



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

**2.00 pm THURSDAY, 11 FEBRUARY 2016**

**COMMITTEE ROOMS 1/2, 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 14 January 2016  
(Pages 5 - 16)
3. To receive the Scrutiny Forward Work Programme 2015/16  
(Pages 17 - 22)

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

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

4. Looked After Children Pupil Deprivation Grant (2015-17)  
(Pages 23 - 28)
5. Report Care - Adult Community Learning (Pages 29 - 38)
6. Report Card - Skills and Training Unit (Pages 39 - 50)

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

7. Children and Young People Services - Key Priority Indicators  
(Pages 51 - 60)

8. To select appropriate items from the Cabinet Board Agenda for pre-scrutiny (Cabinet Board reports enclosed for Scrutiny Members)
9. 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
10. Access to Meetings to resolve to exclude the public for the following item(s) pursuant to Section 100A(4) and (5) of the Local Government Act 1972 and the relevant exempt paragraphs of Part 4 of Schedule 12A to the above Act.

## **PART 2**

11. To select appropriate private items from the Cabinet Board Agenda for pre-scrutiny (Cabinet Board Reports enclosed for Scrutiny Members)

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

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

**Thursday, 4 February 2016**

## **Committee Membership:**

**Chairperson:** Councillor A.R.Lockyer

**Vice Chairperson:** 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  
Voting Members** R.De Benedictis, A.Hughes and Mrs.C.Jones

### **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.*

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## CHILDREN, YOUNG PEOPLE AND EDUCATION SCRUTINY COMMITTEE

(Committee Rooms 1/2, Port Talbot)

**Members Present:** **14 January 2016**

**Chairperson:** Councillor A.R.Lockyer

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

**Councillors:** A.Carter, Mrs.A.Chaves, M.Ellis, 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 Non Voting Members:** A.Hughes

**Officers In Attendance** A.Jarrett, A.Thomas, Ms.J.Davies, M.Daley, I.Finnemore, M.Lazarus, J.Hodges, Ms.A.Flynn, Mrs.H.Morgan-Rees 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 3 DECEMBER 2015**

The Minutes were noted by the Committee.

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

Members requested data on the link between increased attendance and improvements in attainment. Officers highlighted that the data would be from the previous academic year. Members indicated that they would like information at a local authority level and at individual school level. It was also requested that if possible they would like a scatter graph format included in the report and officers would look into the best way of presenting the information. It was agreed that this would be incorporated into the Forward Work Programme to be reported on an annual basis.

The Forward Work Programme was noted by the Committee.

### **3. CHILDREN AND YOUNG PEOPLE SERVICES - KEY PRIORITY INDICATORS**

The Committee received the report on the key priority indicator information within Children's Services, as detailed within the circulated report, for indicators:

- 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 the Council.

Priority Indicator 1 – Members noted that there was variation in caseload numbers and asked if it reflected the amount of staff in each team. Officers explained that this was the case and the amount of cases held by workers would also vary due to factors such as, experience and type of case. It was highlighted that Deputy Team Managers would have management responsibilities and would therefore have fewer cases. It was explained that the Looked After Children team had more cases as there were some stable cases that needed less management. Officers informed Members that there was nothing to suggest that Social Workers had unmanageable caseloads and they would continue to be monitored. Members queried if Team Around the Family was included in the figures. It was explained that the Head of Service had only recently taken over the Team and they were currently not included but would be in future information.

Priority Indicator 3 – Members highlighted that a deputy manager and consultant social worker had left and asked what effect this would have had on the Service. It was also queried why the deputy manager post was under review by Health. It was explained that the deputy manager post was in the community drug and alcohol team that sat under a Principal Officer in the Service but the post was funded by Health. The consultant social worker post had been advertised internally to establish if any experienced members of staff wished to progress to this level. It was highlighted that both posts had been left due to natural progression.

Priority Indicator 4 – Members requested the numbers as well as percentages for children in foster care and it was explained that as at 30<sup>th</sup> November 2015 for 0 to 10 year olds there were 47 in house placements and 32 independent placements. For 11 to 17 year olds there were 68 in house placements and 52 independent placements. It was noted that there were more in house foster carer placements for children under the age of 10 and Members asked what could be done to attract more in house foster carers for teenagers. Officers explained that it was more difficult to attract foster carers for the 11 to 17 year old age group as they would often have complex needs and some foster carers had young children which was not appropriate for them to foster teenagers. Members noted that costs of independent carers were more than double that of in house carers. To try and improve recruitment the Foster Carer Recruitment Strategy was in the process of being revised and what additional support and improved remuneration could be put in place was being considered. Members were informed that the revised strategy would be brought to a future meeting for consideration.

Members queried how long the approval process for foster carers took and it was explained that it was variable as it would depend on the individual, on average it was around six to eight months. It was noted that there had been slight dips and increases in the number of in house approved foster carers and overall it remained fairly consistent numbers. There would be deregistration of some foster carers and registration of new ones. Members queried how foster carers could be encouraged to stay registered. It was explained that there were sometimes positive reasons for deregistration, such as foster carers taking out Special Guardianship Orders or adopting a child they were fostering and such options were encouraged through the Permanency Strategy. Members asked if foster carers would lose their fees if they undertook these options and they were informed that for Special Guardianship Orders they did not and for adoption they would still receive an allowance for some time. Members asked what the differences were between Special Guardianship Orders and adoption. It was explained that UK law allowed adoption to be undertaken without the permission of the parents if a court ruled that they would receive a better standard of care. Special Guardianship Orders provided longer term commitment to a child and the foster carers had parental powers. The Orders were used where adoption was not appropriate and took the child out of the looked after system.

Members asked if relative carers received the same support and remuneration packages as foster carers and officers informed them

that they had the same support and payments. The difference was not financial and it was explained that relative carers would have only been approved to care for specific children. It was confirmed that relative carers were included in the in house foster carer figures.

Following scrutiny, it was agreed the report be noted.

#### 4. **MONITORING OF SCHOOLS STANDARDS BY THE SCHOOL STANDARDS PARTNERSHIP GROUP**

The Committee received the report on progress of the School Standards Partnership Group, as detailed within the circulated report.

Members were informed that the Group had been set up in January 2015 to support school improvement. The aim of the Group was to enhance monitoring of standards of individual schools and the outcomes of the monitoring were to be reported back to the Committee. It was explained that the meetings were informal and non-public. It was highlighted that this was the first report to feedback the themes that had been identified during the meetings. In total, nine schools had presented to the Group and they were a range of schools including primary, secondary, special and federated. The common themes identified by the Group were outlined to the Committee. It was noted that the themes had led to opportunities for further training of Members by key officers and the training would be open to all Members of this Committee as well. Members asked if the training based on the common themes would be given to governors and it was highlighted that the majority of it was already covered in the training programme. It was noted that it was sometimes difficult to get governors to attend training.

It was noted that headteachers, governors and pupils presented to the Group and the same framework was followed by all schools. Members asked what follow up was undertaken with schools following the meetings. Officers explained that the Head of Service contacted the headteachers after each meeting for two way feedback and Challenge Advisers also received informal feedback from schools during their visits. Members queried if any of the common themes were of particular concern and if schools had specific concerns that were not part of the common themes how were they addressed. It was noted that none of the themes were more of a concern than others. Officers informed them that Challenge Advisers would be aware of concerns of specific schools and part of their visits involved



identifying areas for improvement and there was ongoing support for schools.

Members of the Committee that also sat on the Group provided feedback that they were positive meetings. It was noted that originally schools had been apprehensive about attending the meetings but once schools had been through the process they had found it to be a positive experience and had felt supported. It was a two way communication and schools were able to inform the Group of good practice and what additional support they would like. It was highlighted that at one meeting the Head Boy and Girl had attended and they had some good ideas. The Committee queried if the representatives at the meeting had included any other school staff than headteachers. It was explained that at the moment it was just headteachers and no other staff that had been involved.

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

#### 5. **PROGRESS UPDATE ON MANAGING SITUATIONS AT HILLSIDE (YOUNG PEOPLE)**

The Committee received an update on the progress made in the review of the processes of managing incidents within Hillside, as detailed within the circulate report.

At a previous meeting Members had requested clarification on the Centre's response and processes of managing incidents within the home. It was outlined that there were procedures were in place to safeguard young people and where necessary a process of reporting and contacting the Police. However, it had been acknowledged through internal review that there was a need to improve the processes and practice through a joint protocol with external agencies, including South Wales Police. It was noted that it was important not to increase the prosecution of Looked After Children.

Officers highlighted that there would be a detailed and comprehensive report that would include the proposals for the protocol at a future meeting.

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

#### 6. **PRE-SCRUTINY**

##### 6.1 **Hillside Secure Children's Home – CSSIW Inspection**

The Committee received the Care and Social Services Inspectorate Wales (CSSIW) report on Hillside Secure Children's Home, as detailed within the circulated report.

Members were informed that improvements had been made since the last inspection. This included the multi-disciplinary approach for young people, review of procedures following physical intervention and review of training. One of the observations by Inspectors had been highlighted that staff requested improved secure facilities to store their personal belongings. Officers explained that there were lockers but some of the keys had been misplaced and actions were being taken to address this. It was noted that there had been a mixed response to questionnaires about the opportunity to contribute ideas and make suggestions about the operation of the Centre. It was highlighted that changes, such as the new rota, would allow more time for staff to take forward suggestions. There would also be regular management days to develop ideas and to shape training. It was noted that they were considering the idea of partners supporting additional activities. The report highlighted that there had been a change in leadership, which had resulted in positive changes.

It was outlined that one recommendation was for all staff to receive medication training. Members asked about this recommendation and it was explained that the deputy managers had received medication training and there would always be a deputy manager on duty. Advice had been given by the Health Board and Pharmacists that this was sufficient and would be rechecked. It was noted that there was a nurse at the Centre on a daily basis. It was highlighted that no young person, who required it, went without periodic medication.

Members noted that the report suggested the mentoring of key workers to enable them to be more dynamic in their approach. It was explained that previously staff had requested clear guidance and booklets had been produced to support staff in key working processes. However, some staff followed them too rigidly and should be more flexible in their approach. This recommendation had been taken on board and was being addressed. It was highlighted that the processes were good but staff need to be more flexible in responding to the specific needs of children rather than tick box exercise and for there to be greater consistency.

Members were pleased that there was a multidisciplinary approach to outcomes and quality clinical support for staff. The developments such as the new rota for staff were also positive. Members asked if improvements had been seen with these new approaches. Officers informed them that they were still at the early development stages and information on this would be reported back to a future meeting. Members queried if the manager of the centre received enough support and it was confirmed that they did and there was a good senior management team.

