2, 3 & 5
	Pre-Scrutiny – Cabinet Board Items
22nd October 2015	CAHMS Progress
	Youth Service Provision Report
	Report Card – Youth Service
	CYPS Monthly Key Priority Performance Indicators – 4/8, 7, 9 & 14

	Pre-scrutiny - Cabinet Board Items
12 <sup>th</sup> November 2015	STAND ALONE BUDGET SCRUTINY
3rd December 2015	Quarterly Performance Monitoring including all 8 Monthly Key Priority Indicators and Complaints Data
	Pre-scrutiny - Cabinet Board Items
14th January 2016	Report Cards – Education Development (ERW – data coming to this meeting)
	School Standards Monitoring Group Thematic Report
	CYPS Monthly Key Priority Performance Indicators – 1, 2, 3 & 5
	Pre-scrutiny - Cabinet Board Items
11th February 2016	Report Cards – ACL, Work Based Learning, MEAS & Music Service

	CYPS Monthly Key Priority Performance Indicators – 4/8, 7, 9 & 14
	Pre-scrutiny - Cabinet Board Items
10th March 2016	Quarterly Performance Monitoring including all 8 Monthly Key Priority Indicators and Complaints Data
	Pre-scrutiny - Cabinet Board Items
7th April 2016	Report Cards - Childcare Settings,
	CYPS Monthly Key Priority Performance Indicators – 1, 2, 3 & 5
	Review of CYPS Monthly Key Priority Performance Indicators
	Pre-scrutiny - Cabinet Board Items
28th May 2016	School Standards Monitoring Group Thematic Report

	CYPS Monthly Key Priority Performance Indicators – 4/8, 7, 9 & 14
	Pre-scrutiny - Cabinet Board Items

**Note:** Reports requested include:

- Schools Sickness (through report cards)
- Behaviour in schools final guidance, result of pilot and progress updates

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## **NEATH PORT TALBOT COUNTY BOROUGH COUNCIL**

### **Children, Young People and Education Scrutiny Committee**

24 September 2015

### **Report of the Head of Participation– Chris Millis**

#### **Matter for Information**

**Wards Affected:** All

### **Report cards for Flying Start Programme and Play and Family Play**

#### **Purpose of the Report**

1. To present to Members the report cards developed by the Flying Start programme and Play teams within the Think Family Partnership.

#### **Executive Summary**

2. The format of the report cards follows the Results Based Accountability framework

#### **Background**

3. Flying Start is a Welsh Government grant funded programme for families with children aged 0-3 years living in deprived areas within Neath Port Talbot. The services delivered are an enhanced Health Visiting programme, Parenting, Early Language development and Childcare for 2-3 year olds for two and a half hours a day, five days a week for 42 weeks a year. In Neath Port Talbot, Educational Psychology services and midwifery for young mothers are also provided to families.

4. Play and Family Play is funded by Families First grant to build the resilience, and improve independence, of children and young people and their families, so they are better equipped to cope with their circumstances. Play and Family Play also aims to improve children and young people's opportunities to varied play experiences, contributing to their healthy physical, emotional, learning and social development.

### **Financial Impact**

5. The work delivered is fully covered by Welsh Government grant funding.

### **Equality Impact Assessment**

6. Not applicable

### **Workforce Impacts**

7. There are no workforce implications

### **Legal Impacts**

8. There are no legal implications

### **Risk Management**

9. No requirement for risk assessment

### **Consultation**

10. No requirement for consultation

### **Recommendations**

11. Items for information only

### **Reasons for Proposed Decision**

12. N/A

## **Implementation of Decision**

13. N/A

## **Appendices**

14. Appendix 1 - Flying Start Report Card 15/16
15. Appendix 2 - Play Report Card 15/16

## **Officer Contact**

16. Chris Millis Head of Participation, Telephone 01639 763226 email [c.d.millis@npt.gov.uk](mailto:c.d.millis@npt.gov.uk)
17. Neil Thomas Participation Co-Ordinator, Telephone 01639 686376 email [n.g.thomas@npt.gov.uk](mailto:n.g.thomas@npt.gov.uk)
18. Carol Connelly Flying Start Programme Manager, Telephone 01639 873022 [c.connelly@npt.gov.uk](mailto:c.connelly@npt.gov.uk)
19. Allison Harris Play/Team Around the Family Manager, Telephone 01639 873002/763450 [a.t.harris@npt.gov.uk](mailto:a.t.harris@npt.gov.uk)

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**FLYING START NPT**

**RBA REPORT CARD**

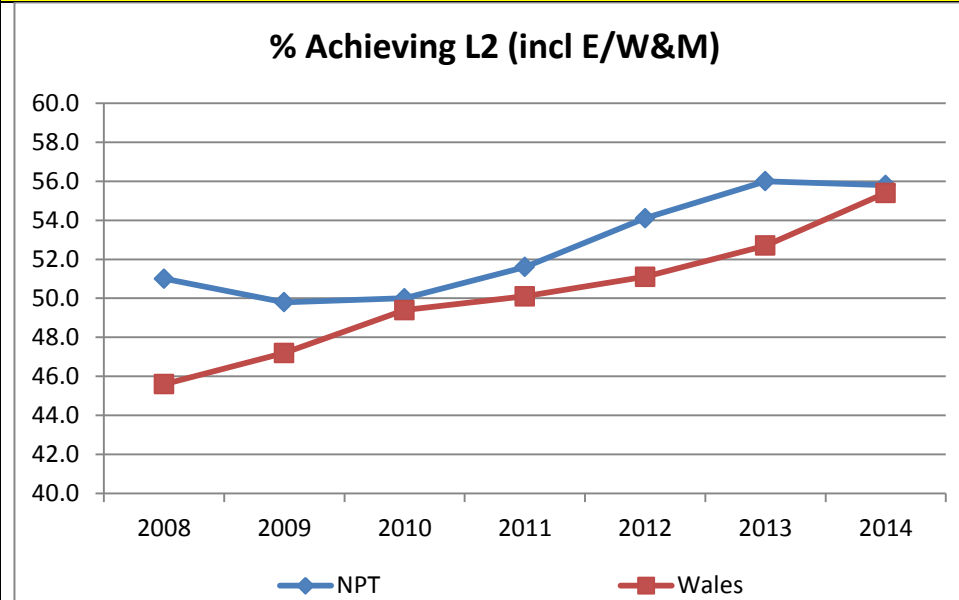
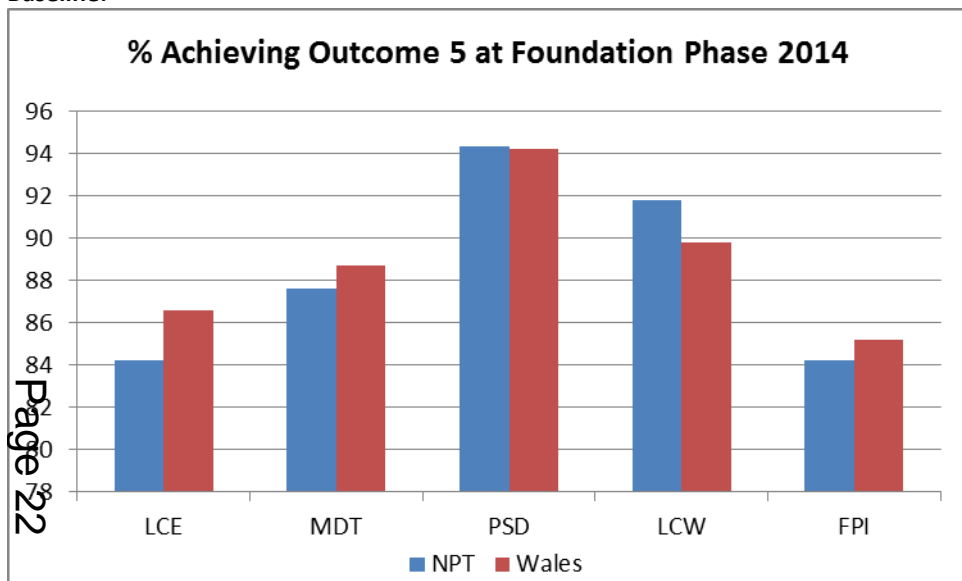
**DELIVERY 2015/2016**

