



CHILDREN, YOUNG PEOPLE AND EDUCATION SCRUTINY COMMITTEE

2.00 pm THURSDAY, 2 MARCH 2017

COMMITTEE ROOMS 1/2 - PORT TALBOT CIVIC CENTRE

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 26 January 2017 (*Pages 5 - 14*)
3. To receive the Scrutiny Forward Work Programme 2016/17 (*Pages 15 - 18*)

To scrutinise decisions, information and monitoring issues reported by:

Report of the Head of Legal Services

4. Hackney Carriage and Private Hire Driver Safeguarding Training (*Pages 19 - 22*)

Report of the Head of Children and Young People

5. Corporate Improvement Objective - Safer Brighter Futures Quarter Three Highlight Report (*Pages 23 - 32*)

Report of the Head of Participation

6. Adult Community Learning Service Report Card (*Pages 33 - 50*)

Joint Report of the Head of Participation and Head of Transformation

7. Corporate Improvement Objective - Better Schools Brighter Prospects Quarter Three Highlight Report (*Pages 51 - 66*)
8. To select appropriate items from the Cabinet Board Agenda for pre-scrutiny (Cabinet Board reports enclosed for Scrutiny Members)

Please note that Quarter Three Performance Monitoring reports are included within the Cabinet Board papers and should be subject to scrutiny

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

Friday, 24 February 2017

Committee Membership:

Chairperson: Councillor A.R.Lockyer

Vice Chairperson: Councillor H.N.James

Councillors: R.Thomas, H.M.Bebell, Mrs.A.Chaves, M.Ellis, P.Greenaway, R.G.Jones, J.D.Morgan, Mrs.K.Pearson, M.Protheroe, A.L.Thomas, D.Whitelock, Mrs.L.G.Williams and Mrs C.Edwards

***Co-opted Voting Members** Mrs.M.Caddick, Ms.H.Dale and Ms.D.Vaughan

***Co-opted Non Voting Members** R.De Benedictis and A.Hughes

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 Civic Centre)

Members Present:

26 January 2017

Chairperson: Councillor A.R.Lockyer

Vice Chairperson: Councillor H.N.James

Councillors: R.G.Jones, J.D.Morgan, Mrs.K.Pearson,
A.L.Thomas, D.Whitelock, Mrs.L.G.Williams and
Mrs C.Edwards

**Co-opted Voting
Members:** Mrs.M.Caddick and Ms.D.Vaughan

**Co-opted Non Voting
Members:** R.De Benedictis and A.Hughes

**Officers In
Attendance** A.Jarrett, C.Millis, Ms.N.Bray, Burge, C.Glover,
Mrs.N.Hire, N.Thomas, P.Williams and N.Evans

Cabinet Invitees: Councillors P.A.Rees, P.D.Richards and
E.V.Latham

1. **DECLARATIONS OF INTEREST**

The following Members made a declaration of interest at the commencement of the Meeting:-

Councillor C. Edwards - Report of the Head of Transformation – NPT Draft Response to the Welsh Government Consultation Document 'Reform of School Governance: Regulatory Framework' – as she is a Member of the Governing Body for Blaengwrach Primary School.

- Councillor.J.D.Morgan - Report of the Head of Transformation – NPT Draft Response to the Welsh Government Consultation Document 'Reform of School Governance: Regulatory Framework' – as he is a Member of the Governing Body for YGG Cwm-Nedd Primary School.
- Councillor.P.D.Richards - Report of the Head of Participation – Childcare Facilities within Schools on Neath Port Talbot – as his wife is the manager of Baglan Buddies afan School Club Blasn Baglan Primary.
- Councillor.H.N.James - Report of the Head of Transformation – NPT Draft Response to the Welsh Government Consultation Document 'Reform of School Governance: Regulatory Framework' – as he is a Member of the Governing Body for LLansawel Primary School.
- Councillor.A.R.Lockyer - Report of the Head of Transformation – NPT Draft Response to the Welsh Government Consultation Document 'Reform of School Governance: Regulatory Framework' – as he is a Member of the Governing Body for Gnoll Primary School and YGG Castell Nedd Primary School. School.
- Councillor. R.G.Jones - Report of the Head of Transformation – NPT Draft Response to the Welsh Government Consultation Document 'Reform of School Governance: Regulatory Framework' – as he is a Member of the Governing Body Dyffryn Comprehensive School and Coed Hirwaun Primary School.
- Councillor. L.G.Williams - Report of the Head of Transformation – NPT Draft Response to the Welsh Government Consultation Document 'Reform of School Governance:

Regulatory Framework' – as he is a Member of the Governing Body for YGG Gwaun Cae Gurwen Primary School.

Councillor. A.L.Thomas - Report of the Head of Transformation – NPT Draft Response to the Welsh Government Consultation Document 'Reform of School Governance: Regulatory Framework' – as he is a Member of the Governing Body for Rhos Primary School.

Councillor. K.Pearson - Report of the Head of Transformation – NPT Draft Response to the Welsh Government Consultation Document 'Reform of School Governance: Regulatory Framework' – as he is a Member of the Governing Body for Craenant Primary School and Llangatwg Community School

2. **TO RECEIVE THE MINUTES OF THE CHILDREN, YOUNG PEOPLE AND EDUCATION SCRUTINY COMMITTEE HELD ON 5 JANUARY 2017**

The minutes were noted by the Committee.

3. **TO RECEIVE THE SCRUTINY FORWARD WORK PROGRAMME 2016/17**

The Committee noted the Forward Work Programme.

4. **SKILLS AND TRAINING SERVICE REPORT CARD**

Members considered the service report card for the Skills and Training Unit.

Members asked what were Achiever/Learner Numbers contained within the report and it was confirmed that an achiever is someone who has left the scheme and achieved what they set out to. Leavers on the other hand have left the scheme and not achieved what they set out to.

Following scrutiny the report was noted.

5. **DATA UNIT SERVICE REPORT CARD**

Members considered the report in relation to the Data Unit Service Report Card.

Members asked whether it would be possible for a staff survey to be undertaken to identify any issues within schools. Officers confirmed that it would be too onerous to undertake a survey however, Members were advised that a national workforce survey was currently be undertaken and when completed it would be reported back to the Committee.

Officers were asked who the customers of the service area were. It was confirmed that the customers are Headteachers and teachers who receive the data from the data unit.

Members asked whether the summary sheets of the data will remain in existence as they are easy to understand from a governor perspective and officers confirmed they would remain but would shortly also include information on Free School Meals.

Following scrutiny the report was noted.

6. **PRESENTATION OF THE EDUCATION THROUGH REGIONAL WORKING CONSORTIUM DRAFT BUSINESS PLAN 2017-2020**

Members received a presentation on the Education through Regional Working (ERW) Consortium in conjunction with the ERW Business Plan that was part of the Cabinet Board agenda.

7. **PRE-SCRUTINY**

The Committee scrutinised the following matters:-

Cabinet Board Proposals

7.1 Education through Regional Working (ERW) Business Plan 2017 – 2020

Members considered a presentation from the Chief Executive of ERW in conjunction with the draft business plan.

Members asked if there were any specific problems within the workforce and were advised that if there was a local problem then it was probably a national problem also. Officers advised that there is a need to reduce negative social media coverage particularly in relation to the perceived standard of teaching.

Officers advised that it was thought that the recent ESTYN inspection report was deemed to be fair and whilst some schools had scored highly it was essential that all schools received support so that all schools move along.

Members asked how the morale levels with teachers and teaching staff were and officers stated that there are occasions when they feel devalued due to the blame culture associated with ESTYN Inspections in relation to teaching.

Members asked how the cross boundary relationships were working and whether challenge advisors were working cross boundary. Officers confirmed that within the Executive Board individual Council's Directors challenge each other at regular meetings. It was also confirmed that it is possible for Challenge Advisors to work across boundaries but it must be manageable and sensible.

Members asked were the Challenge Advisors still undertaking two visits a year to schools unlike other areas where visits have ceased to some schools. It was confirmed that ERW will still undertake at least two visits to schools within the area and schools that require more support will receive more visits if required. It was confirmed that other areas had ceased visiting schools that were classed as green and this has seen those schools deteriorate due to a reduction of support.

Members asked what is going to be the impact of the reform of Additional Learning Needs and it was confirmed that as yet the impact could not be known but more information will become evident when Welsh Government explain the impacts of the Bill at the end of February.

It was noted that ESTYN had suggested an evaluation of ERW being good for school improvement and leadership and Members asked why ESTYN were asked to comment. Officers stated that there is a requirement for comments from ESTYN because the consortium can evaluate itself as good but there needs to be an external agreement

of this to show that there has been an objective review and evaluation also.