It was highlighted that the Centre was dealing well with challenges. It was agreed that a visit to the Centre would be arranged and if possible tied into an open day.

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

## 6.2 Update on the Looked After Children's Strategy

The Committee received the update on the Looked After Children's Strategy which was approved and implemented in January 2015, as detailed within the circulated report.

Members were informed that the number of Looked After Children had decreased over the past 18 months in line with the targets set by the Strategy and the Forward Financial Plan. The number had reduced to 387 as at 21<sup>st</sup> December 2015 and Neath Port Talbot was no longer the highest rate per capita in the UK and further work was required to ensure that targets continued to be achieved and surpassed. Members asked if there was enough capacity in family support services if there was an increase in the amount of families referred to them for early intervention and prevention work. Officers explained that the Team Around the Family were a key part of this work and there were the same number of intervention services and they were targeted in the right places at the right time. If there was a significant increase in the number of referrals then this would be revisited.

Officers highlighted that as previously discussed work was being undertaken to recruit and retain in house foster carers, particularly for young people aged 11 and over. It was noted that Neath Port Talbot currently pays less per week than neighbouring local authorities. Members highlighted that paying

more could attract good quality foster carers. It was noted that it was also important to have the right support available to foster carers and not just financial remuneration. A report and policy on this matter would be brought to a future meeting. It was noted that some agency foster carers had been recruited by the Council, as they provided better support. Some independent foster carers struggle to get placements as the number of looked after children was reducing and the Council tried to use in house foster carers where possible. It was noted that it was also partly due to the reduction in number of looked after children, however, not all local authorities were reducing their number of looked after children. It was highlighted that local authorities were getting better at placing children in county.

Members queried how much contact families had with children who were looked after. Officers highlighted that it varies depending on the circumstances and would be part of the children's care plans. It was also highlighted that Service was working with the model from Hillside to help manage behaviour.

Following scrutiny, it was agreed the report be noted.

### 6.3 Update on the CSSIW Action Plan

The Committee received the report on the progress made with regards to Children and Young People Services compliance against the 15 recommendations contained within the Care and Social Services Inspectorate Wales (CSSIW) Inspection Report published in April 2015, as detailed within circulated report.

Members were informed that the Service was focussing on outcomes and further improvements were being made. It was outlined that there were a broad range of recommendations and some of them would continue to be ongoing as by nature they were not start and finish. Members were provided with a summary of actions that had taken place in Children's Services and future planned work.

Members requested that the work of the Improvement Member Panel was included against Recommendation 1 and officers agreed that it would be in the future. It was asked if looked after children were provided with child friendly questionnaires. Officers informed them that consultation documents had been revised, with input from children and young people, to make them more accessible. It was highlighted that this work was in

line with the new Health, Social Care and Well Being Act as there was an expectation for more consultation with people using services.

It was confirmed that Recommendation 3.2 - arrangements for deputy team managers and consultant social workers should be reviewed to ensure the capacity to carry out their responsibilities is consistent across the service - had been completed as mechanisms had been put in place to ensure this was undertaken. It was highlighted that some of the recommendations were quite hard to put into action plans and they would be closed down once mechanisms were in place to address them. It was explained that CSSIW would monitor the Service via the regional team and results would be included in the annual report for social services.

Members asked who would be delivering the risk assessment training and whether it would be external or internal trainers. Officers informed them that there were ongoing discussions regarding this.

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

## 7. **ACCESS TO MEETINGS**

**Resolved:** that pursuant to Section 100A(4) and (5) of the Local Government Act 1972, the public be excluded for the following items of business which involved the likely disclosure of exempt information as defined in paragraph 12 and 14 of Part 4 of Schedule 12A to the above Act.

## 8. **PRE-SCRUTINY**

### 8.1 **Supported Lodgings Service – Contract Extension**

The Committee received the report to seek Member approval to extend the current contract arrangements with Dewis Limited for a period of 3 months until 30<sup>th</sup> June 2016, with the option in favour of the Council alone to extend for a further 3 month

period until 30<sup>th</sup> September, as detailed within the circulated report.

Members were informed that the proposed recommendations were to negate any gaps in service and there were no additional financial implications. Members noted that the proposals would be in the interests of young people during the transition period whilst the commissioning, tendering and procurement exercise was undertaken and the results of the completed exercise were implemented.

Members requested that in the Equality Impact Assessment section of reports officers included the reason why it was not required. It was explained that in this instance it was not a change to the current service or a development of a new service.

Following scrutiny, the Committee was supportive of the proposals to be considered by the Cabinet Board.

## 8.2 School Improvement Performance, Priorities and Capacity

The Committee received the report from the Education through Regional Working (ERW) consortium on school, performance, priorities and capacity, as detailed within the circulated report.

The report informed Members of how schools were categorised, an update on verified data, the progress of priorities within regional business plan for school improvement and information about challenge adviser capacity. Members had previously requested the structure of the support staff for schools from January 2015 to January 2016 and officers would follow this up.

Members queried if there was any correlation between categorisation of schools and other factors such as school size, the amount of Free School Meals (FSM) pupils and levels of deprivation. Officers confirmed that circumstances would have an impact, however, there was not in depth analysis on this data available. It was highlighted that Neath Port Talbot had fewer small schools now. It was explained that high numbers of FSM pupils were a challenge, especially in how effectively schools used the Pupil Deprivation Grant. Members asked about the recent changes to the Grant and in particular the Looked After Children element. It was asked if there was

enough funding and were there gaps in provision. Officers explained that Welsh Government wanted a more co-ordinated, strategic approach and part of the funding was being facilitated by ERW. Officers would provide Members with more detail. It was noted that the Corporate Parenting Panel would be receiving a presentation on this matter and following feedback from Members, it was agreed that a similar report would be presented to a future meeting of this Committee.

Members commented that performance of boys achieving at key stage 2 and 3 had declined in Neath Port Talbot. Officers highlighted that a better understanding was required of what was happening in this area and it was recognised that the Head of Participation had started to undertake this work. The performance of boys would be a priority area for development in the local business plan.

Members highlighted that the infrastructure of ERW was made up of several groups and it was asked where the voice of the child fed into the process. Officers explained that it did not directly feed into the process at the moment. However, it was captured at school level through such activities as school councils. This would also be picked up with Challenge Advisors who would monitor it as part of core visits, as lesson observations allowed challenge advisers to speak to children and young people about their learning but this was not a systematic approach.

The Committee also queried the membership of the Trade Union Reference Group and how were trade unions represented as there were no trade unions listed in the membership. Officers would find out this information and circulate it to Members. Members highlighted that due to the number of groups it was important that there was clear communication between them. It was also noted that the groups would dynamically change and the information should be kept up to date. It was highlighted that in the structure there was no capacity for the lead Cabinet Members from the six local authorities to meet and discuss cross cutting topics. Officers would feed this back to the Managing Director of ERW.

It was highlighted that when categorisation was first introduced some schools felt that it was a badge. A lot of work had been undertaken to ensure it was recognised that categorisation was to ensure that schools received the right support at the right

time. Members noted that different schools in the same category received differing amounts of days of support and queried why this was the case. Officers explained that support was on a case by case basis and the amount of support required would vary between schools. It was highlighted that Neath Port Talbot had a good record of improvement. It was important to know how to support schools and Members asked how this could be improved. It was explained that it was about working together with schools, with the right resources at the right time. Schools understand that support would be proportionate to need.

Members fed back from schools that the support they had received had worked well. Members informed officers that some schools had noted that they had been pleased with the support for Welsh second language and in particular liked the Athrawes Fro scheme as it was a flexible framework. Members also asked if more work could be undertaken to link better with pre-school. Officers recognised that this was an area that required improvement as the outcomes in the foundation phase in Neath Port Talbot had declined and more engagement was needed with parents and wider services for better joined up services.

It was outlined that the ERW had been driving forward regional working and compliance with the national model. It was noted that the ERW Business Plan was scheduled to be taken to Council in March.

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

## **CHAIRPERSON**



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

<b>Date of Meeting</b>	<b>Agenda Item</b>
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
16 <sup>th</sup> July 2015	Quarterly Performance Reporting
	Pre-Scrutiny – Cabinet Board Items
30 <sup>th</sup> July 2015	Youth Service Report
	Pre-Scrutiny – Cabinet Board Items

4 <sup>th</sup> 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, 4
	Pre-Scrutiny – Cabinet Board Items
22 <sup>nd</sup> October 2015	CAMHS Progress
	Youth Service Provision Report
	Report Card – Youth Service
	CYPS Monthly Key Priority Performance Indicators – 5, 6, 7, 8, 9

	Behaviour in Schools as part of Inclusion Consultation Report
	Pre-scrutiny - Cabinet Board Items
12 <sup>th</sup> November 2015	STAND ALONE BUDGET SCRUTINY
3 <sup>rd</sup> December 2015	Quarterly Performance Monitoring including all 8 Monthly Key Priority Indicators and Complaints Data
	Pre-scrutiny - Cabinet Board Items
14 <sup>th</sup> January 2016	ERW – data presented to this meeting
	School Standards Monitoring Group Thematic Report
	CYPS Monthly Key Priority Performance Indicators – 1, 2, 3, 4
	Hillside - Managing Incidents
	Pre-scrutiny - Cabinet Board Items

11 <sup>th</sup> February 2016	Report Cards – ACL and Work Based Learning
	Presentation on Looked After Children element of the Pupil Deprivation Grant
	CYPS Monthly Key Priority Performance Indicators – 5, 6, 7, 8, 9
	Pre-scrutiny - Cabinet Board Items
9 <sup>th</sup> March 2016 (Please note change of date)	Report Cards – Looked After Children Team and Children’s Disability Team
	Quarterly Performance Monitoring including all 8 Monthly Key Priority Indicators and Complaints Data
	Progress against the University of Bedfordshire self-assessment toolkit and update against recommendations from the CSE Safeguarding Inquiry
	Report highlighting the consistent approach that will be taken across schools in Neath Port Talbot in light of the production of the toolkit from Welsh Government
	Pre-scrutiny - Cabinet Board Items

7 <sup>th</sup> April 2016	Report Cards - Conference and Review Team
	CYPS Monthly Key Priority Performance Indicators – 1, 2, 3, 4
	Review of CYPS Monthly Key Priority Performance Indicators
	Pre-scrutiny - Cabinet Board Items
28 <sup>th</sup> April 2016	Report Cards - Childcare Settings, MEAS
	School Standards Monitoring Group Thematic Report
	CYPS Monthly Key Priority Performance Indicators – 5, 6, 7, 8, 9
	Pre-scrutiny - Cabinet Board Items

**Note:** Reports requested include:

- Schools Sickness Inquiry – October 2016
- Inclusion Process Report

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**NEATH PORT TALBOT COUNTY BOROUGH COUNCIL**

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

11 February 2016

**Report of the Head of Participation – C. Millis**

**Matter for Information**

**Wards Affected:** All Wards

**Looked After Children Pupil Deprivation Grant (2015-17)**

**Purpose of the Report**

1. The purpose of this report is to inform Members of the delivery plan for the Looked After Children element to the Pupil Deprivation Grant (2015-17).