## Supporting Children and Young People to fulfil their learning potential

**SIP Action: Outcome 5: People in Neath Port Talbot fulfil their learning potential.**

**Population indicators:**

Baseline:



### Story behind the baselines:

- During 2011/12 Foundation Phase (FP) was introduced into schools and local authority funded nurseries. Foundation Phase combines what we currently call Early Years Education (for 3-5 year olds) and Key Stage(KS) 1 (5-7 year olds) of the National Curriculum, to bring more consistency and continuity to the education of pupils.
- Foundation Phase is about enhancing the learning experiences which enable children to be creative, imaginative and to have fun whilst learning. Children will be given more opportunities to explore the world around them and to understand how things work through engaging in relevant practical activities which are fun, enjoyable, and

### Flying Start Programme introduced in 2007

The core elements of the programme are drawn from a range of options that have been shown to influence positive outcomes for children and their families. These include:

- Free quality, part-time childcare for 2-3 year olds. Two and a half hours a day 5 days a week. In NPT childcare is delivered by existing childcare and other playgroups have been developed by individuals specifically for Flying Start
- An enhanced Health Visiting service. With caseloads of 110 and input from a team of Community Nursery Nurses.

relevant to their developmental stages.

- Foundation Phase performance in 2014 was below the Wales average with Language, Literacy & Communication (English) and Mathematic Development down 2.4% and 1.1% resp.
- KS2 performance in 2014 improved significantly with the CSI up 2.1% to 84.1%. NPT were still ranked 21<sup>st</sup> in Wales. The percentage achieving Level 4 or above in Maths increased by 1.4% which matched the national increase. English L4+ rose by 0.8%, falling further behind national figures whilst there were falls in the percentages achieving L4+ in Science & Welsh 1<sup>st</sup> Lang.
- KS3 CSI Performance remained the same as in 2013 (73.1%) whilst the national average went up 4%. This resulted in NPT being ranked 22<sup>nd</sup> in Wales.
- In KS4 external examinations NPT are consistently among the top performers and were ranked 1<sup>st</sup> in Wales in the L2 Threshold indicator (5 A\*-C) and 9<sup>th</sup> in L2 (incl E/W&M).
- At Foundation Phase Maths is stronger than English by 3.4%. This gap narrows at KS2 with Maths being 0.6% above English. At KS3, English was 0.7% stronger than Maths after improvements of 1.5% and 0.6% resp.
- When benchmarked with schools of similar free school meals in 2014, NPT had 46% in quartiles 1 & 2 at FP (FPI), 40% at KS2 (CSI), and only 18% at KS3 (CSI). This increased to 73% at KS4 (L2+) where NPT perform far better.

- Access to Parenting Programmes. Delivery of Family Links Parent Nurture courses
- Early Language Development Speech and language Therapy Team seconded to the programme and the Language and Play team working with Parent and Toddler groups for children aged 0-2 years

This programme is universally available to all eligible children and their families in qualifying post code areas. The eligibility criteria for the post codes is the highest percentage of 0-3 year old children living in income benefit households within Lower Super Output Areas .

Cap numbers of children has increased from 913 in 2010 to 1676 during 2014/2015.

In addition NPT delivers services from the following -

- Midwives – they deliver a specific service to mothers aged 19 years and under. Group and 1:1 work with this group. Work includes weight management, smoking cessation, initiation of breast feeding, contraception and early parenting advice.
- Educational Psychology – Early Intervention and identification of additional needs working with childcare settings and aiding transition into nursery schools.

Partners:

- ABM U University Health Trust
- ❖ Health Visiting Service
- ❖ Speech and Language Therapy
- ❖ Midwifery
- Educational Psychology Service
- Language and play service

- Childcare Providers in NPT including childminders
- Schools within Flying Start Areas
- NPT College
- Third Sector organisations

**What Works:**

- Working closely as a multi agency team and sharing information about the families
- Non stigmatising of families as Health Visiting is a universal service
- Health Visitors ability to target and work with the most vulnerable
- Multi Agency delivery of group work to enable families to access a range of professionals
- Access to good quality childcare to ensure children are being stimulated and their development needs are being met
- Early identification of additional needs and the ability to work with children and families to mitigate it's possible effects
- Early identification of problems and ability to address these issue early on
- Delivery of services in a variety of settings to enable parents ease of access

**Performance measures****How much did we do?**

- Number of Children benefitting from Flying Start Nursery provision
- Number and reasons for discharge from Speech and Language therapy services
- Number of Schedule of Growing Skills assessments carried out at both 2 and 3 years
- Number of mothers aged 19 years and younger seen by midwives
- Number and ages of children identified requiring assessment of additional needs
- Number of Flying Start children accessing a nursery school place when 3 years
- Number of places available on a course
- Number of eligible parents offered a place on a course

**How well did we do it?**

- Percentage of children requiring escalation of Speech and Language Therapy services
- Percentage of face to face contacts with Health Visitors and the wider Health Team
- Percentage of mothers giving up or reducing smoking
- Percentage who initiated breastfeeding
- Percentage of eligible parents taking up a place on a course

**Is anyone better off?**

- Percentage of children reaching their developmental milestones at 3 years old
- Percentage of children fully immunised at 47 months
- Percentage of repeat pregnancies
- Percentage who were breastfeeding after 3 months
- Assessment at start and finish of a parenting/other course using Goodmans Strengths and Difficulties Questionnaire and Warwick and Edinburgh Wellbeing scale and parents reporting an increase in their Parenting Skills and confidence



# **PLAY AND FAMILY PLAY**

## **REPORT CARD**

**2015/2016**

# RBA Report Card – Play Development Team – 2015/16

## SIP Priority: Support opportunities for the building of safe, resilient, economically viable and sustainable communities

Action: Delivering on the action plan for our Play Strategy to improve children and young people’s opportunities to play.