Members asked why some of the outstanding actions from 2015/2016 had not been brought forward to 2016/2017. Officers confirmed that a decision was taken that in the previous business plan there was too much detail and some of the actions including those that have not been carried forward are the daily tasks of the consortium.

Following scrutiny the report was noted.

7.2 Childcare Facilities within Schools in Neath Port Talbot

Members considered the report on Childcare facilities within schools in Neath Port Talbot that sought to develop facilities in additional schools.

Officers advised that the report also acted as a progress report that was presented on an annual basis. Members asked why should it be the Council's responsibility to take this forward and officers confirmed it was taken forward because if it wasn't then there was a danger it could come unregulated plus there is a statutory duty on the Council.

Members asked what the difference was between established child care facilities and those arranged by Flying Start it was confirmed that only one element was Flying Start and these were provided for 2.5 hours a day for 42 weeks a year.

Members asked for clarity in relation to the recommendation on providing the relevant officer with delegated powers. Officers stated that this had always been the case but this report was passing that authority to another officer.

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

7.3 NPT Draft Response to the Welsh Government Consultation Document 'Reform of School Governance: Regulatory Framework'

Members considered a report that highlighted the Council's draft response to Regulatory Framework for School Governance.

Members noted that they wished for the inclusion of minor authorities to continue which would allow community councillors to become

governors of schools. Officers stated that they would reflect this in the consultation and agreed that it would add to the skills mix of respective governing bodies.

Members stated that there is nothing within the framework in relation to the skills required by Governors and suggested that this should be included within the framework. Officers responded by suggesting that it should be down to each governing body to decide on what skills are required.

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

7.4 Pupil Attendance Update

Members considered a report that they had requested in relation to Pupil Attendance.

Members asked whether penalty notices are still being issued and officers confirmed that because there are still some issues and penalty issues continue to be issued. However it was confirmed that a third of those who had received a fixed penalty notice had showed significant improvement in their attendance.

Members asked where the fixed penalty notice sat in the process and it was confirmed that it is the step prior to court action and offenders generally pay the fixed penalty of £60 as opposed to the court fine of potentially around £600 to £700.

Members noted that the attendance figures for Ystalyfera had improved and Members asked what they are doing within the school to improve. Officers stated that because individuals wish to attend the school this has a bearing on attendance but where there is best practice this is shared across the County Borough.

7.5 Agreement of the proposals for the updating and implementation of the Route 16 (16 and Leaving Care) Team Financial Policy

Members considered the report that sought agreement to implement an amended financial policy in relation to Route 16.

Members raised concern that of over 190 consultation booklets were circulated but none were returned and asked officers if they knew

what the reasons for this were. Officers confirmed that they were unaware of any reasons why they were not returned but it may be because there was no incentive for the service users to complete them.

Members suggested that in future it may be better for the support workers to have a short questionnaire that they can ask the service users during consultation periods.

Following scrutiny the Committee was supportive of recommendation one contained within the report 'The revised Route 16 Financial Policy with the Participation Premium retained and amended Qualification payments for implementation from 1st April 2017'.

7.6 Children's Services Annual Staff Survey

Members considered a report that highlighted the findings of the 2016 survey of the Children and Young People Workforce.

Members enquired if there had been improvements made within the Adoption Service. Officers stated the Improvement Member Panel have visited the team and following this discussions had been held with the Director of Social Services in the City and County of Swansea. It was confirmed that the Improvement Member Panel will be revisiting the team shortly to hear of the improvements that have been made.

Members asked had the survey identified improvements across the Department and it was confirmed that overall the responses were positive but there were pockets which require further work.

Members noted that that within the Team around the Family there appeared to be issues and asked whether they were in the process of being addressed. Officers stated that the team had recently moved from the Education Directorate and following a visit by the Improvement Member Panel issues had now been addressed.

Members asked how was it possible to identify the service areas affected if the surveys were completed anonymously. Officers stated that there was a mixture of anonymous and non anonymous completion so identification of the respective areas was possible.

Following Scrutiny the report was noted.

CHAIRPERSON

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**Children, Young People and Education Scrutiny Committee
Forward Work Programme 2016/17**

Date of Meeting	Agenda Item
2 June 2016	Children and Young People Services Monthly Key Priority Performance Indicators – 1, 2, 3, 4
	Pre-scrutiny of Cabinet Board Items
30 June 2016	Support for Learning Report Card
	School and Family Support Report Card
	Quarter 4 Performance Monitoring
	Pre-scrutiny of Cabinet Board Items
28 July 2016	Review of CYPS Monthly Key Priority Performance Indicators
	Pre-scrutiny of Cabinet Board Items
8 September 2016	Education Development - Challenge Advisors Report Card
	Review of CYPS Monthly Key Priority Performance Indicators

	Safer, Brighter Futures Highlight Report
	Better Schools, Brighter Prospects Highlight Report
	Quarter 1 Performance Monitoring
	Pre-scrutiny of Cabinet Board Items
6 October 2016	Education Development - Looked After Children Report Card
	Youth Service Report Card
	Hillside – Managing Incidents
17 October 2016	Special Budget Scrutiny
3 November 2016	Education Development – 14 -19 Report Card
	Education Development – Gypsy Travellers Report Card
	Pre-scrutiny of Cabinet Board Items
1 December 2016	Education Psychology (including school based counselling) Report Card
	Safer, Brighter Futures Highlight Report

	Better Schools, Brighter Prospects Highlight Report
	Quarter 2 Performance Monitoring
	Pre-scrutiny of Cabinet Board Items
5 January 2017	Play, Flying Start, Early Years, Family Information Service and Families First Report Cards (5 individual Report Cards)
	Pre-scrutiny of Cabinet Board Items
26 January 2017	Data Unit Report Card
	Skills and Training Report Card
	ERW Business Plan - Presentation
	Pre-scrutiny of Cabinet Board Items
2 March 2017	Well-being and Behaviour Report Card
	Safer, Brighter Futures Highlight Report
	Better Schools, Brighter Prospects Highlight Report
	Additional Learning Needs Support Team Report Card

	Strategic School Improvement Programme Report Card
	Adult Community Learning Report Card
	Quarter 3 Performance Monitoring
	Pre-scrutiny of Cabinet Board Items
30 March 2017	Education Development - Minority Ethnic Achievement Support Report Card
	Education Development – Music Service Report Card
	Pre-scrutiny of Cabinet Board Items

Other possible topics

- Children and Young People Services Service Report Cards
- Home to School Transport – Cabinet & CYPE
- Possible School Sickness Task & Finish
- Funding Formula

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

**Children Young People and Education Scrutiny
Committee**

2nd March 2017

Report of the Head of Legal Services – David Michael

Matter for Information

Wards Affected: All

**Hackney Carriage and Private Hire Driver Safeguarding
Training**

Purpose of the Report

1. To provide members of the Scrutiny Committee with an update of the implementation of safeguarding training for hackney carriage and private hire drivers, hereafter referred to as "taxi drivers"

Background

2. Evidence in respect of the Licensing Service was provided to the Children, Young People and Education Scrutiny Committee "one day enquiry" on the 30th June 2015.
3. The Scrutiny Committee supported the Licensing Section's intention to implement safeguarding training for taxi drivers.
4. The Licensing Section's business plan 2016/2017 was presented to the Policy and Resources Scrutiny Committee on the 21st September 2016, where members heard that the training was still a priority for the Licensing Section, but implementation was taking longer than had been anticipated.

- The Policy and Resources Scrutiny Committee requested an update before the end of the year and asked that an update also be provided to the Children Young People and Education Scrutiny Committee.

Officer Report

- The Licensing Section has been working with colleagues in Swansea Council in an attempt to provide consistent taxi driver safeguarding training across the Western Bay area. Funding was initially available through a Swansea Council Community Safety grant, although the short timescales involved meant that the funding expired.
- In December 2016, officers determined that it was no longer viable to deliver the training across both areas collaboratively and set about delivering the training locally instead.
- There are currently 355 taxi drivers licensed with this authority, 39 of which have already received safeguarding training as they have a home to school contract with the authority; 316 taxi drivers were therefore identified as requiring training.
- Initially four 90 minute sessions were arranged, each to accommodate 40 taxi drivers. Attendance is on a voluntary basis. The table below shows the current levels of training

Venue	Date	Drivers booked / attended
Session 1 - Port Talbot	14th Feb 2017	40 / 39
Session 2 - Neath	28th Feb 2017	40 /
Session 3 - Port Talbot	17th March 2017	40 /
Session 4 - Neath	31st March 2017	28 /

- Additional training sessions are being arranged for May in order to train as many taxi drivers as possible.