**Executive Summary**

2. It is Welsh Government's intention that Local Education Authority's adopt a more strategic approach towards the delivery of services for our most vulnerable children, and greater emphasis be placed on regional working. The funding for Looked After Children changed during the 2015/16 financial year and the Local Education Authority is now responsible for the strategic deployment of the funding.

This has meant additional grant funding has been provided to Neath Port Talbot Council of £265,050.

The terms and conditions of this additional grant created the need to build additional capacity with our Looked After Children Education Support Team (LACES).

## Background

3. The LACES team provide a wide range of detailed support, interventions and extra curricular opportunities, to ensure participation and enjoyment of learning for children 'looked after'. The team raise standards for learners 'looked after' through supporting Children's Services staff, carers and schools to reduce barriers to learning, and providing individual needs led packages of additional support.

Communication and regional partnerships are strong, contributing towards comprehensive strategic direction, policy and practice, in order to meet local, regional and national need for children 'looked after'.

Traditionally the Looked After Children Education team comprised of two full time permanent employees:

- Looked After Children's Education Coordinator
- Looked After Children's Education Officer.

The funding was previously directly passed out to schools on a per pupil basis. The fund is no longer ring-fenced per child.

The funding is now managed by the Regional Consortium and the Local Education Authority working closely with our schools.

4. For this financial year 2015/16 this has meant a distribution of grant funding of £265,050, with £10,000 having been top-sliced to contribute towards the regional project.

Children eligible for support are presently 'looked after' and children who have left local authority care for one of the following reasons: adoption, a special guardianship order, a child arrangement order, a residence order. It is anticipated that all children may potentially benefit from staff training and development, but it is the expectation that there will be a greater benefit on children who are looked after.

Within Neath Port Talbot schools there are 270 pupils 'looked after', reception to year 11 (these figures can vary).

In order to build capacity within the LACES team the following temporary/seconded posts have been built into the existing structure to 31st March 2017:



- Temporary Teacher Development Officer - 0.8 FTE
- Seconded Educational Psychologist - 1 FTE
- Temporary Teaching Assistants - 2.5 FTE
- Seconded Resource and Communications Officer - 0.2 FTE

There are three strands of activity:

#### 1. Regional 'Attachment Aware Schools' pilot project

This project is coordinated by the ERW Training and Quality Assurance Officer working with pilot schools from across the six ERW Local Authorities, to build capacity to better meet the needs of pupils who have experienced relational trauma.

Crynallt Primary and Llangatwg Comprehensive schools are representing Neath Port Talbot in phase one; attending the 'Ignition Conference', developing a whole school action plan and receiving whole staff training delivered by Kate Cairns Associates. These schools will be expected to contribute by sharing their learning and development experiences at Summer term conference and act as Local Authority 'Champions'.

Additional schools are currently being invited to express their interest in participating in phase two.

#### 2. Neath Port Talbot 'Wellbeing Initiative'

This initiative continues to build capacity within schools to better meet the individual needs of pupils who have experienced relational trauma, and to support individual pupils to understand and regulate their own emotions whilst respecting the feelings of those around them by:

- Delivering 'bespoke' training to meet individual school staff training and individual pupil needs.
- Delivering Emotional Literacy Support Assistant training and on-going supervision.
- Supporting the communication and relationships of children aged 6 or below, recently placed in a foster or adoption placement, by the delivery of Video Interaction Guidance.

### 3. LAC Education Support

The team continues to track and support learners, formulate initial Person Education Plan targets, design and facilitate additional targeted packages of needs led learning support, and develop specific learning support materials and resources.

The development of the 'Improving LAC Reading Attainment Policy' and action plan is now fully embedded and remains a priority focus for the team.

#### **Financial Impact**

5. All activity is 100% grant funded.

#### **Workforce Impacts**

6. Increased capacity within the Looked After Children Education team to work with vulnerable pupils.

#### **Legal Impacts**

7. No legal implications

#### **Risk Management**

8. Failure to implement would mean the Authority would not be able to deliver services to Looked After Children in line with Welsh Governments recommendations and a potential repayment of the additional grant funding.

#### **Consultation**

9. There is no requirement under the Constitution for external consultation on this item.

#### **Recommendations**

10. The report to be noted.

#### **Reasons for Proposed Decision**

11. Matter for information, no decision required.

## **Officer Contact**

12. Nicky Sneezum - LAC Education Coordinator

Telephone: 01639 685709

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**NEATH PORT TALBOT COUNTY BOROUGH COUNCIL**

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

11 February 2016

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

**Matter for Monitoring**

**Wards Affected:**

All Wards

**Report Card for Adult Community Learning**

**Purpose of the Report**

1. To present to Members the report card developed by the Adult Community Learning Service.

**Executive Summary**

The attached report card summarises the functions of the Adult Community Learning Service.

**Background**

Adult Community Learning provides a range of learning activities for post 16 year olds in Neath Port Talbot. It is non-statutory and around 60% of

adult community learning courses provided in Neath Port Talbot (NPT) are delivered by Adult Community Learning (ACL).

Neath Port Talbot Adult Community Learning (ACL) is a part of the Adult Learning Network (ALN). The partnership, which was set up in 2000 under the New Learning Network, is now well established and involves a range of public and voluntary-sector organisations in Neath Port Talbot County Borough including:

- NPTC Group
- Neath Port Talbot Council for Voluntary Service;
- Workers' Educational Association (WEA) South Wales;
- Swansea University Department of Adult Continuing Education
- South West Wales Welsh for Adults Centre
- NPT Homes
- Open University

### **Financial Impact**

2. ACL is funded via two streams of external funding namely Welsh Government and a franchise agreement with Neath Port Talbot Group.

Unfortunately, the Family Learning grant ceased last year however, ACL has continued to work with schools providing as many free courses as possible to encourage families back into education.

### **Equality Impact Assessment**

3. Equality Impact Assessments are not required for the purpose of this report.

### **Workforce Impacts**

4. There are no workforce implications.

### **Legal Impacts**

5. There are no legal implications.

### **Risk Management**

6. No requirement for risk assessment.

### **Consultation**

7. No requirement for consultation.

### **Recommendations**

8. Item for monitoring only.

### **Reasons for Proposed Decision**

9. N/A

### **Implementation of Decision**

10. N/A

### **Appendices**

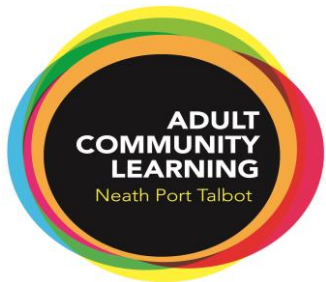
11. ACL Service Card February 2016.

### **Officer Contact**

12. Chris Millis Head of Participation, Telephone 01639 763226 email [c.d.millis@npt.gov.uk](mailto:c.d.millis@npt.gov.uk)
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# ADULT COMMUNITY LEARNING

## REPORT CARD – February 2016



### What We Do

Adult Community Learning provides a range of learning activities for post 16 year olds in Neath Port Talbot. It is non-statutory and around 60% of adult community learning courses provided in Neath Port Talbot County are delivered by Adult Community Learning (ACL) using two streams of external funding:

1. Welsh Government
2. a franchise agreement with Neath Port Talbot College Group

Unfortunately, the Family Learning grant ceased last year. However, ACL has continued to work with schools providing as many free courses as possible to encourage families back into education.

ACL acknowledges the importance of engaging adults in the learning process, developing their soft skills (including their confidence to learn) and ensuring progression into more formal learning and/or employment. An example of this is the Introduction to Childcare which raises awareness of opportunities and helps learners improve their learning skills in preparation for undertaking more formal training onto the QCF level 2 and then the level 3 in Children's Care, Learning and Development. Other courses delivered by ACL are literacy, numeracy, study skills, confidence building, employability skills, GCSE mathematics and English etc. Adult Community Learning ensures that costs are kept to a minimum e.g. literacy, numeracy, study skills courses etc are free, to enable all residents in NPT to access learning to improve skills.

Adult Community Learning works with partners to guarantee that the best possible opportunities are available in NPT by utilising funding; this includes providing tutors to deliver courses for Communities First, Glynneath Training Centre etc.

### Who We Work With

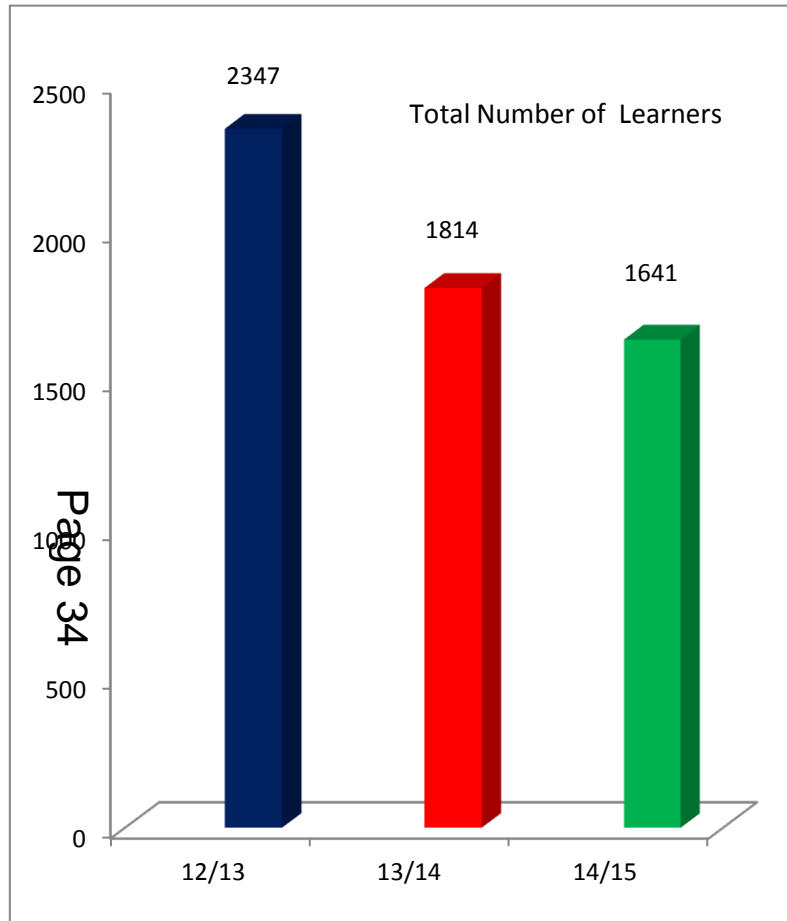
Neath Port Talbot Adult Community Learning (ACL) is a part of the Adult Learning Network (ALN). The partnership, which was set up in 2000 under the New Learning Network, is now well established and involves a range of public and voluntary-sector organisations in Neath Port Talbot County Borough including:

- NPTC Group
- Neath Port Talbot Council for Voluntary Service;
- Workers' Educational Association (WEA) South Wales;
- Swansea University Department of Adult Continuing Education
- South West Wales Welsh for Adults Centre
- NPT Homes
- Open University

ACL also works closely with:

- Communities First
- Department of Work and Pension
- Shaw Trust
- DOVE
- Glynneath Training Centre
- Neath YMCA
- NPT Primary and Comprehensive Schools
- NPT - Community Centres
- Skills and Training
- Community Groups/Clubs
- The Work Programme
- Youth Service
- Flying Start / Playworks/ Playgroups/ Crèches

## How Much Did We Do?



## How Do We Deliver the Service?

Since 2012/13 staffing levels have reduced considerably – present staffing levels are: 3 full time, 2 part time and 18 tutors. In 2014, ACL had 7 full time staff, 3 part time and approximately 40 tutors.