Contributing to:

**SIP Outcome 1:** Children and young people are physically and emotionally healthy.

**SIP Outcome 5:** People in Neath Port Talbot fulfil their learning potential

Baseline:

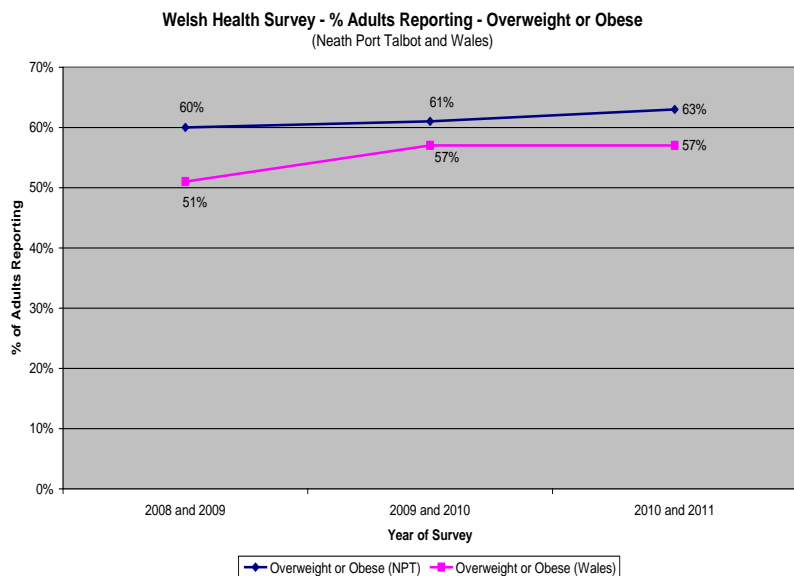
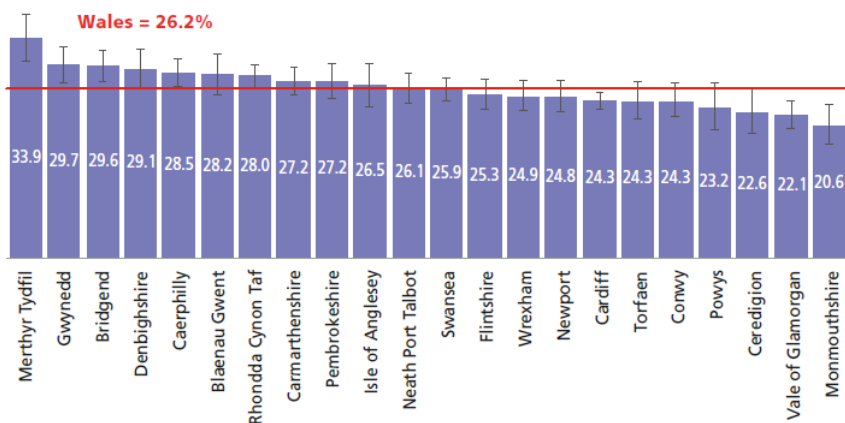
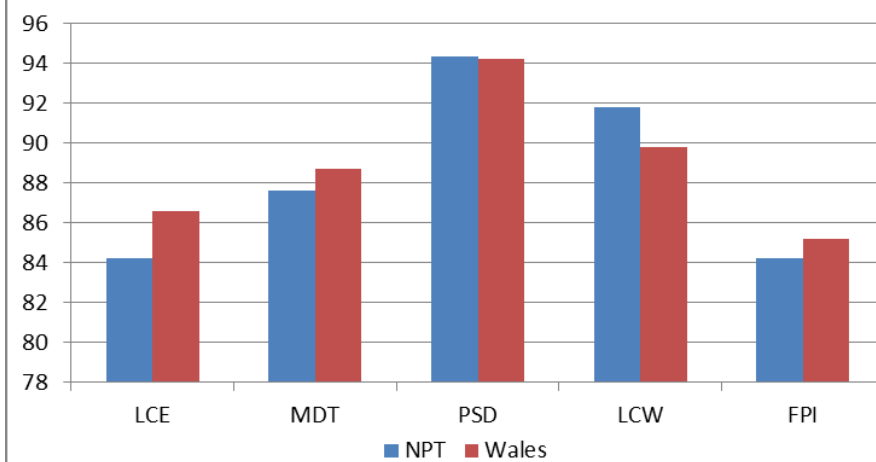


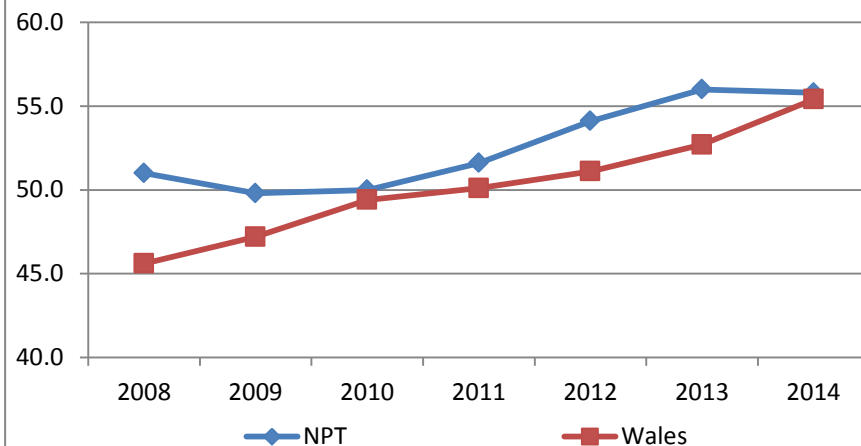
Figure 7 Proportion of children aged 4 to 5 years who are overweight or obese, Wales and local authorities, Child Measurement Programme for Wales, 2012/13