Financial Impact

11. There are no financial impacts associated with this report.

Equality Impact Assessment

12. There are no equality impacts associated with this report.

Legal Impacts

13. There are no legal impacts associated with this report.

Risk Management

14. There are no risk management issues associated with this report.

Consultation

15. There is no requirement under the constitution for external consultation on this item.

Recommendation

16. Item for information only

Reasons for Proposed Decision

17. Not applicable

Implementation of Decision

18. Not applicable.

Appendices

19. None

List of Background Papers

20. Safeguarding training for hackney carriage and private hire drivers - training materials

Officer Contact

21. Neil Chapple
Licensing Manager
Tel (01639 763056)
Email n.chapple@npt.gov.uk

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

CHILDREN, YOUNG PEOPLE AND EDUCATION SCRUTINY COMMITTEE

2 March 2017

REPORT OF THE HEAD OF CHILDREN AND YOUNG PEOPLE SERVICES – A. JARRETT

Matter for Monitoring

Wards Affected: All

Corporate Improvement Objective – Safer Brighter Futures - Highlight Report – Quarter 3 (1st April – 31st December) 2016-17

Purpose of the Report

To provide Members with the Safer Brighter Futures Highlight Report – Quarter 3 - 2016-17 which provides a progress update for the first nine months of 2016-17 for one of the six Corporate Improvement Plan objectives, which fall within the remit of Children and Young People Scrutiny Committee. This will enable Scrutiny Members to discharge their functions in relation to performance management.

Summary

In line with the requirements of the Social Services and Well-Being (Wales) Act 2014 progress continued to be made during the 3rd Quarter against all three outcomes with work continuing to be made to develop an effective reporting and monitoring framework. Following the successful trial of new Outcome Focussed Assessment and Care Plan Templates, these have now been implemented throughout the Service and work is underway to convert existing Care & Support Plans into the new style Outcome Focussed format.

Financial Impact

None

Equality Impact Assessment

There is no equality impacts associated with this report

Workforce Impacts

None

Legal Impacts

The work is in line with the Welsh Government requirements for 2016/17 which relate to the Social Services and Well-being (Wales) Act 2014.

Risk Management

Failure to have robust performance monitoring arrangements could result in poor performance going undetected.

Relevant corporate risk associated with the delivery of this improvement objective is contained within the appendix.

Consultation

No requirement to consult on this item.

Recommendation

For Members to note the progress report to improve outcomes for children in need and children looked after improvement objective as contained within the attached highlight report.

Reasons for Proposed Decision

Matter for monitoring. No decision required.

Implementation of Decision

Matter for monitoring. No decision required.

Appendices

Appendix 1 – Summary of progress to improve outcomes for children in need and children looked after - Quarter 3 2016-17

List of Background Papers

The Neath Port Talbot [Corporate Improvement Plan - 2016/2019](#) “Rising to the Challenge”;

Officer Contact

Andrew Jarrett – Head of Children and Young People Services
a.jarrett@npt.gov.uk
01639 763327

Corporate Improvement Priority: To improve outcomes for children in need and children looked after by improving the performance of the Council's Children and Young People Services Department.

Highlight Report – 1st April to 31st December 2016

RAG Status	Summary of Progress
Green	In line with the requirements of the Social Services and Well-Being (Wales) Act 2014 progress continued to be made during the 3 rd Quarter against all three outcomes with work continuing to be made to develop an effective reporting and monitoring framework. Following the successful trial of new Outcome Focussed Assessment and Care Plan Templates, these have now been implemented throughout the Service and work is currently underway to convert existing Care & Support / Pathway Plans into the new style Outcome Focussed format.

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What will be different? (Outcomes)	Lead Officer	RAG Status	Progress
We will work in a way that will make a positive difference to the lives of children and the families we deal with, so that children are safer, remain in their family homes and get the best start in life	A Jarret	Green	<p>Following the successful trial of the new Outcome Focussed Assessment and Care Plan templates, these have now been implemented across the Service. All assessments undertaken are now done so using the new template, whilst Care Plans are being introduced incrementally. Care Plans for children receiving Care & Support are currently in the processes of being converted to the new format, with Looked After Children and Child Protection Plans being converted from February 17 onwards.</p> <p>Performance Management Information is regularly being developed and updated in line with both Service and Statutory requirements to support managers in understanding the impact revised working practices are having on service delivery.</p>

2. We will have the right family support in place to ensure children and young people remain with their families.

A Jarret Green

Performance Indicator: - *“The percentage of children supported to stay with their families”.*

As at 31st December 2016, the percentage of children within NPT supported to remain with their families was **64.3%**

The consolidation of arrangements for the Principal Officer for Commissioning has meant that more priority and focus has been given to developing the Family Support Strategy. For example, during the 3rd Quarter period, a proposal by CYPS to insource the Family Action Support Team (FAST) Service was approved by Members. The outcome of this will ensure that CYPS can deliver on the vision set out in the Family Support Strategy and Looked after Children Strategy. The in-house service will give the Council more control, flexibility and accountability in managing the service enabling full integration within CYPS. The reinvestment of the money saved by bringing the Service in-house will also broaden the scope of the service to include a Clinical Psychologist and Play Therapist, which will support the FAST service to allow more children and young people to remain at home, be rehabilitated home or remain in a stable placement.

The Resource Panel has been operational for one year and is now fully embedded. The Panel has improved links with partners, including Health and Education, and continues to assist identify and access resources for children and young people in need.

Family Support Services continue to be monitored through regular visits to ensure agreed outcomes are being delivered in support of children, young people and families. For example, the IFFS Board has requested a review, by Operation Managers, of the service model, to ensure its functioning in-line with the requirements of the Social Services Well-being (Wales) Act 2014. The review has

			<p>subsequently been completed and will be reported back to the IFFS Board on 23rd February 2017. Any potential changes to the service model will be implemented post 1st April 2017.</p>
<p>3. Children, young people and families will have a say in the services they receive from us, tailored to suit their needs.</p>	<p>A Jarret</p>	<p>Green</p>	<p>The Welsh Government's process of sending out Qualitative Questionnaires to Service Users ended on 30th November 2016. The response rate to questionnaires sent out to children and young people was approximately 29%. Although everything went relatively smoothly in terms of the process, a number of concerns were raised with regards to the criteria / cohort of service users included in the process, which have subsequently been fed up to an All Wales Working Group for consideration at a National level. In line with our statutory requirements, the data returns will now be analysed and submitted to Welsh Government by 31st March 2017.</p> <p>Audit activity continues to be a key aspect of the Children's Services Quality Assurance Framework. Quality Assurance Thematic Audits are conducted on a monthly basis and provide the Service with an understanding of what is working well and what areas need to be improved. The findings of these audits are reported to Members on a quarterly basis as one of the Key Priority Indicators for the Service.</p> <p>A new Participation & Engagement Officer has recently been appointed to the role, although they will not commence in post until early January 2017. One of the initial priorities for the officer will be to develop a programme of participation and engagement activity for the Service for the coming year.</p>

Measures: Metrics

How will we measure our progress?	Actual 14-15	Actual 15-16	2016-17 Quarter 3
1. We will work in a way that will make a positive difference to the lives of children and the families we deal with, so that children are safer, remain in their family homes and get the best start in life.			
Number of outcomes that have been developed during the year (including those that have been withdrawn or achieved).	N/a new	N/a new	Data available early 2017
Percentage of outcomes that have had their progress reviewed during the year.	N/a new	N/a new	
Percentage of outcomes that have been achieved during the year.	N/a new	N/a new	
2. We will have the right family support in place to ensure children and young people remain with their families			
Percentage of children supported to stay with their families.	N/a New	N/a New	64.3% (631 out of 982)
3. Children, young people and families will have a say in the services they receive from us, tailored to suit their needs.			
Percentage of children/young people responding "Yes" or "Sometimes" to the question - "My views about my care and support have been listened to"	N/a New	N/a New	Data available early 2017
percentage of carers responding "Yes" or "Sometimes" to the question "I have been actively involved in all decisions about how the care and support was provided for the person I care for"	N/a New	N/a New	

How will we measure our progress?	Actual 14-15	Actual 15-16	2016-17 Quarter 3
Percentage of parents responding “Yes” or “Sometimes” to the question – “I have been actively involved in all decisions about how my child’s/children’s care and support was provided”	N/a New	N/a New	

Corporate Risks (Corporate Risk Register):

Ref	Section	Risk Description	Mitigating Action	Latest L’hood score Sept 16	Latest L’hood impact Sept 16	Latest Total score at Sept 16	Latest Proximity at Sept 16	Target Date	Risk owner
Page 30 NPT 11	All	Safeguarding – despite the Council’s safeguarding arrangements, policies and procedures, vulnerable adults and children may be at risk of significant harm	Regular safeguarding meetings at Head of Service level, close working with schools and Social Services, regular training, continuous review of policies and procedures, designated safeguarding officer. <i>Update Sept 16 – Corporate safeguarding group meet regularly. Annual programme of safeguarding audits in place including DBS checks, administration of medication and safe recruitment. Clear lines of accountability to ensure that all relevant safeguarding in employment checks are in place.</i>	2	5	10 M	1	Ongoing	Director of Social Services, Health & Housing

Risks are assessed in terms of proximity i.e. when the risk would occur. Estimating when a risk would occur helps prioritise the risk.