The ACL direct funding grant from the Welsh Government has reduced since 2013/14 from £135,235 to £221,039. Funding for 2016/17 has yet to be confirmed by the Welsh Government. NPTC Group cut the franchise budget by 50% in 2014/15. The budget was £286,560 – this year the budget is £143,360. Funding from the college covers the academic year – August – July and the service needs to deliver the appropriate amount of learning to ensure that the target set by NPTC Group is met (to achieve the full funding allocation). Over the past two years, by working closely with different partners, ACL has managed to bring in some external funding by offering accreditation, providing tutors etc. ACL has always worked within budget and our sickness records indicate the commitment to providing a high quality of service.

### Adult Community Learning Sickness Absence

#### Average FTE days Lost per Employee - Quarter 3 (1<sup>st</sup> April to 31<sup>st</sup> December)

	Quarter 3 2014/15	Quarter 3 2015/16
FTE Days Lost	18	8
Average FTE Employees	8.6	7.8
<b>FTE Days lost per Employee</b>	<b>2.1</b>	<b>1.0</b>
<b>Education, Leisure and Lifelong Learning Services FTE Days Lost per Employee</b>	<b>6.1</b>	<b>6.2</b>
<b>Council FTE Days lost per Employee</b>	<b>6.7</b>	<b>6.8</b>

## How Well Do We Deliver? (Data for 14/15 published in March 2016)

**Partnership Benchmarking data** - 13/14 Completion 94% Attainment – 91% Success – 86%

**Franchise Benchmarking data** – 13/14 Completion 93% Attainment – 89% Success – 84%

**Direct ACL Benchmarking data** – 13/14 Completion 91% Attainment – 88% Success – 83%

<b>2012/13</b>	ALN Partnership	Franchise	Direct	<b>2013/14</b>	ALN Partnership	Franchise	Direct	<b>2014/15</b>	ALN Partnership	Franchise	Direct
Completion	94%	99%	94%	Completion	98%	99%	99%	Completion	Awaiting figures	Awaiting figures	98%
Attainment	86%	82%	72%	Attainment	88%	87%	96%	Attainment	Awaiting figures	Awaiting figures	98%
Success	81%	77%	67%	Success	86%	86%	95%	Success	Awaiting figures	Awaiting figures	95%

## How Well Did We Do It? - Learner survey

A total of 61894 learners across Wales took part in an IPSOS survey, including 148 learners from Neath Port Talbot Adult Community Learning

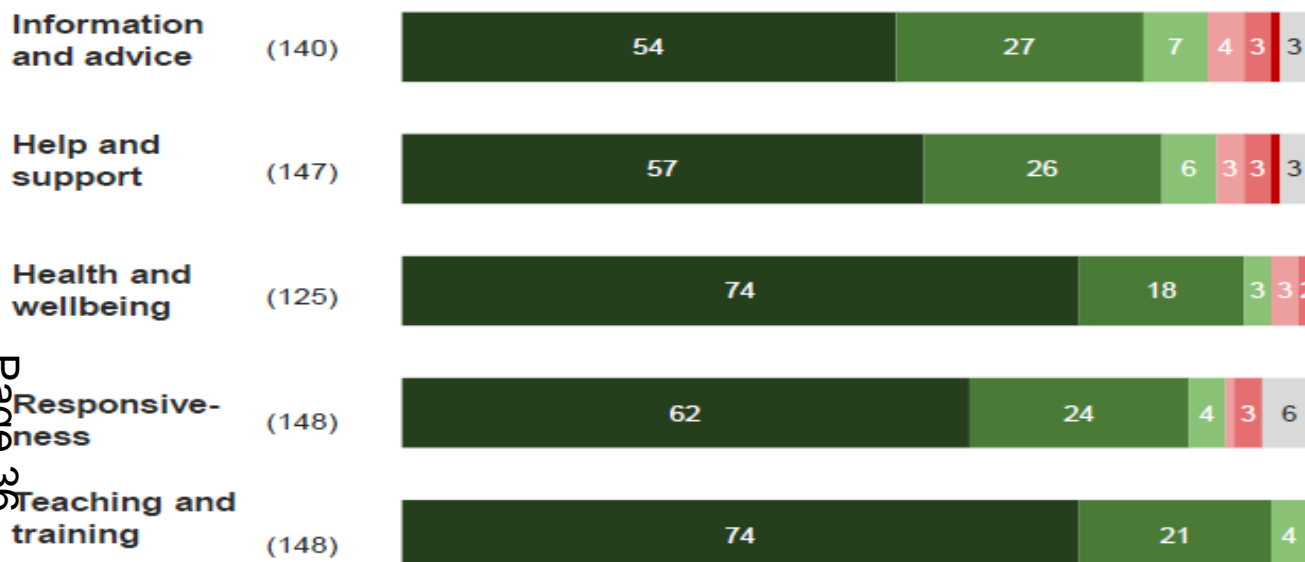
**How do you rate ACL –** 91% very good/good in 2014 89% very good/good in 2015

**Is the course what you expected -** 92% very good/good in 2014 92% very good/good in 2015

# Breakdown of learner satisfaction

These composite scores are calculated by combining answers to key themes in the survey

■ Very good ■ Good ■ Fairly good ■ Fairly poor ■ Poor ■ Very poor ■ Don't know



Your score	Benchmark % 'very good'		Your % change from 2014
	Your score	ACL	
54	54	52	-1
57	57	60	-4
74	74	75	+2
62	62	62	+3
74	74	73	-2

Learner Voice Wales survey 2015. Fieldwork conducted Dec 1st 2014 – Feb 20th 2015. A total of 61894 took part in the survey, including learners in further education, work-based learning, adult community learning (4728), and Welsh for Adults. A total of 148 took part from Neath Port Talbot Adult Learning Network Base size for individual questions shown in brackets. For ease of display, figures below 2% are not shown on the chart.

## ACL Development

- To continue to provide accurate data to LLWR (Lifelong Learning Wales Record) ensuring exact records.
- Linking with the NPTC Group to provide electronic data on franchise learners.
- To continue to develop tracking information on learners e.g. learner support, exit data, courses etc.
- To provide attainment records / store certificates on learners' achievements.
- To provide more information on learning opportunities that are not being provided in NPT by Adult Community Learning e.g. clubs, groups.
- To import Wales Essential Skills Toolkit (WEST) results into the ACL website.
- Creating an online section of the ACL website to house information for all clubs / groups across NPT.

## Story Behind the Data

### DIRECT DATA

- Up until February 2014, Adult Community Learning was using Maytas (Management Information System) to store and record learner data but following many issues with the company, the contract ceased in February 2014. ACL now uses Sharepoint (ACL website) to record data which is an internal system.
- Data transferred from the ACL website (Management Information System) to LLWR (Lifelong Learning Wales Record) was accurate in 13/14 as a result the Direct data has improved – learning activity success is up by 27% and for 14/15 - success remains the same at 95% (see above graph).
- Funding has reduced substantially over the last 3 year – this has had an impact on staffing, enrolments and courses being delivered in NPT. ACL works closely with partners to try and provide the same learning opportunities for the residents of NPT.

### FRANCHISE

- Franchise courses for 14/15 - data is electronically submitted to the college. As this is a new way of transferring data, there have been a number of issues. By transferring data electronically, we hope to avoid duplication and increase data accuracy.
- Data transfer has been a concern as NPTC Group was unable to transfer to LLWR - this was only completed in January 2016 for 14/15 data. Less time for ACL to ensure result data was accurately submitted – benchmarking data may not be accurate.
- There has been a 50% reduction in funding from the college in 15/16 – this has had an effect on the number of courses being delivered in NPT.

### Other Information

- The ALN Partnership data is published on the Welsh Government website. Attainment and Success improved in 13/14 – completion remained the same. Overall learning activity success is 86% - the national comparator is also 86%. 14/15 data will be published at the end of March 2016.
- ACL continues to support past ACL classes that have moved to clubs/groups by advertising information on the ACL website, referring, marketing information at events.
- Screening for ACL learners is via WEST (new literacy/numeracy screening tool) as directed by the Welsh Government and this is used to influence curriculum development and support.

## Next Key Actions To Do Better

What?	Who?	By When?
• Continue to improve benchmarking data (completion, attainment and success) to be above the National Comparator for all ACL courses.	ACL	February 2017
• To continue to improve the quality of teaching in ACL by providing access to quality continuing professional development.	ACL	September 2016
• Improve system for assessing, recording, and monitoring learners with additional learning needs.	ACL	September 2016
• To screen learners who are on literacy/numeracy course and those learners who are studying more than 5 hours per week – as directed by the Welsh Government and use this data to inform curriculum development.	ACL	September 2016
• Develop Digital Literacy classes for all to provide opportunities for learners at all levels. To utilise technology to assist them in developing transferable skills that increase the capacity for self-advocacy and self-directed study.	ACL	January 2017
• Continue to provide as much support as possible to the clubs/groups that were ACL courses.	ACL	April 2016

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COMMITTEE**

11 February 2016

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

**Matter for Monitoring**

**Wards Affected:**

All Wards

**Report Card for the Skills and Training Unit**

**Purpose of the Report**

1. To present to Members the report card developed by the Skills and Training Unit.

**Executive Summary**

2. The attached report card summarises the functions of the Skills and Training Unit which includes Work Based Learning.

**Background**

Skills and Training has delivered Welsh Government funded specialist programmes of learning and training for over 30 years, covering work-

based learning opportunities and offering bespoke commercial training to meet the needs of local residents, employers and their employees.