### % Achieving Outcome 5 at Foundation Phase 2014



### % Achieving L2 (incl E/W&M)



**Story behind the baselines:**

- 26.2% of children measured as part of the Public Health Wales Child Measurement Programme 2012/13 were either overweight or obese. This figure is 26.1% for NPT.
  - Children who are overweight or obese are highly likely to remain so into adulthood and likelihood increases with the severity of obesity.
  - Welsh Health Survey 2013 found that only 35% children reported that they undertook the recommended 60 minutes of physical every day.
  - Welsh Government statutory duty for local authorities to assess for and secure sufficiency of play opportunities for children aged 0-17 years, under the Children & Families (Wales) Measure
  - Local authority budget cuts and the end of a four year lottery funded play project will see a significant reduction in the level of supervised, open access play available to children and young people in NPT from 2015-16 onwards.
- During 2011/12 Foundation Phase (FP) was introduced into schools and local authority funded nurseries. Foundation Phase combines what we currently call Early Years Education (for 3-5 year olds) and Key Stage (KS)1 (5-7 year olds) of the National Curriculum, to bring more consistency and continuity to the education of pupils.
  - Foundation Phase performance in 2014 was below the Wales average with Language, Literacy & Communication (English) and Mathematic Development down 2.4% and 1.1% resp.
  - KS2 performance in 2014 improved significantly with the CSI up 2.1% to 84.1%.
  - KS3 CSI Performance remained the same as in 2013 (73.1%) whilst the national average went up 4%. This resulted in NPT being ranked 22<sup>nd</sup> in Wales.
  - In KS4 external examinations NPT are consistently among the top performers and were ranked 1<sup>st</sup> in Wales in the L2 Threshold indicator (5 A\*-C) and 9<sup>th</sup> in L2 (incl E/W&M).
  - At Foundation Phase Maths is stronger than English by 3.4%. This gap narrows at KS2 with Maths being 0.6% above English. At KS3, English was 0.7% stronger than Maths after improvements of 1.5% and 0.6% resp.
  - When benchmarked with schools of similar free school meals in 2014, NPT had 46% in quartiles 1 & 2 at FP (FPI), 40% at KS2 (CSI), and only 18% at KS3 (CSI). This increased to 73% at KS4 (L2+) where NPT perform far better.

**What works:**

- |         |   |   |
|---------|---|---|
| Page 28 | <ul style="list-style-type: none"> <li>Walking and playing away from the home can contribute significantly to children’s health through physical activity.</li> <li>Parents can influence their children’s activity levels – if they understand the importance of physical activity and are involved with their children in physical activity this can encourage them to be more active and enhance parent-child communication.</li> <li>Active play is the most common type of physical activity that children take part in outside school and outdoors, and unstructured play may be on the best forms of physical activity for children.</li> <li>Play may provide a way of coping with anxiety rather than adopting avoidance strategies which give little opportunity to process difficult thoughts, emotions and experiences’. Parents must be supported to ensure that they allow their children access to the type of play experiences that promote the development of these coping mechanisms.</li> <li>Children’s play provides a primary behaviour for developing resilience, thereby making a significant contribution to children’s well-being.</li> </ul> | <ul style="list-style-type: none"> <li>Family relationships and communication, which can be strengthened through play, may help parents to be involved/actively interested in their children’s learning and achievements throughout their school life.</li> <li>The provision of varying and challenging play experiences throughout childhood may help children better engage during school hours and, therefore, reduce the likelihood of them leaving education early. Play provides opportunities for children benefit from informal learning of skills, problem solving and increased confidence, providing mechanisms that can be used during their education.</li> <li>Play is central to emotion regulation and children’s ability to manage their own behaviour and emotions. Deficits in emotion regulation have been associated with common emotional and behavioural difficulties, including poor adjustment to school, poor peer relations and social competence, and depression.</li> <li>Play makes a significant contribution to developing resilience across a number of interrelated adaptive systems: emotion regulation; pleasure and enjoyment; stress response systems; creativity; learning; attachment to people and places.</li> </ul> |
|---------|---|---|

**Partners**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>Early Years Team</li> <li>Family Information Service</li> <li>Schools</li> <li>Community Councils</li> <li>Parks</li> <li>Communities First</li> </ul> | <p>Referring agencies:</p> <ul style="list-style-type: none"> <li>Health Visitors</li> <li>Social Services</li> <li>Barnardos</li> <li>Action for Children</li> <li>Team Around the Family</li> <li>Flying Start</li> </ul> |
|---|---|

**Performance Measures:**

**How Much Did We Do?**

- 1:1 Family Play:
- The number of Children, Young People and Families that received a service during the financial year.
  - The number of Family Play Sessions held, which took a minimum of 60 minutes to a maximum of 90 minutes

**How Well Did We Do It?**

- % of Children, Young People and Families received service during the financial year (to a maximum of 100 Children/Young People/Families)
- % Family Play Sessions took place (at a minimum of 60 minutes to a maximum of 90 minutes)

- The number of Family Play Sessions that comprised of 6-10 episodes, contingent upon presenting issues.
- The number of Did not Attend's
- The number of Team Around the Family Referrals responded to within 5 working days
- The number of Team Around the Family Referrals receiving their first session within 3 weeks of the referral

Group Work:

- The number of Group Sessions arranged during the financial year
- The number of Group Sessions arranged, which took a minimum of 60 minutes to a maximum of 90 minutes
- The number of Families embarking on 12 episodes, contingent upon presenting issues.
- The number of Did not Attend's
- The number of Referrals responded to within 5 working days

Play Takeaway Loan Service:

- The number of Registrations during the financial year.
- The number of Families requesting resources during the financial year.
- The number of loan requests

Play Training:

- The number of Parents booking training
- The number of providers booking accredited training
- The number of providers booking non-accredited training
- The number of children and young people booking accredited training/workshops
- The number of children and young people booking non-accredited training
- The number of Did not Attend's

Opportunities to Participate/Be Involved in decisions affecting Play:

- The number of children/young people participating in decisions affecting play during the financial year (a minimum of 70 to a maximum of 150).
- The number of sessions held in the financial year (a minimum of 12 to a maximum of 60).

- % Family Play Sessions that comprised of 6-10 episodes
- % of referrals were responded to within 5 working days
- % of referrals received their first session within 3 weeks of the referral

- % of Group Sessions were held during the financial year
- % Group Sessions took place (at a minimum of 60 minutes to a maximum of 90 minutes)
- % Families completing 12 episodes
- % of Referrals were responded to within 5 working days

- % of Registrations were processed
- % of Families received resources during the financial year.
- % of loans received

- % of Parents attended training (a minimum of 24 to a maximum of 48)
- % of providers attended accredited training
- % of parents attended non-accredited training/workshops
- % of children and young people attended accredited training/workshops
- % of children and young attended non-accredited training

- % of children/young people participated in decisions affecting play during the financial year
- % of sessions held in the financial year

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## NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

### CHILDREN, YOUNG PEOPLE AND EDUCATION SCRUTINY COMMITTEE

24 September 2015

#### REPORT OF THE HEAD OF BUSINESS STRATEGY AND PUBLIC PROTECTION – A. THOMAS

#### SECTION C – MATTER FOR MONITORING

WARD(S) AFFECTED: ALL

#### TITLE OF REPORT

#### CHILDREN AND YOUNG PEOPLE SERVICES – KEY PRIORITY INDICATOR INFORMATION

#### Purpose of Report

The purpose of the attached documentation is to advise Members of the Key Priority Indicator Information within Children's Services for the following selected monthly Key Priority Indicators for August 2015: -

- **Priority Indicator 1 – Average Number of Cases held by Qualified Workers across the Service**
- **Priority Indicator 2 – Staff Supervision Rates**
- **Priority Indicator 3 – The Number of Social Worker Vacancies across the Service (including number of starters/leavers/agency staff/sickness)**
- **Priority Indicator 4 – Number of Approved Foster Carers within NPTCBC**

Please note; there exists 9 Priority Indicators in total. Priority Indicators 5 – 9 will be reported at the next CYPE Meeting in October 2015.