The proximity scale to be used is:

1. Zero to one year
2. One year to two years
3. Two years to three years
4. Three years plus

5x5 Risk Matrix below:		Likelihood						
Key								
Likelihood	Impact							
1. Very Unlikely	1. Low		5	M	M	H	H	H
2. Unlikely	2. Low/Medium		4	L	M	H	H	H
3. Likely	3. Medium		3	L	L	M	H	H
4. Very Likely	4. Medium/High		2	L	L	M	M	M
5. Certainty	5. High	1	L	L	L	L	L	
		0	1	2	3	4	5	
L	Low Risk	Impact						
M	Medium Risk							
H	High Risk							

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**NEATH PORT TALBOT COUNTY BOROUGH
COUNCIL**

**Children, Young People and Education Scrutiny
Committee
2nd March 2017**

Report of the Head of Participation – Chris Millis

Matter for information

Wards Affected: All

Adult Community Learning Report Card 2016-2017

Purpose of the Report

1. To inform Members of the progress of the Adult Community Learning Service in Neath Port Talbot.

Background

2. Adult Community Learning (ACL) 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:

- Welsh Government;
- A franchise agreement with Neath Port Talbot College Group.

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 with numerous classes being free e.g. literacy, numeracy, study skills, employability, retail, hospitality etc. to enable all residents in NPT to access learning to their improve skills.

Although the Family Learning grant ceased in 2015, ACL has continued to work with schools and provides as many free courses as possible to encourage parents back into education.

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:

Financial Impact

There are no financial impacts in relation to this report but Members should note that ACL is funded by a combination of funding from Welsh Government and a franchise agreement with Neath Port Talbot College.

Equality Impact Assessment

3. Having considered the Council's screening assessment guidance produced to assist the Council in discharging its Public Sector Equality Duty under the Equality Act 2010 it has been determined that the proposal within this report does not require an equalities impact assessment.

Workforce Impacts

4. There are no direct workforce or staffing issues in relation to this report.

Legal Impacts

5. There is no legal impact in relation to this report.

Risk Management

6. The future of Communities First has been identified as a risk to continued service delivery.

Consultation

7. Not applicable.

Recommendations

8. The report be noted.

Implementation of Decision

9. Not applicable.

Appendices

Appendix 1 - Adult Community Learning Service Report Card
2016-2017

Officer Contact

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Appendix 1 - Adult Community Learning Report Card 2016-2017

Neath Port Talbot Adult Community Learning Service Report Card 2016 / 2017

Section 1: Brief description of the service

Adult Community Learning (ACL) 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.

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 with numerous classes being free e.g. literacy, numeracy, study skills, employability, retail, hospitality etc. to enable all residents in NPT to access learning to their improve skills.

Although the Family Learning grant ceased in 2015, ACL has continued to work with schools and provides as many free courses as possible to encourage parents back into education.

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.

Adult Community Learning

The service employs 3 full time staff, 2 part time posts with substantive hours and 15 part time tutors.

Targeted provision:

Tackling Poverty remains a key overarching priority which is reflected in the Adult Community provision delivered in Neath Port Talbot. Provision is targeted at improving skills levels in literacy, numeracy and is also linked to clear progression routes to employability development in Neath Port Talbot. To ensure that ACL is working with people with low skills, in poverty etc., the service works in partnership with:

- NPTC Group
- WEA YMCA CC Cymru
- Swansea University Department of Continuing Education
- Library Service
- Neath Port Talbot Council for Voluntary Service
- Communities First
- Department of Work and Pension
- Shaw Trust
- Youth Service
- Dewis Housing
- NPT Mind
- DOVE
- Glynneath Training Centre
- Neath YMCA
- NPT Primary Schools
- Community Centres
- Skills and Training
- Community Groups/Clubs
- The Work Programme
- Remploy
- Coastal
- Workways+

Section 2: Overall Summary of Performance for 2015-16 Financial Year

During 2015-16 Neath Port Talbot Adult Community Learning delivered the saving required by the forward financial plan.

Since 2012/13 staffing levels have reduced considerably – present staffing levels are:

3 full time, 2 part time and 15 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 increased slightly by 2% in 15/16. NPTC Group budget was cut by the WG by 50% in 2015/16 therefore, there was a cut to the franchise budget of 37%. Funding from the college covers the academic year – August - July and the service delivered the appropriate amount of learning to ensure the funding allocation. ACL has always worked within budget and our sickness records indicate the commitment by staff to provide a high quality of service.

In 2015-16, the number of learners enrolled onto classes within the authority was down by 20% which reflected the reduction of staffing, budget, etc. The number of completed learning activities submitted to the Lifelong Learning Wales Record (LLWR) by the NPTC Group increased by 7% - however, as the college started using a new system two years ago; enrolment data wasn't as accurate in 14/15 as in 15/16.

Franchise data – successful outcomes has reduced from 95% in 14/15 to 86% in 15/16. The main problem has been issues with the new college system as some of the results which had been sent by ACL to the college haven't been recorded correctly on LLWR therefore, not giving a true reflection of the ACL data for 15/16. Unfortunately, 86% will be the franchise published data for 15/16 but this is still 2% above the national average. ACL direct delivery data has decreased by 1% to 94% which is 18% higher than the national average for 15/16.

Adult Community Learning is fully web enabled, this means that learners are able to enrol and pay for their course online. We still provide other methods for people, so that they can choose how to enrol onto a course. All staff use the website to record learners' progression, complete/review registers and pay claims, view internal feedback and external reports, view and respond to their observations etc.

ACL developed good links with Department of Work and Pensions (DWP), Remploy, Communities First, The Work Programme, NPT Primary Schools, etc. DWP started holding weekly drop in facility at Tirmorfa in 2015/16.

Learners were able to log onto the ACL system and view their progress and certificates, however there is a need in 2016/17 to encourage more learners to use this facility.

ACL did start using WEST in 15/16 assessing learners on the literacy/numeracy and childcare courses. However, more learners will need to be screened as directed by the Welsh Government. Learners will also need to be encouraged to use resources etc. on the system to help progression.

Section 3: Service Priorities 2016-17

Priority	Actions to deliver priority	Officer Responsible	Timescale	What will be different? Measures and/or outcomes
1. To ensure that ACL data is above the National Comparator	To ensure that all data is recorded accurately by staff on the ACL website to reflect service delivery.	ACL Manager	2016/17	<ul style="list-style-type: none"> • Outcomes for direct and franchise delivery are uploaded to the Lifelong Learning Wales Record (LLWR). Data is reported via LLWR Inform and reported via the Learner Outcomes Report (LOR) which is published in March 2017.
2. To develop the ACL website to guarantee an effective tracking system – all learners to be tracked to ensure learners	To ensure that all learners' programmes are correctly recorded and updated when completed. To encourage learners to use the system to view own progression.	ACL Manager	2016/17	<ul style="list-style-type: none"> • Record number of learners that have progressed. • Report generated from MIS will show progression routes. • Learners able to access

achieve to their full potential.				system to see progress and certificates.
3. To improve literacy/ numeracy levels.	To ensure that all learners are screened using WEST tool (introduced in 2015) for those enrolled onto literacy/numeracy and courses of more than 5 hours per week, to ensure levels are suitable for need. Literacy and numeracy embedded into the lesson. Support learners who have been screened to continue using WEST so progress can be monitored. Pilot screening Floristry learners on C&Gs course.	ACL Manager	2016-17	<ul style="list-style-type: none"> • Report from WEST showing number of learners screened and distance travelled during the academic year. • LLWR data. • Learners to access their progress on the ACL website.

Section 4: Service Performance Quadrant 2016-17

The ACL budget for 2017/18 has increased by 13% to £254,770 – franchise budget at the moment remains the same as in 15/16. For 2016-17 enrolments are up on this time last year – number of enrolments so far this academic year is 1002 with 66% of learners coming from Communities First areas – total enrolments for 15/16 was 1310. Increase in enrolments is partly because of funding ACL receives from Communities First to deliver courses and by the service providing accreditation to external/internal organisation e.g. Children’s Welfare Rights, Playworks etc.

The service will be piloting HWB this year and will report suitability of using the platform within ACL back to the Adult Learning Wales Partnership Network.