Skills and Training is a non-statutory service delivering a range of work tasters, learning programmes, qualifications and employment opportunity programmes for people from the age of 14 - 65. Current delivery services are across the Neath Port Talbot County Borough, Swansea Bay and Bridgend regions, the organisation engages with approximately 250-300 learners and job seekers at any one time.

### **Financial Impact**

3. The Skills and Training Unit have an annual turnover of £1m, which is primarily funded through a contract with Skills Academy Wales / Welsh Government with a contract value of £1.2 from 1st April 2015 – 31st July 2016.

### **Equality Impact Assessment**

4. Equality Impact Assessments are not required for the purpose of this report.

### **Workforce Impacts**

5. There are no workforce implications.

### **Legal Impacts**

6. There are no legal implications.

### **Risk Management**

7. No requirement for risk assessment.

### **Consultation**

8. No requirement for consultation.

### **Recommendations**

9. Items for monitoring only.



## **Reasons for Proposed Decision**

10. N/A

## **Implementation of Decision**

11. N/A

## **Appendices**

12. Skills and Training Unit Service Card February 2016.

## **Officer Contact**

13. Chris Millis Head of Participation, Telephone 01639 763226 email [c.d.millis@npt.gov.uk](mailto:c.d.millis@npt.gov.uk)
14. Neil Thomas Participation Co-Ordinator, Telephone 01639 686376 email [n.g.thomas@npt.gov.uk](mailto:n.g.thomas@npt.gov.uk)
15. Nicola Bray Business Development & External Partnerships Manager  
Telephone: 01639 685974 e-mail [n.s.bray@npt.gov.uk](mailto:n.s.bray@npt.gov.uk)
16. Paul Williams Operations Manager, Telephone 01639 686618 e-mail: [s.p.williams@npt.gov.uk](mailto:s.p.williams@npt.gov.uk)

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# Skills & Training

## REPORT CARD – January 2016

### Outcome 5-People in Neath Port Talbot fulfil their learning potential

#### What We Do

Skills and Training has delivered Welsh Government funded specialist programmes of learning and training for over 30 years, covering work-based learning opportunities and offering bespoke commercial training to meet the needs of local residents, employers and their employees.

Skills & Training is a non-statutory service delivering a range of work tasters, learning programmes, qualifications and employment opportunity programmes for people from the age of 14 - 65. Current delivery services are across the Neath Port Talbot County Borough, Swansea Bay and Bridgend regions, the organisation engages with approximately 250-300 learners and job seekers at any one time.

With an annual turnover of £1m, the organisation is primarily funded through a contract with Skills Academy Wales/Welsh Government with a contract value of £1.2 from 1<sup>st</sup> April 2015 – 31<sup>st</sup> July 2016.

Staffing levels have reduced by half in the last three years; the organisation currently has 20 posts, 6 of which are part-time.

Skills & Training have been a Prince's Trust franchise holder since 1990. In 2015 The Princes Trust awarded Skills & Training the prestigious title of the 'Best Delivery Partner in Wales'. To date 150 Team Programmes have been delivered, supporting more than 2000 participants aged 16-25 to develop the self-confidence, employability skills and qualifications to reach their potential.

Welsh Government specialist 'employability' programmes are designed to engage people, address learning barriers and offer basic qualifications and work experience. The programmes cater for different client groups both under and over the age of 18, who are not in full-time education or employment.

#### Welsh Government Work Based Learning Programmes delivered:

- Apprenticeships- Level 3
- Foundation Apprenticeships- Level 2
- Traineeship Level One
- Traineeship Engagement
- Traineeship Engagement, Prince's Trust Team Programme
- Adult Work Ready Programme

Work Tasters in most occupational areas are available for Traineeship Engagement and Work Ready Learners.

Environmental Projects (Traineeship Engagement and Work Ready programme)

#### Specialised Occupational Areas for Level 1, 2 & 3:

- Early Years Care
- Health & Social Care
- Hairdressing
- Barbering
- Performing Manufacturing Operations
- Sport & Recreation
- Customer Service

### Support includes:

- Open recruitment policy for access to programmes
- Two mini buses (pick up points for learners) to reduce barriers to accessing training
- Job Search facilities
- CV Writing
- Literacy & Numeracy development
- Motivational Training
- Essential Skills Wales Qualifications
- Allocated Learning Coaches & Welfare Officers
- Lunch & Listens' and Learner forums/focus groups
- Community Projects (Traineeship Engagement and Work Ready programme)

Skills and Training also offer a variety of training and qualifications as 'added value' or on a commercial basis to contribute to reducing the number of families living in workless households, improve the skill level of parents and young people in low income families so that they can secure well-paid employment and reduce inequalities in health, education and economic outcomes for children living in poverty, by improving the outcomes of the poorest.

### Commercial courses delivered in 2015:

- Prince's Trust 'Get Started' Courses e.g. Get Into Cooking
  - Health and Safety
  - Manual Handling
  - CSCS Construction Site Safety Cards
  - IOSH Working Safely
  - IOSH Managing Safely
  - First Aid
  - Paediatric First Aid
  - Food Safety
  - Fire Awareness
  - Fire Warden
  - Manual Handling
  - Risk Assessment
  - Working Alone in Safety
  - COSHH (Control of substances hazardous to health)
  - Asbestos Awareness
  - Grass and hedge cutting
  - Sit on Mower
  - Forestry maintenance
  - Woodchipper

### Skills & Training is an Accredited Centre for:

- City & Guilds
- Lantra
- CSCS Test Centre
- British Safety Council
- HSE Approved Centre for First Aid
- Chartered Institute of Environmental Health (CIEH)
- British Heart Foundation(BHF)

### Neath Port Talbot Priorities

1. Improve our local economy and help reduce poverty.
2. Maximise the number of people who are able to access employment, by addressing barriers to employment.
3. Reduce the number of people not in work through key employment support initiatives.
4. Work with young people and disadvantaged parents to ensure that they have the skills and confidence so that they are best equipped to embark on working life.
5. Further develop training and employment opportunities for disadvantaged groups including young carers, care leavers, past offenders and unemployed 18-25 year olds.
6. Promote self-employment initiatives.

### Who We Work With

Skills and Training are proud to be founding members of, and work in partnership with a diverse range of outstanding and like-minded providers known as Skills Academy Wales (SAW).

SAW was established as the first Work-Based Learning Consortium of its kind in Wales in October 2009 and has been operating as a single contract with the Welsh Government since August 2010, led by NPTC Group, offering provision for the delivery of Work-Based Learning programmes throughout North, Mid and South Wales.

Partner organisations for Skills Academy Wales are: Pathways Training; Learn-kit Ltd; Gwendraeth Valley Community Enterprise Ltd (Jobforce Wales); Llanelli Rural Council; ACO Training Ltd; NPT County Borough Council (Skills & Training); Swansea ITeC Ltd and Coleg y Cymoedd.

Skills & Training is also part of the NPT Adult Learning Network and works closely with:

- Neath Port Talbot Adult Community Learning (ACL)
- Gyrfa Cymru/Careers Wales
- Communities First
- Jobcentre Plus (JCP+)
- Natural Resources Wales
- The Fire Service
- Prince's Trust
- NPT Schools
- Flying Start
- Afan Park
- National Training Federation Wales (NTfW)
- Neath Port Talbot College Group
- Other Training Providers
- Third Sector Organisations e.g. Dove, Glynneath, Shaw Trust, NSA,
- Community Based Organisations
- ELLLs Directorate Teams
- Youth Offending Services
- Barclays Bank
- DEWIS Housing
- NPT Homes
- Tata Steel
- Owens Transport
- CGI
- Citizens Advice Bureau
- WACADA

Good relationships have been forged with many local employers over the years. These employers provide suitable learning environments for individuals; many of the learners continue learning and/or secure employment with them.

## LINKED PARTNER PRIORITIES

**Skills Academy Wales:** To deliver high quality provision for learners, employers and the wider community, to support sustainable economic growth and regeneration, through effective partnership working.

1. To achieve excellence;
2. To transform provision through effective collaboration;
3. To be the first choice for learners, employers and other stakeholders; and
4. To be the leading work-based learning partnership in Wales.

Key areas: 1. Outcomes  
2. Teaching & Learning  
3. Leadership

### Welsh Government

1. Work Based Learning Provider Return for Community Benefits-Skills & Training produce reports to SAW to contribute to responses to WG.
2. Skills implementation plan (July 2014)  
[www.wales.gov.uk/educationandskills](http://www.wales.gov.uk/educationandskills)
3. Other related WG documents that WBL uses and follows are: The Learning Country: Vision Into Action; Skills That Work for Wales: A Skills and Employment Strategy and Action Plan; Welsh-medium Education Strategy; Literacy & Numeracy Framework.  
<http://gov.wales/topics/educationandskills/publications>
4. Youth engagement and progression framework- (Welsh Government, 2014)- e.g. Youth Guarantee & reporting information for CAP (Common Area Prospectus)- Reducing the number of NEETS
5. WG-Qualified for Life The Review of Qualifications for 14- 19-year-olds in Wales. <http://gov.wales/docs/dcells/publications/141001-qualified-for-life-en.pdf>

## Estyn

**Key areas inspected below, these are reflected in all of the overarching themes of provision within Skills & Training:**

Attainment

Literacy & Numeracy

Digital Literacy

Equality, Diversity and Inclusion

Welsh Language and Culture

ESDGC

Health & Well being

Staff Development/CPD

**Estyn Inspection Outcome in 2014 , grade awarded** based on judgements made on the three key questions for Skills Academy Wales Performance was:

**Estyn Grade Awarded – Good**

Self Assessment Grade - Good

The second overall judgement represents inspectors' confidence in the provider's ability to drive its own improvement in the future. These normally relate closely to the overall judgements for the quality indicators for leadership and/or improving quality.

**Estyn Grade Awarded – Good**

Self Assessment Grade – Good

## How Much Did We Do?

In 2015 Skills and Training engaged with 250-300 individuals via the Work Based Learning contract.

In addition to this 800 individuals to date have benefitted from attending training courses delivered through our commercial section in 2015/2016.

In 2013/2014 approximately 1250 individuals benefitted from attending training courses delivered through the Safety Education Centre.