Feedback is welcomed with regards to the content of these reports.

## **List of Appendices**

**Section 1** - Key Priority Indicator Information for August 2015

## **List of Background Papers**

None

## **Officer Contact**

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Telephone: 01639 685942  
Email: [d.harding@npt.gov.uk](mailto:d.harding@npt.gov.uk)



## Key Priority Performance Indicators – August 2015

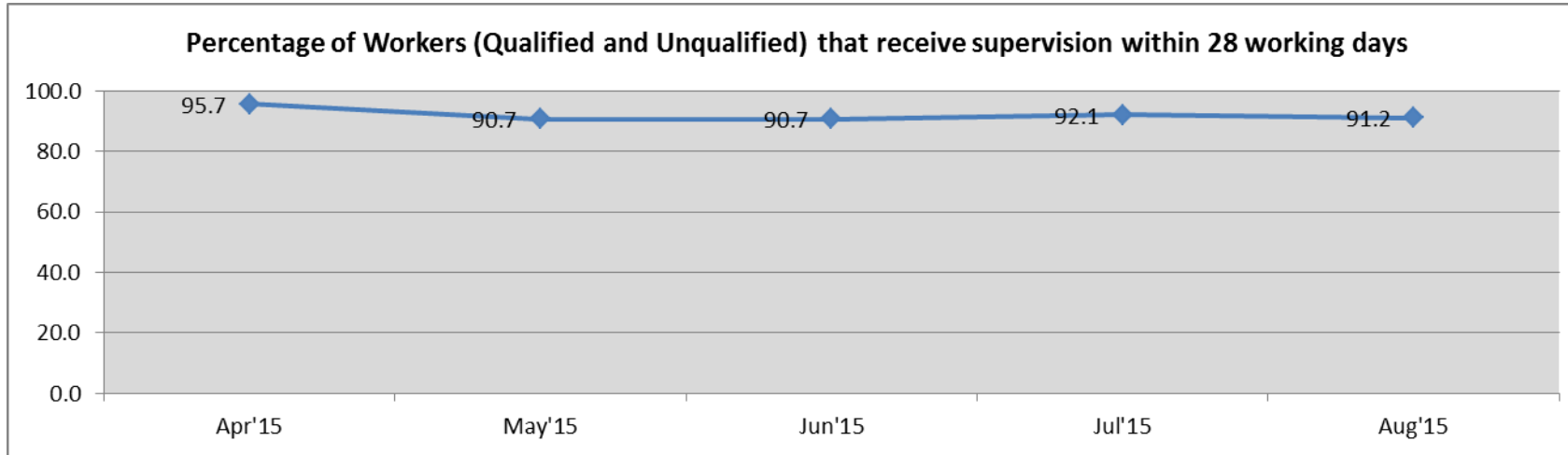
- **Priority Indicator 1 – Average Number of Cases held by Qualified Workers across the Service**

<b>As at 31<sup>st</sup> August 2015</b>	<b>Caseload Information - Qualified Workers, including Deputy Team Managers</b>					
<b>Team</b>	<b>Available Hours</b>	<b>FTE Equivalent</b>	<b>Team Caseload</b>	<b>Highest Worker Caseload</b>	<b>Lowest Worker Caseload</b>	<b>Average Caseload per Worker</b>
Cwrt Sart	444.0	12.0	176	20	11	<b>14.7</b>
Disability Team	489.5	13.2	201	21	10	<b>15.2</b>
LAC Team	407.0	11.0	189	23	12	<b>17.2</b>
Llangatwg	444.0	12.0	211	23	9	<b>17.6</b>
Sandfields	349.0	9.4	112	15	6	<b>11.9</b>
Route 16	260.0	7.0	64	16	2	<b>9.1</b>
Dyffryn	358.0	9.7	113	14	7	<b>11.6</b>
Intake	277.5	7.5	97	13	1	<b>12.9</b>
<b>Average Caseload - CYPS</b>	<b>3,198.5</b>	<b>86.4</b>	<b>1,135</b>	<b>18.1</b>	<b>7.4</b>	<b>14.2</b>

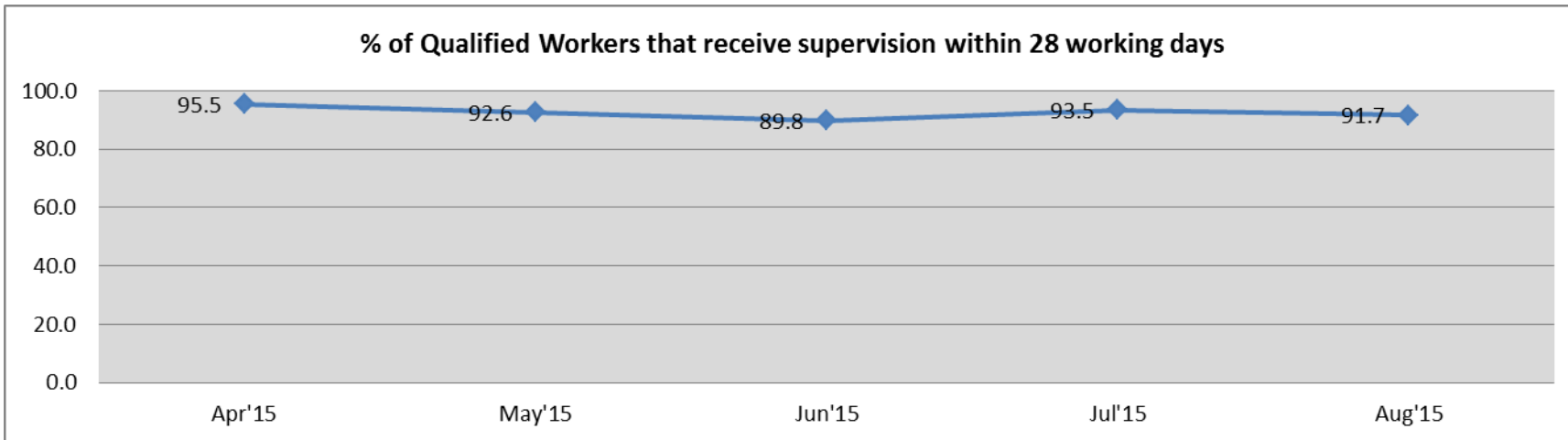
**Please Note:**

1. These figures include cases held by Deputy Team Managers and Part-Time Workers.
2. The 'Available Hours' do not account for staff absences e.g. Sickness, Maternity, Placement, unless appropriate cover has been provided.