WEST (Wales Essential Skills Toolkit) is a new system which all post 16 providers are required to use from August 2016 to support learners’ needs for skills success. 98% of learners enrolled this academic year and are attending a Literacy/Numeracy course or the QCF Childcare programme have completed a WEST assessment with more literacy and numeracy classes being delivered by ACL in 16/17. Majority of Childcare learners will be completing the digital literacy and numeracy assessments this year. GCSE learners have completed the screener on WEST and some learners have asked to complete the full assessment. ACL has yet to assess Floristry learners on WEST.

ACL is also delivering a range of programmes in schools e.g. since September, classes that have been delivered in Gnoll Primary School includes Phonics, Numicon, Retail, Food Hygiene, British Sign Language, Health and Safety in the Workplace etc. More schools are requesting these types of courses to encourage parents back into learning.

ACL has gained links this year with Admiral and the first Call Centre course that was delivered following this partnership had two learners gaining employment with the company and another was offered a position with Virgin. Another learner did reach the final stage of the process with Admiral but was unable to progress because of personal problems. Following this success, Admiral is keen for ACL to deliver more courses. ACL is also delivering a Call Centre course starting this February, linking with HSBC.

New courses being delivered this year are – Working With Parents, Introduction to Health and Social Care and Level 3 Education and Training. In partnership with the college, ACL has started to deliver a full time pre-access course in Glynneath Training Centre/ DOVE. At the moment, only 5 learners have enrolled onto this programme.

Measure	2013-14 Actual (Full Year)	2014-15 Actual (Full Year)	2015-16 Actual (Full Year)	Comparative Performance	2015-16 Actual (Full Year)	2016-17 Qtr. 3 (cumulative)
Service Measure 1: Benchmarking data				Wales data- 15/16		
No of learners completing an activity:						
Direct funding (Service Priority 1)	99%	98%	99%	93%	99%	N/A
Franchise funding	99%	99%	99%	92%	99%	N/A
Service Measure 2: Tracking data				Wales data- 15/16		
No of successful completed activities:						
Direct Funding (Service Priority 1)	95%	95%	94%	76%	94%	N/A
Franchise Funding	86%	95%	86%	84%	86%	N/A

Service measure 3: Literacy/ Numeracy internal data						
No of learners screened	N/A	N/A	95%	N/A	N/A	N/A
No of learners gaining accreditation – internal data for entry and level 1 (Priority 3)		94%	94%	N/A		
Corporate measure (CM01): a) Number of transactional services fully web enabled b) Number of transactional services partially web enabled		100%	100%	One other authority in Wales provides a fully online enrolment facility	100%	100%

**Section 5:
Financial Quadrant 2016-17:**

Direct Delivery – Grant from the Welsh Government

The service area is fully maintained by grant budget. The grant will be fully spent by the 31st March.

Measure	2014-15 Actual (Full Year)	2015-16 Actual (Full Year)	2016-17 Qtr. 3 (projected to year end)
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Corporate Measure (CM02): % revenue expenditure within budget Service Budget £	100%	100%	100% On budget
Corporate Measure (CM03): Amount of FFP savings at risk	0	0	0

Section 5: Financial Quadrant 2016-17:			
Franchise - agreement with NPTC Group The service area is fully maintained by the external budget.			
Measure	2014-15	2015-16 Actual	2016-17 Qtr. 3

	Actual (Full Year)	(Full Year)	(projected to year end)
Corporate Measure (CM02): % revenue expenditure within budget Service Budget £	61.38% -89,390 Underspend -145,623	92% -64,422 Underspend -70,000	100% On budget -98,440
Corporate Measure (CM03): Amount of FFP savings at risk	n/a New	£0	£0

**Section 6:
Employee Quadrant 2016-17**

The main reason for staff sickness this year has been the flu or colds. ACL sickness is consistently below the council average.

Measure	2014-15 Actual (Full Year)	2015-16 Actual (Full Year)	2015-16 QTR. 3 (cumulative)	2016-17 QTR. 3 (cumulative)
Corporate Measure (CM04): Average FTE (Full time equivalent) working days lost due to sickness absence				
Adult Community Learning - Total Service FTE working days lost in the period	58.1	18	8	3.6
Average FTE working days lost per employee	5.7	2.2	1.0	0.5
Directorate: ELLL: Average FTE working days lost per employee.	9.4	9.0	6.2	6.4
Council: Average FTE working days lost per employee.	9.4	9.7	6.8	7.3

**Section 7:
Customer Quadrant 2016-17**

Adult Community Learning is a public facing service where we receive a huge amount of compliments from learners and partners. In 2016, ACL sent out a learner survey using survey monkey which was carried out in May 2016 and a follow up survey was sent out in December 2016. In previous years, the Welsh Government used IPSOS to record learners' voice information. IPSOS was not commissioned in 15/16.

Measure	2014-15 Actual (Full Year)	2015-16 Actual (Full Year)	2016-17 Qtr. 3 (cumulative)
Corporate Measure (CM07): Total number of complaints Internal External (from the public)	None	None	None
Corporate Measure (CM08): Total number of compliments Internal External (members of the public)	See above information	See above information	See above information
Corporate Measure (CM09): customer satisfaction measure/s How do you rate Adult Community overall – Very Good/Good How likely are you to recommend your course to others – Very likely/likely (Dec 2016)	89% (148 responses)	93% (118 responses)	91% (68 responses)

**NEATH PORT TALBOT COUNTY BOROUGH
COUNCIL**

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

2nd March 2017

Report of the:

Head of Participation

Chris Millis

and

Head of Transformation

Andrew Thomas

Matter for Monitoring

Wards Affected: All Wards

Corporate Improvement Objective – Better Schools, Brighter Prospects - Highlight Report – Quarter 3 (April 1st – 31st December) 2016-17

Purpose of the Report

To provide Members with the Better Schools, Brighter Prospects Highlight Report – Quarter 3 (April 2016– December 2016), which provides a progress update for the first nine months of 2016-17 for

one of the six Corporate Improvement Plan objectives which fall within the remit of Children, Young People and Education Scrutiny Committee. This will enable the Children, Young People and Education Scrutiny Members to discharge their functions in relation to performance management.

Executive Summary

The report provides an overview of the Strategic School Improvement Programme (SSIP), Welsh in Education Strategic Plan (WESP), pupil attainment, attendance, exclusions, safeguarding and Education Regional Working partnership (ERW).

Financial Impact

There is no financial impact as a result of this report.

Equality Impact Assessment

The Equality Act 2010 requires public bodies to “pay due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and
- foster good relations between persons who share a relevant protected characteristics and persons who do not share it.”

As the focus of this report is to report progress and Neath Port Talbot schools produce an annual Strategic Equalities Plan there is no requirement to undertake an equality impact assessment.

Workforce Impacts

There is no workforce impact as a result of this report.

Legal Impacts

To support the discharge of the duty placed on the Council, as contained within the Local Government (Wales) Measure 2009, to 'make arrangements to secure continuous improvement in the exercise of its functions'.

Risk Management

Failure to have robust performance monitoring arrangements could result in poor performance going undetected.

Consultation

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

Recommendations

Members monitor performance contained within this report.

Reasons for Proposed Decision

Matter for monitoring. No decision required.

Implementation of Decision

Matter for monitoring. No decision required.

Appendices

Appendix 1 – Better Schools, Brighter Prospects Highlight Report
Quarter 2 2016-17

List of Background Papers

The Neath Port Talbot [Corporate Improvement Plan - 2016/2019](#)
“Rising to the Challenge”;

Officer Contact

Neal Place, Performance Management Officer.
E-mail n.place@npt.gov.uk. Tel. 01639 763619

Highlight Report – 1st April to 31st December 2016

Corporate Improvement Priority: To raise educational standards and attainment for all young people.