2014/2015 statistics confirm at least 358 individuals undertook training, however the data set may be incomplete and therefore may not be a true representation of all courses delivered during this time, due ER/VR of staff and the subsequent loss of the Safety Education Centre (as was known)

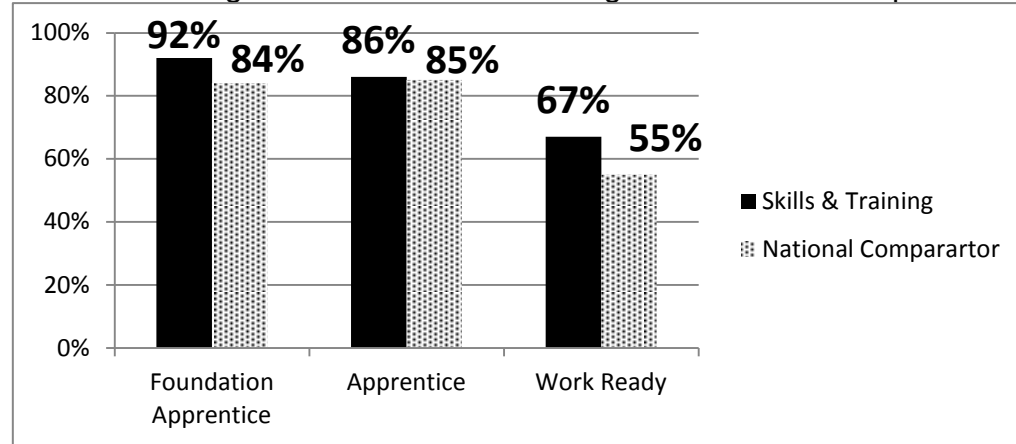
Delivery for Prince's Trust Team programme has increased from 3 2014/2015 teams per year to 6 teams per year 2015/2016.

5 charitable fund raising events took place during 2015 to support disadvantaged groups in the local community.

6 Community/Environmental project activities took place for learners to engage with and make a difference to their communities.

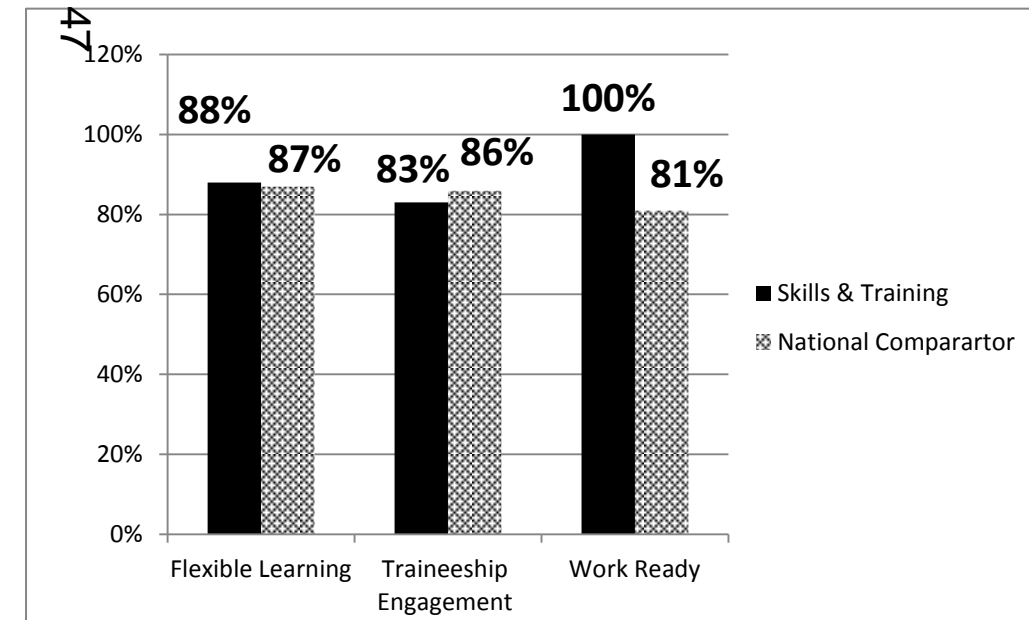
## How well did we do 2014/2015 ?

### Skills & Training achievers success rate against National Comparartor

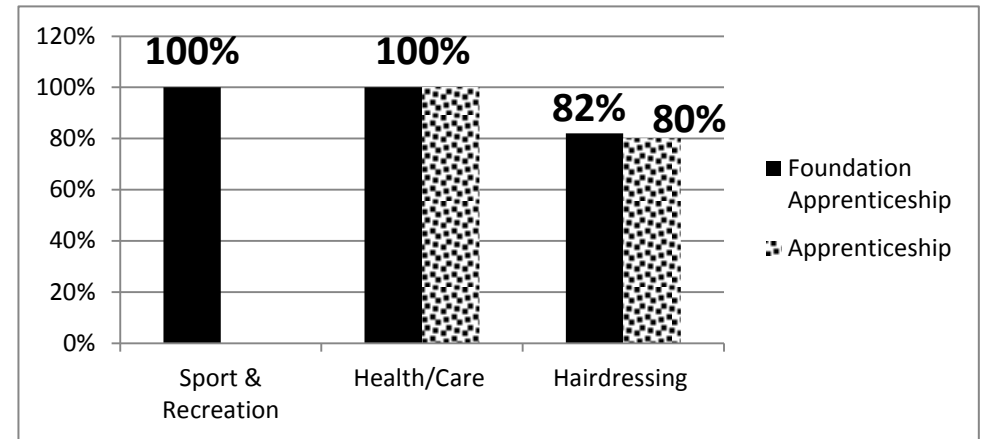


### Employability Programmes

### Skills & Training achievers success rate against National Comparartor



### Success rates by Training Programme and Occupational area



## Contractual Changes 2015

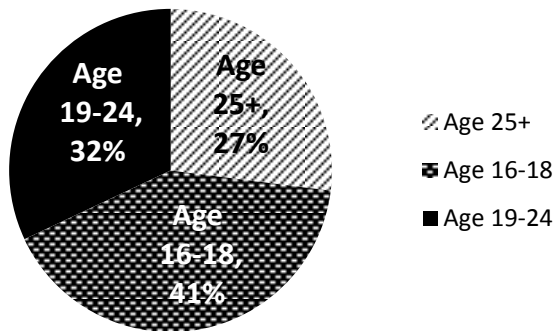
Welsh Government (WG) have made one substantive change to the format of the 2014/15 Learner Outcomes Reports i.e. not reporting Traineeship destinations.

This year the WG introduced a new approach to recording learners' destinations for the Traineeship programme, based on immediate progressions i.e. within four weeks of leaving. This means for 2014/15 there is not a full year of data based on this new measure.

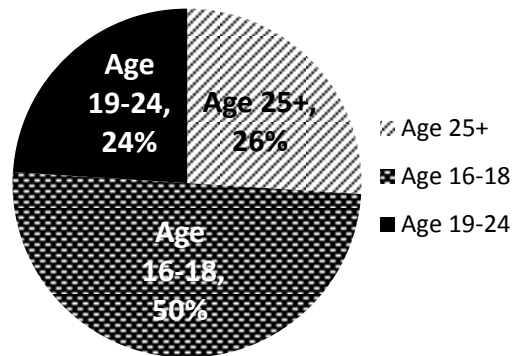
The phasing out of the Young Recruits Programme and the restricted funding for the over 25 age group is having a negative impact on recruitment and progression opportunities across all sectors. The Health Care sector has been particularly affected by the over 25 age issue, as employers and age restrictions favour the older learner.

The increase in the minimum wage and the introduction of co-funding has the potential to further limit opportunities with some employers

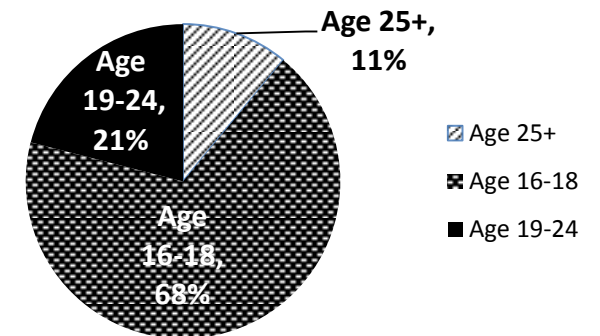
### Age groups in Learning August 2013



### Age groups in Learning August 2014



### Age groups in Learning in August 2015



Changes in Welsh Government policy limiting the number of Apprenticeship opportunities for the over 25 age group has had a significant impact on the in-learning age profile from 27% to 12% in the time period captured as the pie-charts demonstrate. The percentage of 16-18 year old learners on programmes has increased whilst the numbers in the 19-24 age cohort has decreased by 11% in three years.

### Story Behind the Data

During 2013/2014 Skills and Training implemented a new staffing structure to make sure it remained 'fit for purpose' and to align with the Local Authorities strategies for 2014/2015.

During 2014 Skills & Training as part of Skills Academy Wales were inspected by Estyn, and the organisation moved premises from Neath, its base for over 30 years to Port Talbot, resulting in many adaptations, disruption and procedure changes.

In the early part of 2015 a consultation took place regarding a potential transfer of WBL provision. At this time Skills & Training experienced further reductions in staffing levels, expertise and reduced transport routes as a result of a further 'round' of Early Retirement (ER) and Voluntary Redundancy (VR) opportunities within the Local Authority.

Skills and Training staff have embraced the many changes and challenges faced in a relatively short period of time and have continued to support learners that do not go straight into employment, further education or training from school. Employees have also assimilated the caseload of full time posts lost during the ER/VR process to ensure delivery in both commercial and Work Based Learning continues.



All staff attends an annual Employee Development Review with a Senior Team member as part of our Quality Cycle. Appraisals include individual analysis and the development of their individual training plan. 85% completion rate in 2015.

Effectiveness is evaluated through learner feedback whilst on programme as well as during topical delivery sessions, through portfolio evidence, review processes Learner and staff forums are held quarterly in each sector “you said, we did”, results/outcomes displayed in the entrance foyer /reception area.

Any reports of External Award Verification visits, safe guarding issues and complaints are recorded and reported monthly to the Skills Academy Wales (SAW) Quality Management Group. During 2015 there were no reported incidents/ issues.

Skills and Training has held the standard for ‘Positive about disabled people’ for a number of years. Flexible room usage and fully equipped ICT suits provide adequate resources for learner needs.

Skills and Training have been identified within the Forward Financial Plan to achieve/ contribute £100,000 in 2016/17.

**Next Key Actions To Do Better**

What?	Who?	By When?
Continue to improve benchmarking data (completion, attainment and success) to be above the National Comparator for all Work Based Learning programmes.	Managers	31 <sup>st</sup> July 2016
Continue to work with partners to strengthen employer engagement strategies and take a pro-active approach to securing alternative funding streams.	Managers	31 <sup>st</sup> July 2016
Further develop feedback processes to learners and stakeholders via digital platforms	Managers	June 2016
Continue to work with colleagues to explore the feasibility of utilising electronic on line booking systems.	Managers	June 2016

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## NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

### CHILDREN, YOUNG PEOPLE AND EDUCATION SCRUTINY COMMITTEE

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

11 February 2016

#### SECTION C – MATTER FOR MONITORING

WARD(S) AFFECTED: ALL

### Children and Young People Services – Key Priority Indicators

#### Purpose of the Report

1. To advise Members of performance against Key Priority Indicators numbered 5 to 9 for the period 1<sup>st</sup> to 31<sup>st</sup> December 2015.