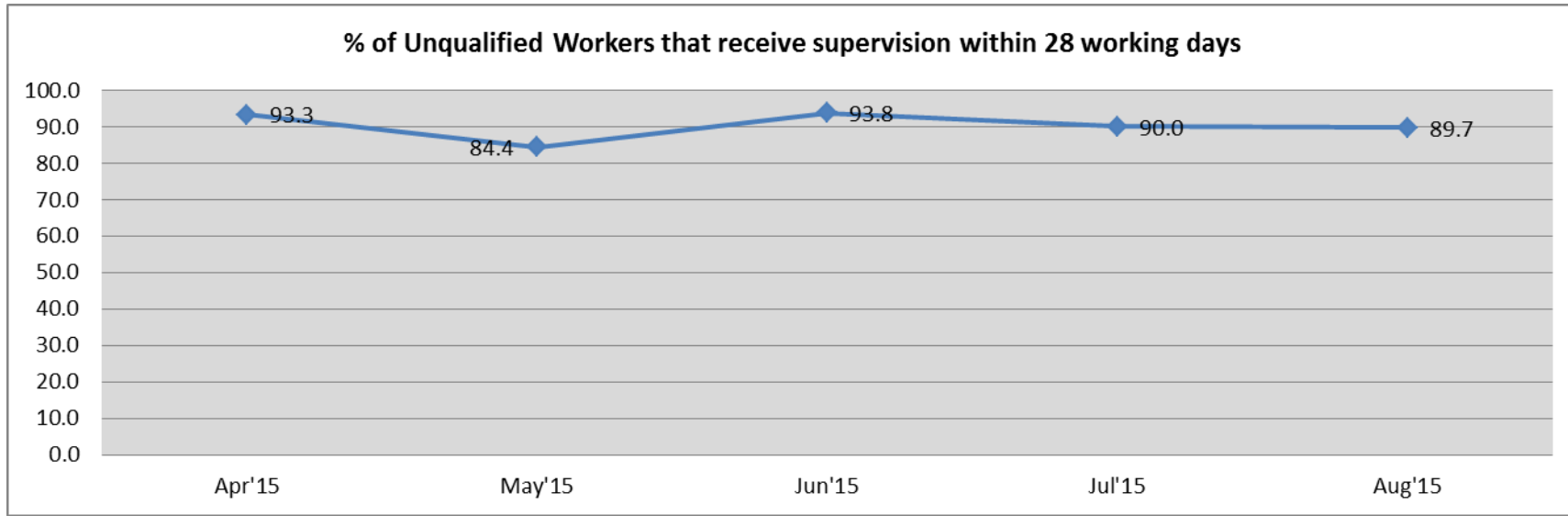
- **Priority Indicator 2 – Staff Supervision Rates**



	Apr 2015	May 2015	June 2015	July 2015	Aug 2015							
<b>Performance Indicator/Measure</b>	Actual	Actual	Actual	Actual	Actual							
<b>The percentage of Qualified and Unqualified Workers that receive Supervision within 28 working days</b>	95.7	90.7	90.7	92.1	91.2							
Number of supervisions	140	140	140	139	137							
Of Which, were undertaken in 28 working days	133	127	127	128	125							

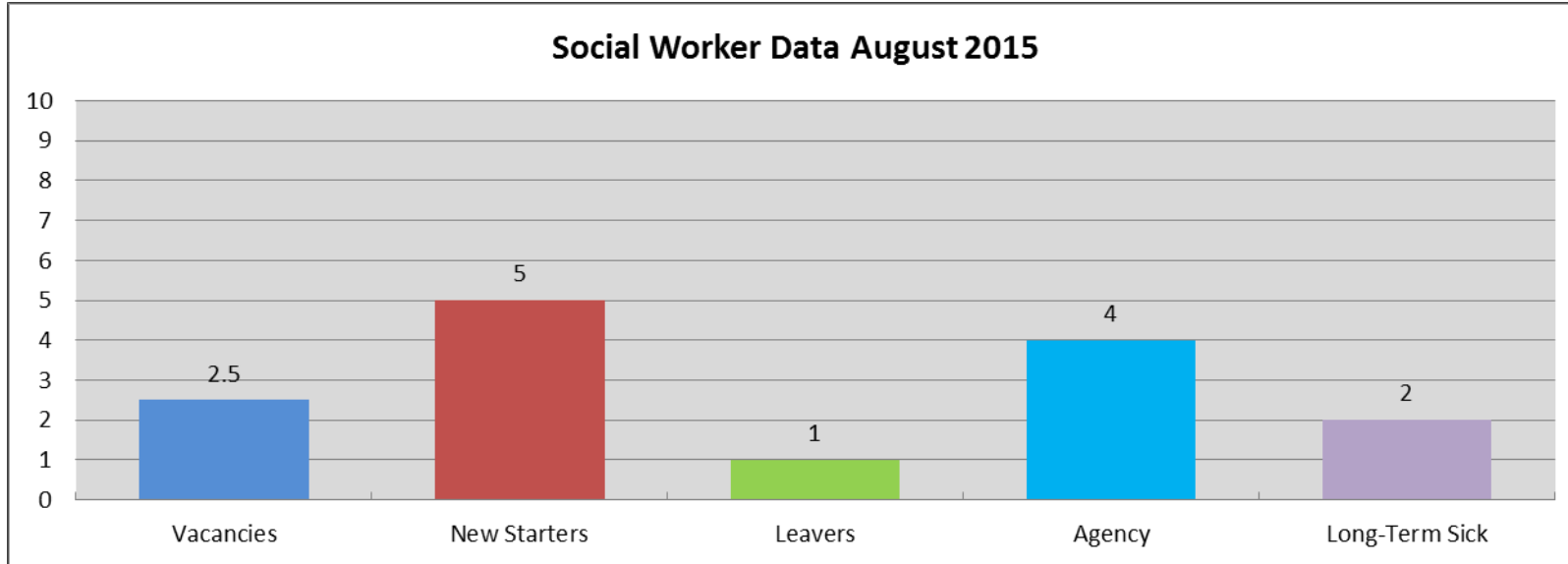


	Apr 2015	May 2015	Jun 2015	Jul 2015	Aug 2015					
<b>Performance Indicator/Measure</b>	Actual	Actual	Actual	Actual	Actual					
<b>The percentage of Qualified Workers that receive Supervision within 28 working days</b>	95.5	92.6	89.8	93.5	91.7					
Number of Supervisions	110	108	108	108	108					
Of Which, were undertaken in 28 working days	105	100	97	101	99					