RAG Status	Summary of Progress
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 55</p> <p>AMBER</p>	<p>Continuing work on the Strategic School Improvement Programme (SSIP) has resulted in a smooth process ahead of the opening of Ysgol Bae Baglan and Melin Primary School. Business cases have been submitted and approved for a replacement school for Groes Primary and Dyffryn School, a new build campus in the south of the county borough as part of the 3-18 Welsh-medium development and also a new build primary school at Briton Ferry. Work was completed on 1st September 2016 to increase the number of pupils at Ysgol Hendrefelin.</p> <p>Work is continuing to support and further develop Welsh language education in schools and in the wider communities</p> <p>The 2014-2015 academic year saw an increase in the number of schools that are categorised as being effective or highly effective (Yellow and green schools). 83.0% of Neath Port Talbot pupils are now educated within these schools. This is an improvement of over 3.4% on the previous year. All schools received their entitlement of visits and support.</p> <p>In relation to 2015-16 academic year, outcomes at Foundation Phase have declined slightly whilst they have improved at key stage 2. Outcomes at key stage 3 have remained almost the same in nearly all key indicators. Key stage 4 results have improved in nearly all key indicators.</p> <p>Secondary School attendance for the academic year 2015-16 has remained at 93.7% when compared to Academic Year 2014-15. Primary School attendance for the academic year 2015-16 has fallen by 0.2% compared to Academic Year 2014-15. There has been an apparent rise in both fixed and permanent exclusions when compared to 2014-15 although because of the introduction of a new method of operating comparison between years are potentiality misleading. The service continues to work in partnership with schools to reduce permanent exclusions to an aspirational target of zero and a continuous year on year reduction in fixed term exclusions. Education Welfare Service and the newly created Wellbeing and Behaviour team are working closely with both schools and parents to identify the cause of individual pupil absence with the aim of early intervention when and where needed to reduce absentees.</p> <p>Peer safeguarding reviews are programmed for all schools and impact positively on safeguarding standards across the authority.</p>

Highlight Report – 1st April to 31st December 2016

What will be different? (Outcomes)	Lead Officer	RAG Status	Progress
<p>1. We will merge or relocate some schools; increase the capacity in others; and continue to build new schools; and to close some others.</p>	<p>Richard Gordon</p>	<p>The status is Amber as projects are dependent on a number of factors including finance and consultation</p>	<ul style="list-style-type: none"> • SSIP officers continue to finalise detailed business cases for Band A of the 21st Century Schools Programme for the period 2014 -2019. • The new Ysgol Bae Baglan (3-16) school opened as at 1st September 2016. The new Melin Primary school opened as at 1st September 2016. • In November 2016, Welsh Government approved, in principle, the Full Business Case (FBC) in respect of Ysgol Newydd Margam. Formal consultation in respect of the proposal to close Groes Primary School and Dyffryn School and build a new 3-16 school (Ysgol Newydd Margam) on the site at Bertha Road, Margam, Port Talbot concluded on the 11th December 2016. A report went before Cabinet on the 4th January 2017 requesting permission to continue with the proposal and publish a statutory notice. It is intended that the new school will opening in September 2018. • In November 2016, Welsh Government approved, in principle, the Full Business Case (FBC) in respect of a new build school for the south campus of Ysgol Newydd Gymunedol Gymraeg. The new 3-18, Welsh-medium school will open in September 2017 with the south campus (11-16) becoming available in September 2018. • The proposal to increase the number of pupils to be admitted to Ysgol Hendrefelin and to extend the age range of pupils for whom provision is made at the assessment facility has been implemented as at 1st September 2016. • Following the publication of a statutory notice in respect of the proposal to open a new primary school, Ysgol Newydd Briton Ferry, at Old Road, Briton Ferry in place of Brynhyfryd, Llansawel and Ynysmaerdy primary schools, all of which will close, no objections were received and the proposal will be implemented as at 1st September 2018, following the completion of the new build primary school. In July 2016, Welsh Government approved, in principle, the Full Business Case (FBC). • A statutory notice was published on the 19th January with an objection period ending on the 15th February 2017 in respect of a proposal to establish a Secondary Education Nurture Centre (SENC) at Cefn Saeson Comprehensive School, Afan Valley Road, Cimla, Neath. • Officers continue to work with the developers on the new build school at Coed Darcy,



Highlight Report – 1st April to 31st December 2016

			<p>although the continued effect of the economic climate on the housing market could impact upon this project adversely.</p> <ul style="list-style-type: none"> • Work on formalising cross-border arrangements with Powys over provision of secondary Welsh-medium education at YG Ystalyfera to be further progressed. Powys County Council has written to NPTCBC with their confirmation that they wish to have arrangements formalised. At secondary age transfer, pupils from Powys continue to be admitted to YG Ystalyfera (to be replaced in September 2017 by Ysgol Newydd Gymunedol Gymraeg). • Work on developing cross-border arrangements with Carmarthen over provision of primary Welsh-medium education at YGGD Cwmllynfell to be further progressed.
<p>2. We will continue to implement our strategy for the provision of Welsh-medium education in Neath Port Talbot</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 57</p>	<p>Mike Daley</p> <p>Richard Gordon</p>	<p>The status is Amber as projects are dependent on a number of factors including finance and consultation</p>	<p>Work is continuing to support and further develop Welsh language education in schools and in the wider communities and plans for future growth in conjunction with Welsh Governments proposals for growing the number of Welsh speakers to one million by 2050; during the summer term 2016, the Welsh in Education Strategic Plan (WESP) forum met and the Challenge Adviser responsible for WESP contributed to the regional working group and liaised with Welsh Government. As a result, the work of the seconded support teachers for both Additional Learning Needs (ALN) pupils and Welsh first language development have supported Welsh medium schools as well as a more strategic approach to supporting Welsh as a second language by the Athrawon Bro service. This support is more targeted according to need.</p> <ul style="list-style-type: none"> • More seven-year olds being taught through the medium of Welsh - This has declined from 18.8% (Academic Year 2014-15) to 18.37% (2015-16). This is likely to be as a result of size of cohorts rather than a trend. • More learners transferring from Welsh Medium Primary to Welsh Medium Secondary School - The general trend is positive in most years, however, the transition to secondary school whilst improving is below the target. • More learners aged 14 – 16 studying for qualifications through the medium of Welsh - Opportunities for studying for qualifications have increased and the percentage of pupils entered for at least five further Level 1/2 qualifications through the medium of Welsh is at least 80% and exceeds the Welsh Government’s targets of 62% by 2015 and 68% by 2020. • More learners aged 16 – 19 studying subjects through the medium of Welsh in



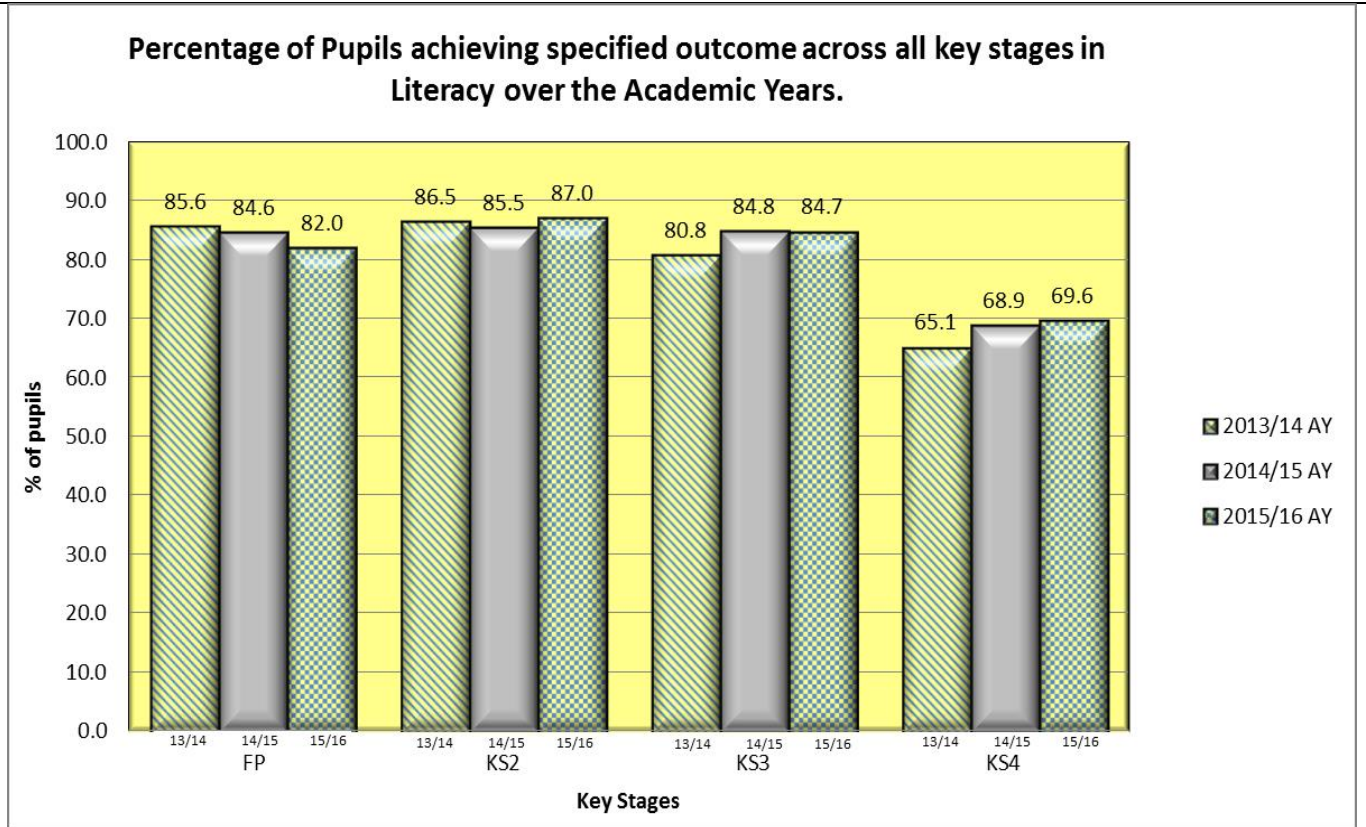
Highlight Report – 1st April to 31st December 2016