Please note there are 9 Key Priority Indicators in total; the full suite of Key Priority Indicators will be reported to the Children, Young People and Education Committee Meeting in March 2016.

#### Executive Summary

2. Priority Indicators to be discussed:-

- **Priority Indicator 5** – The Number of Looked After Children (LAC) by Placement Type
- **Priority Indicator 6** – The Number of Children who have been Discharged from Care and Subsequently Re-admitted within a 12 month period
- **Priority Indicator 7** – The Number of cases held within the service categorised by status on a quarterly basis: – Child Protection, Looked After or Child in Need
- **Priority Indicator 8** – The Number of Cases ‘Stepped Up / Stepped Down’ between CYPS and Team around the Family (TAF)
- **Priority Indicator 9** - The Percentage of Children Looked After during the year with a Personal Education Plan within 20 School Days of Entering Care or Joining a New School.

## **Background**

3. CYPE members have previously agreed a set of 9 Priority Performance Indicators to be scrutinised during 2015-16. The indicators will be discussed on alternate CYPE Committees (4 one month, 5 the next month).

For the purpose of this report, Indicators 5-9 are being reported.

## **Financial Impact**

4. After consideration, this is not applicable.

## **Equality Impact assessment**

5. After consideration, this is not applicable.

## **Workforce Impacts**

6. After consideration, this is not applicable.

## **Legal Impacts**

8. This progress report is prepared under:

i) Local Government (Wales) Measure 2009 and discharges the Council's duties to "make arrangements to secure continuous improvement in the exercise of its functions".

ii) Neath Port Talbot County Borough Council Constitution requires each cabinet committee to monitor quarterly budgets and performance in securing continuous improvement of all the functions within its purview.

## **Risk Management**

9. After consideration, this is not applicable.

## **Consultation**

10. No requirement to consult.

## **Recommendations**

11. Members to monitor performance contained within this report.

## **Reasons for Proposed Decision**

12. Matter for monitoring. No decision required.

## **Implementation of Decision**

13. After consideration, this is not applicable.

## **Appendices**

14. Section 1 - Key Priority Indicator Information (5-9) for December 2015

## **List of Background Papers**

15. None

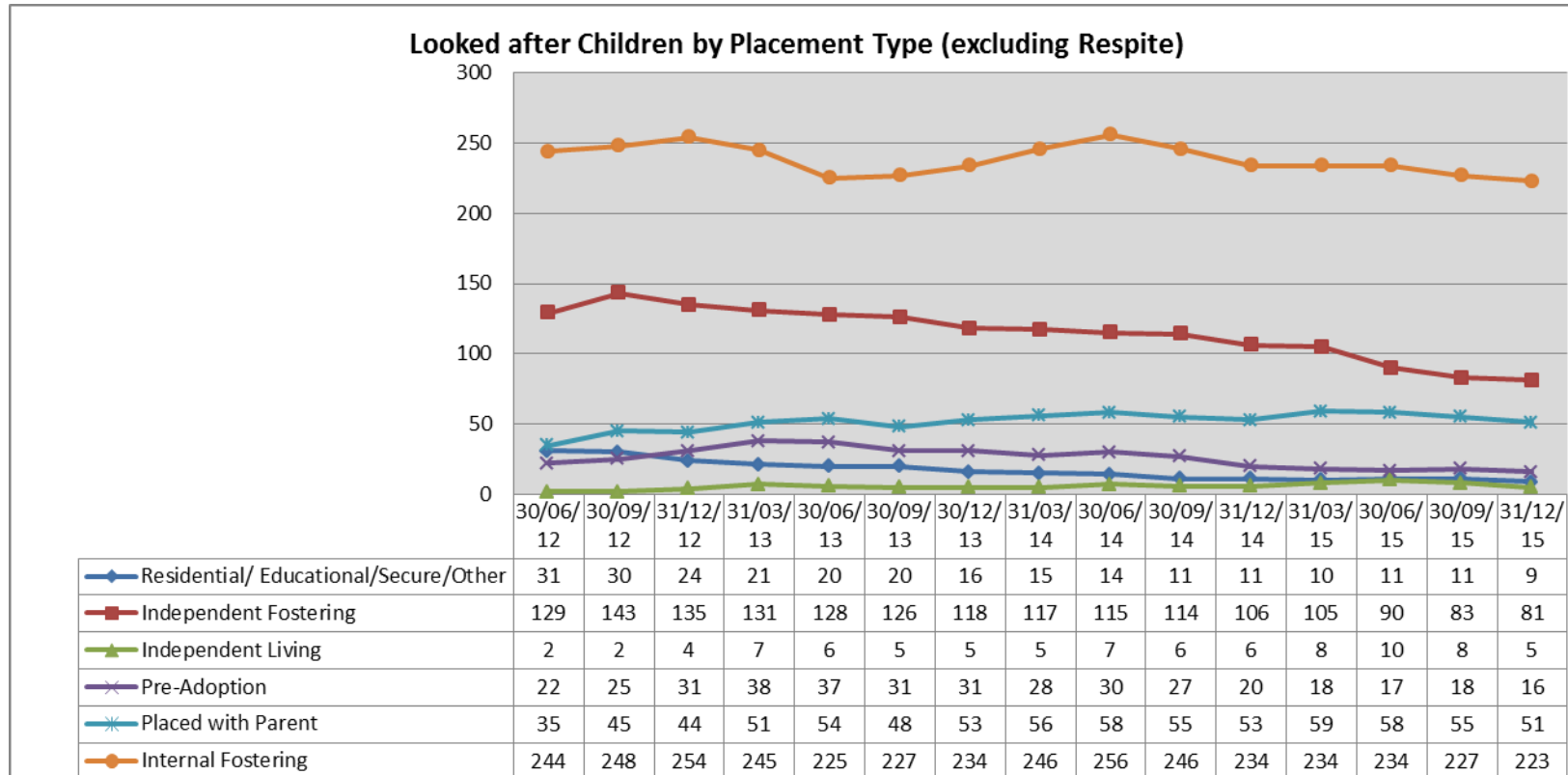
## **Officer Contact**

David Harding - Performance Management Team  
Telephone: 01639 685942  
Email: [d.harding@npt.gov.uk](mailto:d.harding@npt.gov.uk)

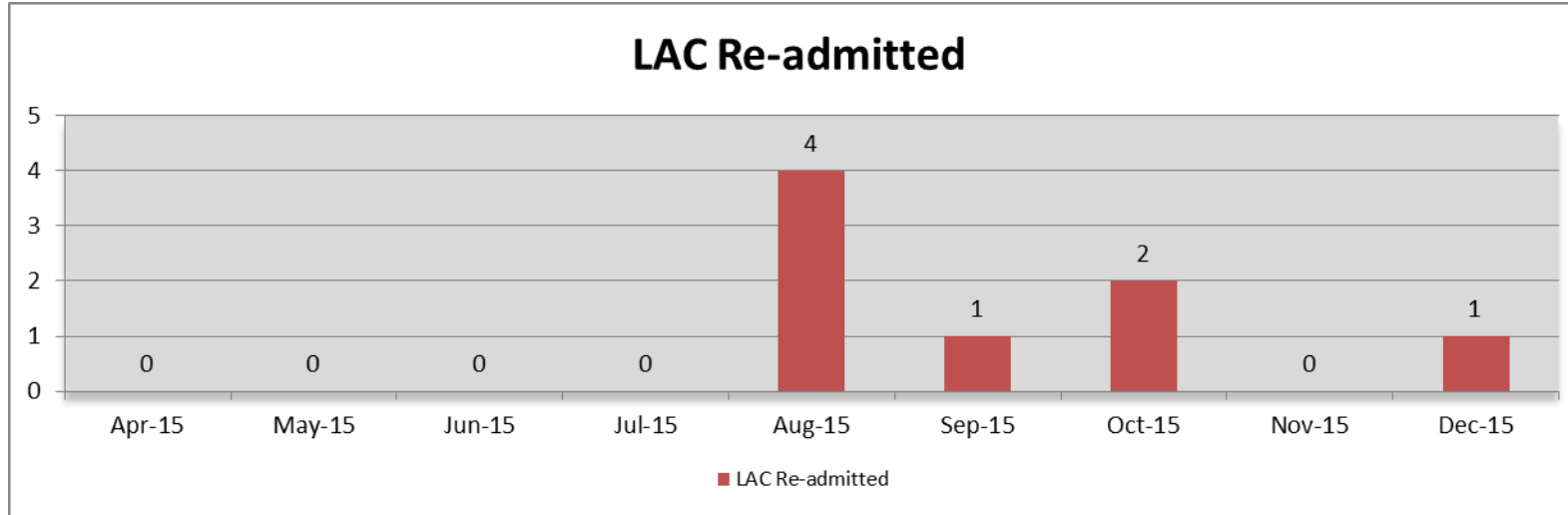
## SECTION 1 - Key Priority Performance Indicators (December 2015)

- Priority Indicator 5 – The Number of Looked After Children (LAC) by Placement Type

Number of LAC – as at 31<sup>st</sup> December 2015 = 385



- **Priority Indicator 6 – The Number of Children who have been Discharged from Care and Subsequently Re-admitted within a 12 month period**