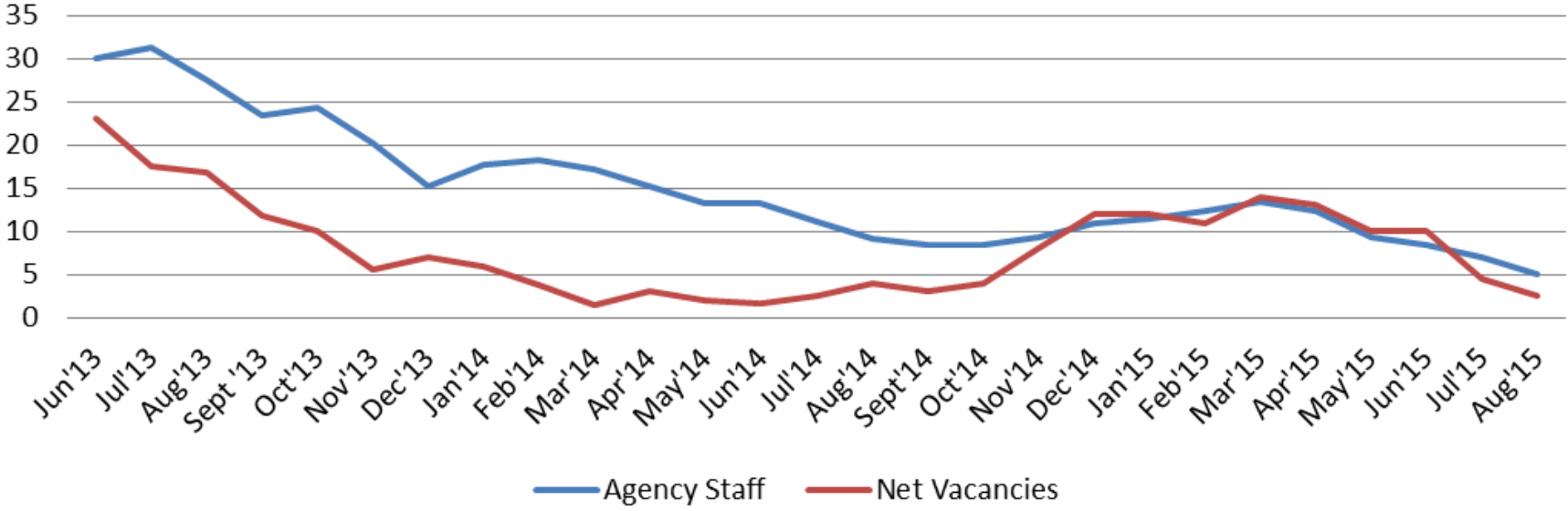
	Apr 2015	May 2015	June 2015	July 2015	Aug 2015					
<b>Performance Indicator/Measure</b>	Actual	Actual	Actual	Actual	Actual					
<b>The percentage of Unqualified Workers that receive Supervision within 28 working days</b>	93.3	84.4	93.8	90.0	89.7					
Number of supervisions	30	32	32	30	29					
Of Which, were undertaken in 28 working days	28	27	30	27	26					

- **Priority Indicator 3 – The Number of Social Worker Vacancies across the Service (including number of starters/leavers/agency staff/sickness)**

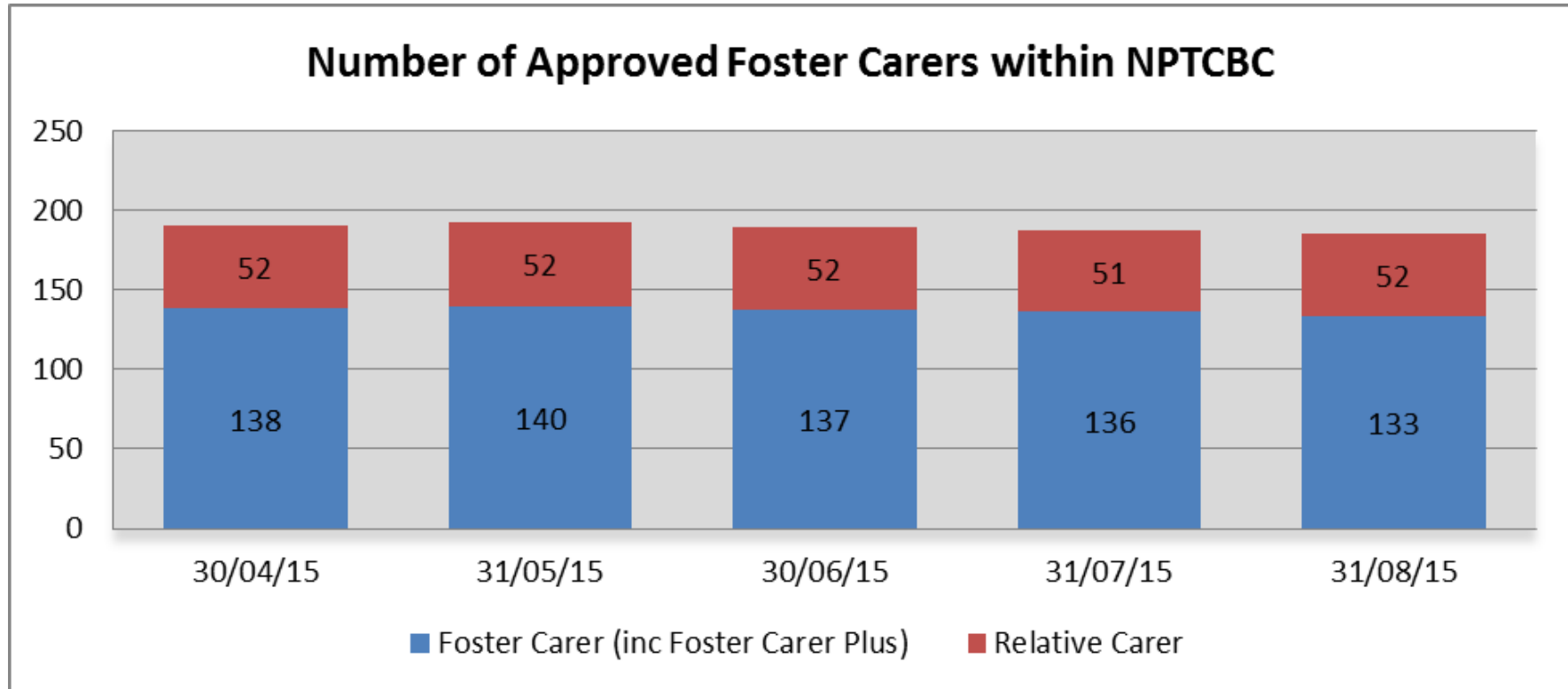


	Deputy Manager	Social Worker	Peripatetic Social Worker	IRO	Consultant Social Worker	Total
<b>Vacancies</b>	1	1.5	0	0	0	<b>2.5</b>
<b>New Starters</b>	0	4	1	0	0	<b>5</b>
<b>Leavers</b>	0	1	0	0	0	<b>1</b>
<b>Agency</b>	0	4	0	0	0	<b>4</b>
<b>Long-Term Sick</b>	0	2	0	0	0	<b>2</b>