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 58</p>			<p>schools, colleges and work-based learning - The schools currently offers 31 Options (target 30 Options) however, recruitment of suitable staff remains a challenge.</p> <ul style="list-style-type: none"> • Welsh-medium provision for learners with additional learning needs (ALN) - Some specialist assessment through the medium of Welsh is available in the Educational Psychologist Service, the Support for Learning Service and from EDIS. No formal arrangements have yet been established with other Local Authorities or consortia to develop enhanced Welsh language ALN provision. • Workforce planning and continuing professional development - schools continue to plan strategically for staff development and produce robust spending plans based on systematic analysis of need. At specific times there is a shortage of well qualified and experienced supply and short-term contract teachers. There were no unfilled teaching vacancies to teach Welsh • SSIP team members to continue with the Welsh Medium Education appraisal, together with continued work required to manage short and long-term capacity pressures on Welsh Medium Primary Schools. • SSIP officers to continue to work with other Council colleagues and contractors to ensure the proposal in respect of Welsh medium education is implemented on 1st September 2017.
<p>3. We will ensure that the 14 -19 Learning Pathways programme supports all young people to achieve their full learning potential</p>	<p>Mike Daley</p>	<p>GREEN</p>	<p>A range of relevant courses to secure young people’s full learning potential are provided. This is in place.</p> <ul style="list-style-type: none"> • Reduce the percentage of young people deemed as Not in Education, Employment or Training (NEET) post 16. (Latest data 2015: 3.6%). 2016 data will be available in April 2017.
<p>4. Improvements in literacy outcomes.</p>			<p>A regionally agreed menu of support has been provided for all schools and the delivery of these courses was identified during the core visits every school had during the autumn term 2015. These courses addressed a wide range of issues aimed at improving pupils’ oracy, reading and</p>



Highlight Report – 1st April to 31st December 2016

Page 59	Mike Daley	AMBER	<p>writing. Courses were aimed at specific groups of learners, for example more able pupils.</p> <ul style="list-style-type: none">• % of pupils achieving outcome 5 in language, literacy and communication skills at the end of Foundation Phase - This has declined from 84.6% (Academic Yr 2014-15) to 82.0% (2015-16). This may be partially due to the cohort but also more robust teacher assessments.• % of pupils achieving at least level 4 at the end of Key Stage 2 in language (Best English or Welsh 1st Lang) -This has increased from 85.5% (2014-15) to 87.0% (2015-16).• % of pupils achieving at least level 5 at the end of Key Stage 3 in language (Best E or W 1st Lang) - This has declined from 84.8% (Academic Yr 2014-15) to 84.7% (2015-16).• % of pupils achieving level 2 threshold at the end of Key Stage 4 in language (Best E or W 1st Lang) - This has increased from 68.9% (2014-15) to 69.6% (2015-16).
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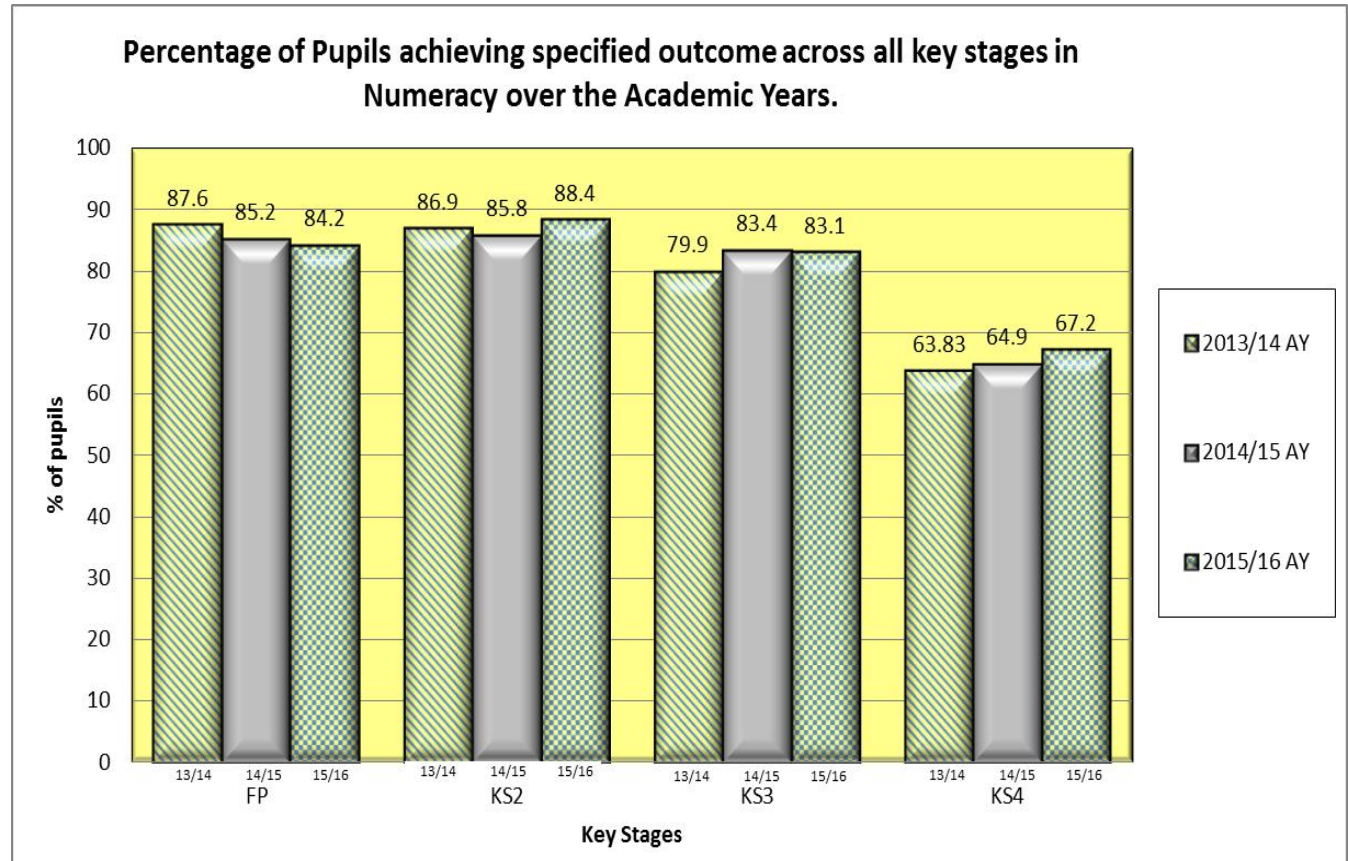
5. Improvements in numeracy outcomes.

Mike Daley

GREEN

- **% of pupils achieving outcome 5 in mathematical development skills at the end of Foundation Phase** - This has declined from 85.2% (2014-15) to 84.2% (2015-16). This may be partially due to the cohort but also more robust teacher assessments.
- **% of pupils achieving at least level 4 at the end of Key Stage 2 in maths** - This has increased from 85.8% (2014-15) to 88.4% (2015-16).
- **% of pupils achieving at least level 5 at the end of Key Stage 3 in maths** - This has declined from 83.4% (2014-15) to 83.1% (2015-16).

- **% of pupils achieving level 2 threshold at the end of Key Stage 4 in maths** - This has increased from 64.9% (2014-15) to 67.2% (2015-16).



6. We will improve the performance of pupils entitled to Free School Meals (FSM) in literacy & numeracy.

AMBER

A greater degree of focus on how the Pupil Deprivation Grant is spent by each school. This is a specific line of enquiry in each core visit and examples of the best and most effective practice have been shared with all schools.