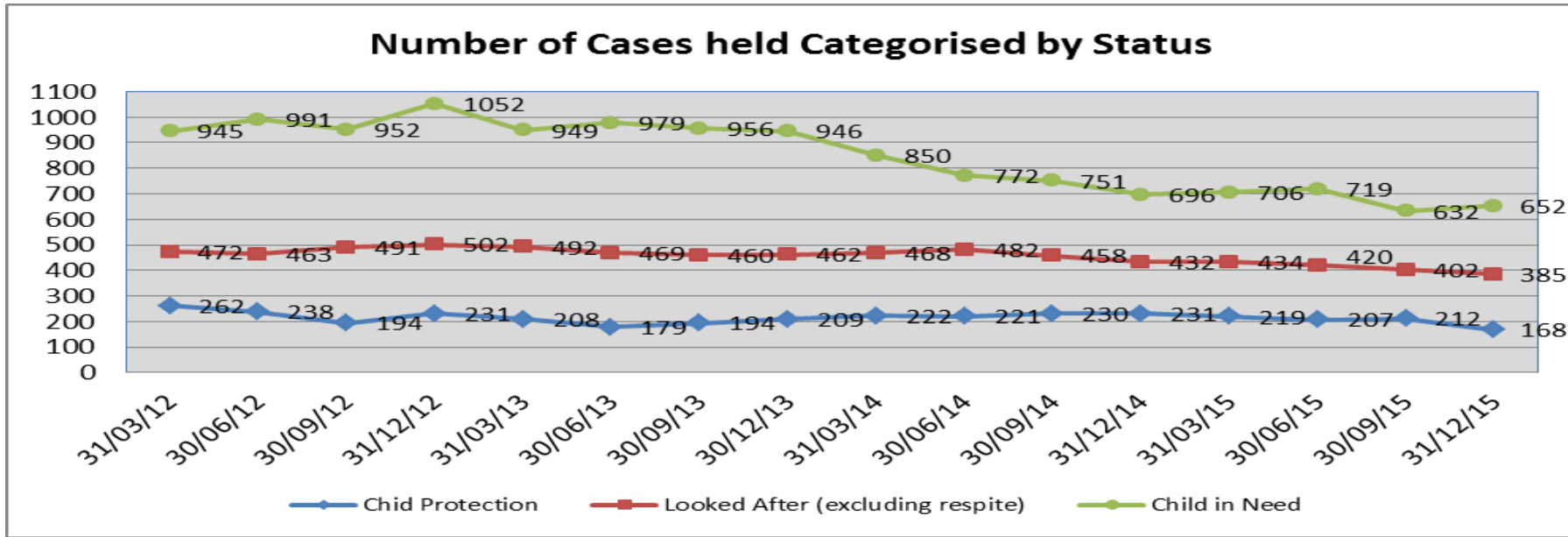
Date	Number Re-admitted
April 2015	0
May 2015	0
June 2015	0
July 2015	0
August 2015	4
September 2015	1
October 2015	2
November 2015	0
December 2015	1

**Social Worker's Comment re: Child (for the purpose of anonymity referred to below as Child A) re-admitted into care within 12 months - December 2015:-**

**Child A** was accommodated on 18<sup>th</sup> December 2015, following a period of increased and sustained alcohol and drug use. Professionals disclosed that **Child A's** use of drugs had exacerbated and they were engaging in very risky, chaotic behavior, which was placing them and others at risk. **Child A** was residing with grandparents under a Residence Order but due to increased drug, alcohol use and chaotic behavior, the grandparents were unable to keep **Child A** safe. **Child A** is subject to the Child Sexual Exploitation Protocol under the All Wales Child Protection Procedures.



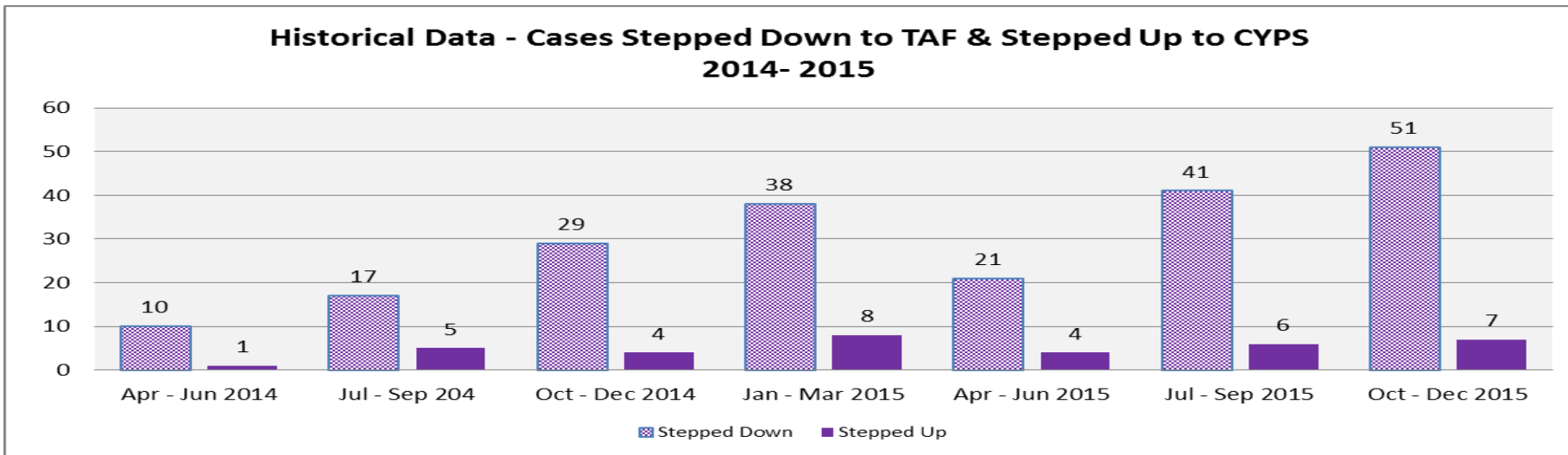
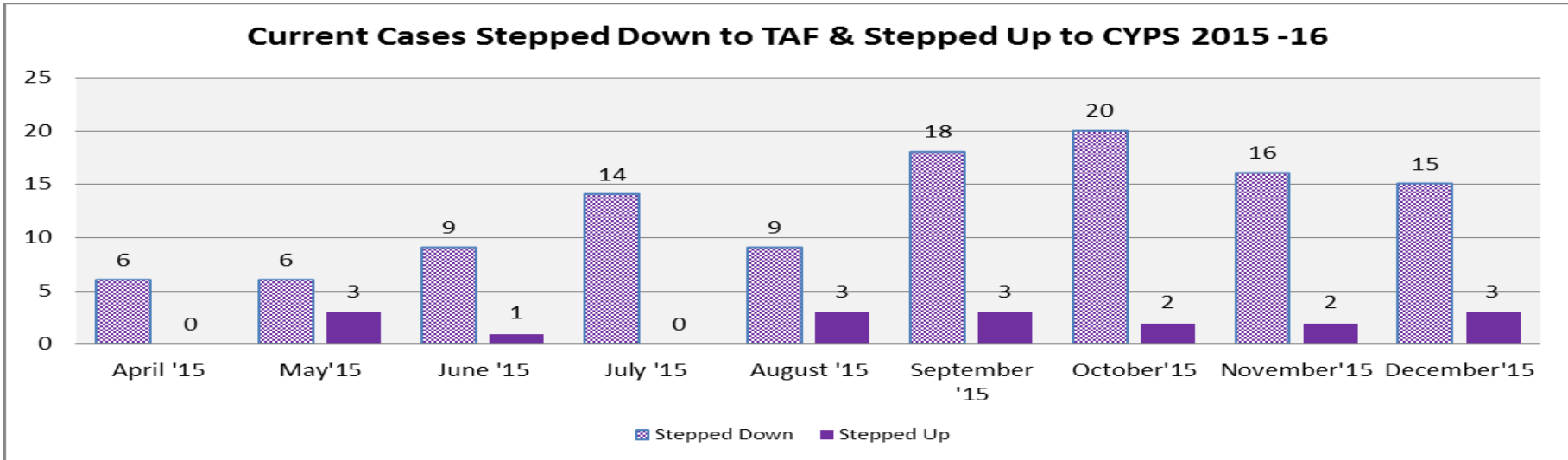
- **Priority Indicator 7 – The Number of cases held within the service categorised by status on a quarterly basis: – Child Protection, Looked After or Child in Need**



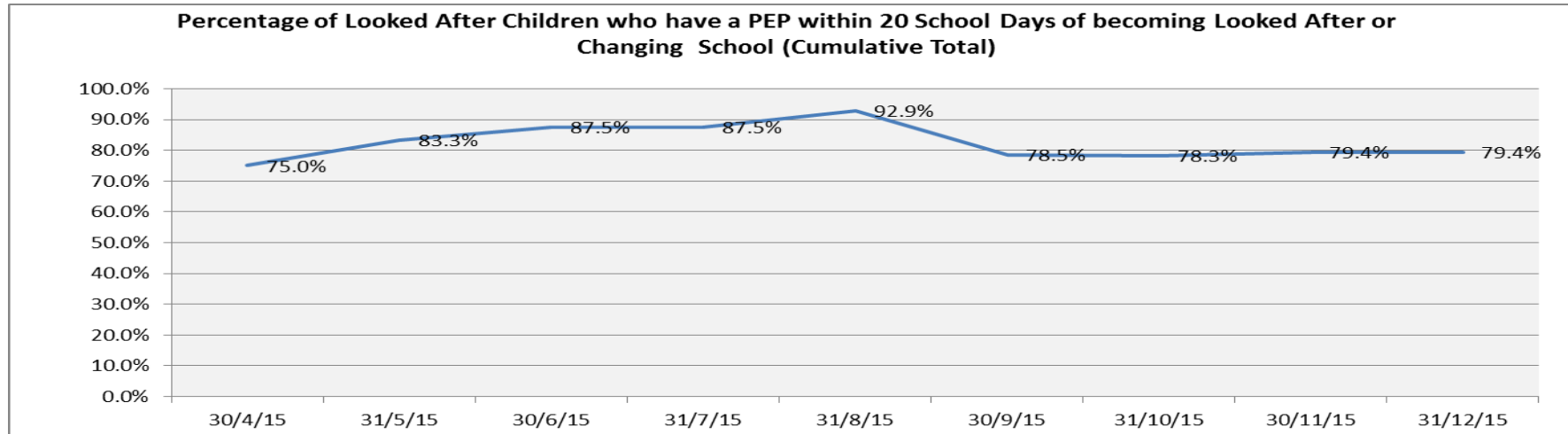
**Position as at 31<sup>st</sup> December 2015:-**

- Child in Need **652**
- Looked After – **385**
- Child Protection – **168**

- **Priority Indicator 8 – The Number of Cases ‘Stepped Up / Stepped Down’ between CYPS and Team around the Family (TAF)**



- **Priority Indicator 9 - The Percentage of Children Looked After during the year with a Personal Education Plan within 20 School Days of Entering Care or Joining a New School.**



Date	Number of Children Admitted into Care	Of those Children Admitted into Care, the number with a PEP within 20 School Days		Number of Children with a Change of School	Of those Children with a Change of School, the number with a PEP within 20 School Days	Total Number of Children with a PEP within 20 School Days
30/04/15	2	2		2	1	3 out of 4
31/05/15	1	1		1	1	2 out of 2
30/06/15	2	2		0	0	2 out of 2
31/07/15	0	0		0	0	n/a
31/08/15	6	6		0	0	6 out of 6
30/09/15	1	1		41	30	31 out of 42
31/10/15	2	2		2	1	2 out of 3
30/11/15	0	0		3	3	3 out of 3
31/12/15	0	0		0	0	n/a

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