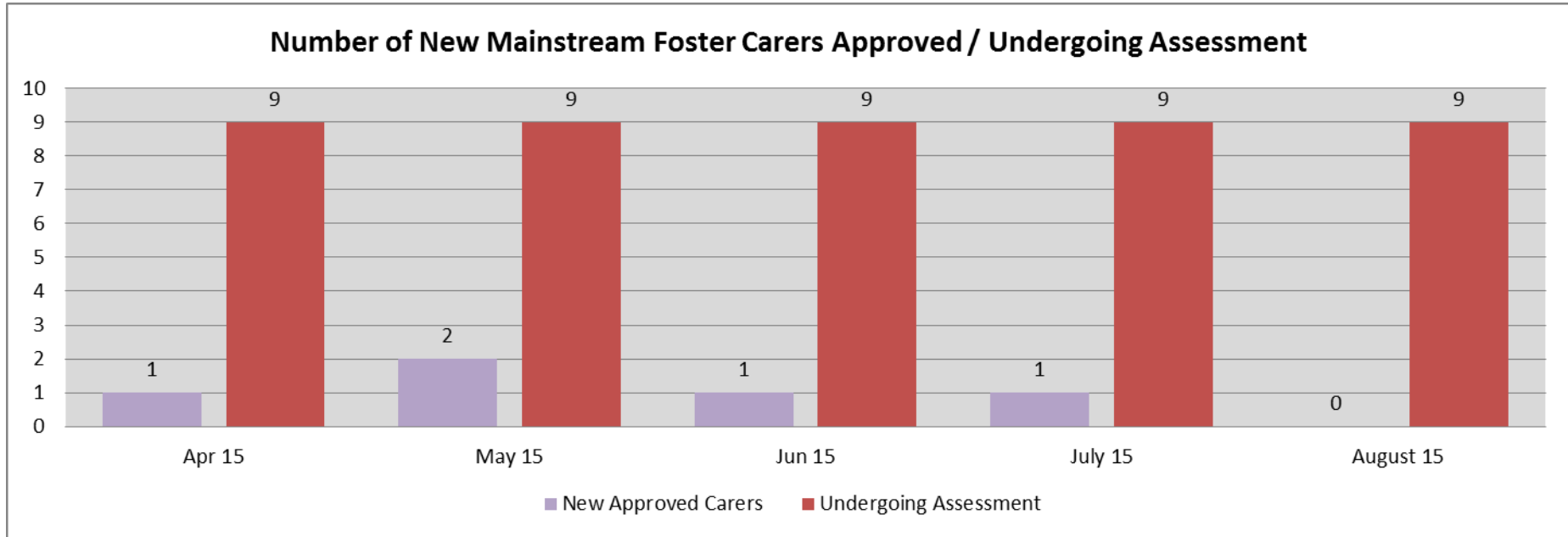
# Summary of Agency Staff and Vacancies June 2013 - August 2015



- Priority Indicator 4 – Number of Approved Foster Carers within NPTCBC

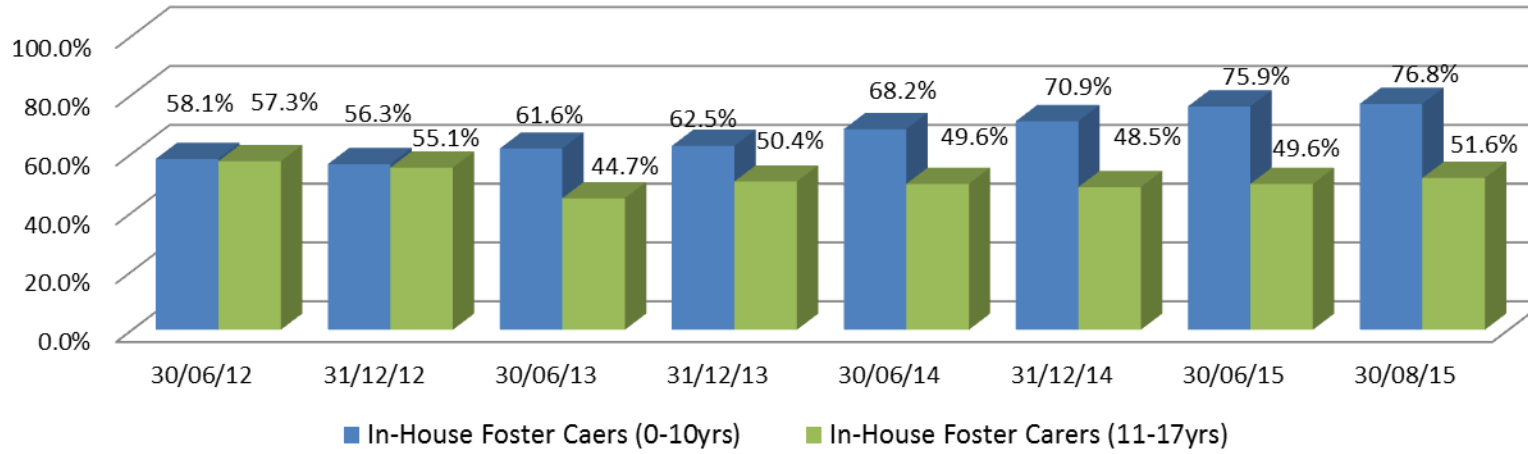


- Mainstream Foster Carers Approved / Undergoing Assessment by Month

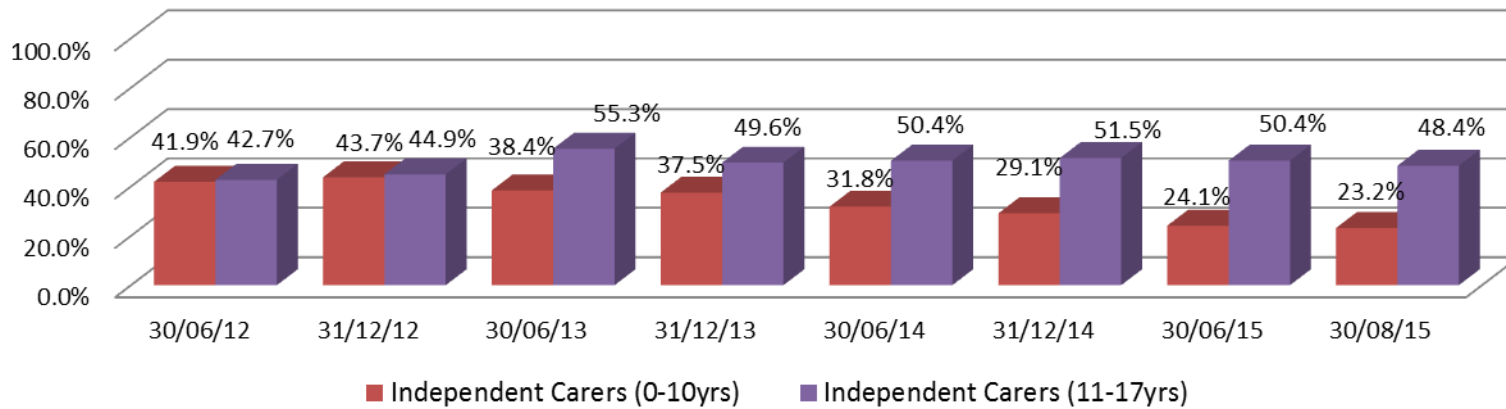




**Percentage of Children Placed with In-House Foster Carers by Age Group**



**Percentage of Children Placed with Independent Foster Carers by Age Group**



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