- **% of pupils entitled to Free School Meals (FSM) achieve at least outcome 5 in Language, Literacy and Communication skills and Mathematical Development at the end of Foundation Phase** - Language has declined from 72.6% (2014-15) to 70.2%

Highlight Report – 1st April to 31st December 2016

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 62</p>	<p>Mike Daley</p>		<p>(2015-16) and Mathematics has declined from 72.6% (2014-15) to 72.0% (2015-16) This reflects the general picture in Foundation Phase. This may be partially due to the cohort but also more robust teacher assessments.</p> <ul style="list-style-type: none"> • % of pupils entitled to FSM achieving at least level 4 at the end of Key Stage 2 in Language (Best E or W) and Mathematics - Language has improved from 72.4% (2014-15) to 77.2% (2015-16) and Mathematics has improved from 72.7% (2014-15) to 80.0% (2015-16). • % of pupils entitled to FSM achieving at least level 5 at the end of Key Stage 3 in Language (Best E or W) and in Mathematics. - Language has declined from 70.4% (2014-15) to 70.0% (2015-16) and Mathematics has improved from 67.2% (2014-15) to 68.4% (2015-16). • % of pupils entitled to FSM achieve level 2 threshold at the end of Key Stage 4 in Language (Best E or W) and Mathematics Language improved from 42.0% (2014-15) to 43.2% (2015-16) and Mathematics declined from 45.2% (2014-15) to 43.5% (2015-16).
<p>7. We will improve pupil attendance.</p>	<p>Hayley Lervy</p>	<p>AMBER</p>	<p>The Education Welfare Service works closely with both schools and parents to identify the cause of individual pupil absence with the aim of early intervention when and where needed. Individual pupil illnesses are monitored and challenged where there appears to be patterns of absence. Schools are encouraged to correctly code absences to allow for effective data tracking. Regular meetings are scheduled between Education Welfare Officers and key school staff to discuss individual pupil cases and provide advice, support and to determine appropriate course of actions. Education Welfare Officers will often attend at the home of the pupil to make enquiries as to the reason for the absence from school in an effort to assist and facilitate an early return to school and discuss with parents various strategies to encourage and improve regular attendance. Where these examples of strategies have been unsuccessful the Council has the available option of issuing parents with a fixed penalty notice or the commencement of prosecution via Court. For the academic year 2015-16 (Sept-May 16) the number of fixed penalty notices issued is 70 with 35 being issued over the course of the last academic year 2014-15. The number of cases that have been subject to Court action during the academic year (Sept-May 16) was 31 compared to 22 for the last academic year.</p>

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			<ul style="list-style-type: none"> • % of pupil attendance in Primary Schools (2014-15 academic year attendance: 15-16 Primary Attendance has fallen from 94.8% to 94.6% compared to 14-15 academic year. • % of pupil attendance in Secondary Schools (2014-15 academic year attendance: 15-16 Secondary Attendance has remained the same at 93.7% compared to 14-15 academic year.
<p>8. We will provide better support for pupils with behavioural needs.</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 63</p>	<p>Hayley Lervy</p>	<p style="text-align: center;">RED</p>	<p>Exclusion data has been monitored closely and in response to the rise in fixed and permanent exclusions a Wellbeing and Behaviour team, comprising of staff with a range of experience and expertise, has been established and a designated manager has been appointed. In addition to this the LA has increased capacity of assessment places across both the primary and secondary sector for pupils with social, emotional and behavioural difficulties (SEBD). The establishment of this service and provision is a result of the reorganisation of the Education Other than at School Service (EOTAS) and has been implemented with Members agreement. The Wellbeing and Behaviour Team are also working with key professionals to develop a training package for all schools in meeting the needs of pupils with SEBD and this will be rolled out during the spring term. This change to services and provision has been in place as of September 2017 with the aim of embedding a continuum of support and increasing capacity within schools, as part of the LA's long term plan in ensuring the needs of pupils with SEBD are effectively met.</p> <ul style="list-style-type: none"> • Number of permanent exclusions during the academic year per 1,000 pupils from both primary and secondary schools – This has risen from 9 pupils (2014-15) to 19 pupils (2015-16) although because of the introduction of a new method of operating comparison between years are potentiality misleading. • % of school days lost due to fixed-term exclusions during the academic year, in primary schools - This has risen from 216 days (2014-15) to 247 days (2015-16) • % of school days lost due to fixed-term exclusions during the academic year, in secondary schools - This has risen from 1257 days (2014-15) to 1418 days (2015-16) • % of pupils with behavioural needs who leave compulsory education, training or work based learning without and approved external qualification. This has risen from 0.5% (2 of 406 pupils) in 2014-15 to 0.9% (4 of 419 pupils) in 2015-16. The fall is due to the non-attendance of 3 pupils at the schools despite numerous attempts by the Education Welfare Officers and schools themselves to get the pupils to attend. One pupil was attending a special school and is now being home educated.



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<p>9. We will continue to improve safeguarding practices and procedures. Protecting children and young people from abuse is a shared responsibility for all staff.</p>	<p>Chris Mills</p>	<p>GREEN</p>	<ul style="list-style-type: none"> • Appropriate policies and procedures are in place; these are reviewed and discussed in internal fortnightly safeguarding meetings. These meetings also monitor progress in relation to all live safeguarding issues. Officers from the Directorate attend the cross service operational safeguarding group and the Director attends the corporate safeguarding group. These meetings secure a strategic and operational focus to safeguarding practices. • Peer safeguarding reviews are programmed for all schools and impact positively on safeguarding standards across the authority. As part of the Peer Review process pupil voice is sought, both formally & informally, pupil voice therefore also assists in the raising of Safeguarding standards
<p>10. We will continue to deliver school improvement through the Education Regional Working partnership.</p>	<p>Mike Daley</p>	<p>GREEN</p>	<p>To improve the % of schools categorised as Green and Yellow schools under the National School Categorisation System.</p> <ul style="list-style-type: none"> • Between April and July 2016 schools who had not received a second core visit in the first part of 2016 received a core visit. These visits were bespoke to the needs of each school but usually involved either scrutiny of pupils' books and/or lesson observations. • During the autumn term all schools were visited and categorised. Based on the new National Categorisation Model, there are more highly effective (green) and effective schools (yellow) in the 2014-15 academic year (73%) than in the 2013-14 academic year (68%). • There are now 80% of NPT schools that are Green or Yellow. There are 17 out of 67 schools that are Green (25%), 37 schools that are yellow (55%). In addition, 83% of our pupils are educated within a highly effective and effective school. This is an improvement on the 2014-15 figure of 79.6% and 2013-14 academic year (78.5%).

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Corporate Risks (Corporate Risk Register):

Ref	Section	Risk Description	Mitigating Action	Latest L'hood score Sept 16	Latest L'hood impact Sept 16	Latest Total score at Sept 16	Latest Proximity at Sept 16	Target Date	Risk owner
NPT17 Page 65	School Transport	All home to school routes to be assessed in line with learning Travel Wales Risk Assessment procedure June 2014 – capacity and budget implications.	Added Sept 16 – Develop a policy and comprehensive risk assessment matrix for adoption by the Council	4	4	16 H	1	Ongoing	Head of Participation/Head of Engineering & Transport
ELLL05	Transformation	Lack of funding leading to inability to provide statutory SEN services to vulnerable individuals/groups according to their assessed entitlements.	Prioritising available resources Updated Sept 16 – SEN reform due to be considered by WG in the Autumn which could increase financial demand.	3	5	15 H	1	Ongoing	Head of Transformation
ELLL02	Transformation	Critical failure of ageing school building estate rendering the Council unable to maintain business continuity and to meet its statutory responsibilities to secure suitable educational provision.	Identification of prioritised maintenance schemes within the Council's domestic capital programme combined with the 21 st Century school programme and with the Strategic School Improvement programme that focuses on school reorganisation and rationalisation.	3	4	12 H	2	Ongoing	Head of Transformation
ELLL01	Transformation	Inefficient financial/strategic management, in respect of school reorganisation proposals, as a result of poorly	Robust scrutiny underpinned by sound financial business case development and external (i.e. WG/Wales	2	5	10 M	1	Ongoing	Head of Transformation



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		conceived projects, leading to damage to Council reputation and adverse reaction from local communities	Audit) approvals for major capital spend; thorough preparation of school reorganisation proposals, with full stakeholder consultation and clearly stated benefits supported by member approval						
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Risks are assessed in terms of proximity i.e. when the risk would occur. Estimating when a risk would occur helps prioritise the risk.

The proximity scale to be used is:

- 1 Zero to one year
- 2 One year to two years
- 3 Two years to three years
- 4 Three years plus

5x5 Risk Matrix below:		Likelihood						
Key								
Likelihood	Impact							
1. Very Unlikely	1. Low		5	M	M	H	H	H
2. Unlikely	2. Low/Medium		4	L	M	H	H	H
3. Likely	3. Medium		3	L	L	M	H	H
4. Very Likely	4. Medium/High		2	L	L	M	M	M
5. Certainty	5. High	1	L	L	L	L	L	
		0	1	2	3	4	5	
L	Low Risk	Impact						
M	Medium Risk							
H	High Risk							