



**CHILDREN, YOUNG PEOPLE AND EDUCATION
CABINET BOARD**

*Immediately Following Scrutiny Committee on
THURSDAY, 5 JANUARY 2017*

COMMITTEE ROOMS 1/2 - PORT TALBOT CIVIC CENTRE

PART 1

1. To agree the Chairman for this Meeting
2. To receive any declarations of interests from Members
3. To receive the Minutes of the previous Children, Young People and Education Cabinet Board held on the 1st December 2016
(Pages 3 - 8)
4. To receive the Forward Work Programme 2014/15 (Pages 9 - 10)

To receive the Report of the Head of Participation

5. Annual Pupil Performance Report 2015/16 (Pages 11 - 22)

To receive the Report of the Head of Transformation

6. Establishment of a Temporary Governing Body for the Proposed New All Through School Replacing Dyffryn Comprehensive School and Groes Primary School (Pages 23 - 30)

To receive the Report of the Head of Children and Young People Services

7. Neath Port Talbot Draft Young Carers Strategy (2016 - 19)
(Pages 31 - 60)

To receive the Report of the Director of Social Services, Health and Housing

8. Hillside Secure Children's Home - CSSIW Inspection
(Pages 61 - 80)
9. Hillside Secure Children's Home - Estyn Inspection
(Pages 81 - 96)
10. Any urgent items (whether public or exempt) at the discretion of the Chairman pursuant to Statutory Instrument 2001 No 2290 (as amended)

S.Phillips
Chief Executive

Civic Centre
Port Talbot

Wednesday, 21 December 2016

Cabinet Board Members:

Councillors: P.A.Rees and P.D.Richards

Notes:

- (1) *If any Cabinet Board Member is unable to attend, any other Cabinet Member may substitute as a voting Member on the Committee. Members are asked to make these arrangements direct and then to advise the committee Section.*
- (2) *The views of the earlier Scrutiny Committee are to be taken into account in arriving at decisions (pre decision scrutiny process).*

EXECUTIVE DECISION RECORD
CABINET BOARD - 1 DECEMBER 2016
CHILDREN, YOUNG PEOPLE AND EDUCATION

Cabinet Board Members:

Councillors: P.A.Rees (Chairperson) and E.V.Latham

Officers in Attendance:

A.Thomas, C.Millis, J.Hodges, A.Jarrett, Ms.H.Lewis and Mrs.J.Woodman-Ralph

1. **APPOINTMENT OF CHAIRPERSON**

Agreed that Councillor P.A.Rees be appointed Chairperson for the meeting.

2. **MINUTES OF THE PREVIOUS CHILDREN, YOUNG PEOPLE AND EDUCATION CABINET BOARD HELD ON THE 3 NOVEMBER, 2016**

Noted by Committee.

3. **FORWARD WORK PROGRAMME 2014/15**

Noted by Committee.

4. **CHILDREN AND YOUNG PEOPLE SERVICES - 2ND QUARTER (2016-17) PERFORMANCE REPORT**

Decision:

That the report be noted.

5. **NEATH PORT TALBOT FOSTERING SERVICE REGULATION 42 -
QUALITY OF CARE REPORT 2015/2016**

Decision:

That the report be noted.

6. **QUARTERLY PERFORMANCE MANAGEMENT DATA 2016-17 –
(1 APRIL 2016 - 30 SEPTEMBER 2016)**

Decision:

That the report be noted.

7. **HOME TO SCHOOL TRAVEL POLICY REVIEW AND CONSULTATION**

Members were supportive of the proposed amendments to the narrative of the consultation document as detailed below.

Decision:

That approval be granted to consult on the Draft Home to School Travel Policy 2017 commencing the 5 December 2016 until 16 January 2017 subject to the following amendments:

1. To the consultation document as contained within the circulated report under the proposed changes table (Page 99) Secondary pupil (Welsh Medium) Pupil D to read: *Attends YG Ystalyfera but it is not their nearest suitable secondary education provision but is their nearest suitable school for Welsh-medium secondary provision. Free home to school travel.*
2. Under Secondary pupil (Faith) (Page 100) 11 – 16 to be added.

Reason for Decisions:

To ensure Neath Port Talbot County Borough Council, meets its responsibility for assessing the suitability of travel for learners between home and places of education and training by both reviewing and consulting on a revised policy to be implemented at the start of the 2017 academic year.

Implementation of Decisions:

The decisions will be implemented after the three day call in period.

Consultation:

Consultation will take place during the period 5 December 2016 and the 16 January 2017.

8. **ESTABLISHMENT OF A TEMPORARY GOVERNING BODY FOR THE PROPOSED NEW PRIMARY SCHOOL REPLACING BRYNHYFRYD, LLANSAWEL AND YNYSMAERDY PRIMARY SCHOOLS**

Decisions:

1. That approval be granted to establish a temporary governing body for the proposed new 3 – 11 primary school replacing Brynhyfryd, Llansawel and Ynysmaerdy Primary Schools in line with the table contained within the circulated report;
2. that the temporary governing body for the proposed new 3 – 11 primary school include a staff governor;
3. that one teacher and one staff governor be jointly appointed by the current primary schools' governing bodies. Should there be no mutual agreement between the three current governing bodies as to the identification of individuals, the Director of Education, Leisure and Lifelong Learning be authorised to make an appointment from nominations submitted by each of the three governing bodies;
4. that the Local Authority Governor Representatives be Councillor H.N.James and Councillor C.Morgan. An additional Local Authority Governor to be identified at a future date.

Reason for Decisions:

To comply with legislative requirements for the establishment of a new school.

Implementation of Decisions:

That the decisions will be implemented after the three day call in period.

9. **OBJECTION TO THE 2017/18 ADMISSION ARRANGEMENTS -
DECISION OF THE CABINET SECRETARY FOR EDUCATION**

Decision:

That the report be noted.

10. **ADMISSION TO COMMUNITY SCHOOLS: 2016/2019**

Members were supportive of the proposed amendments to the narrative of the Community Schools Admission Policy as detailed below.

Decision:

That approval be granted to consult on the proposed 2018/2019 Community Schools Admission Policy subject to the following amendment:

Under the Heading:

Oversubscription Criteria Secondary Phase Education (Page 139) of the circulated report to read at point (c) *Other Children and young people who live within the catchment area of the school for which the application is made but do not attend a partner primary.*

Reason for Decision:

To enable the Council to meet statutory duties and good practice guidelines in respect of the admission of pupils to community schools.

Implementation of Decision:

The decision will be implemented after the three day call in period.

Consultation

The Admission to Community Schools 2016/2019 is subject to consultation.

11. **ACCESS TO MEETINGS**

Decision:

That pursuant to Regulation 4 (3) and (5) of Statutory Instrument 2001 No. 2290, the public be excluded for the following items of business which involved the likely disclosure of exempt information as defined in Paragraph 13 of Part 4 of Schedule 12A to the Local Government Act 1972.

12. **THE MANAGER'S REPORT ON HILLSIDE SECURE CHILDREN'S HOME**

Decision:

That the report be noted.

13. **THE CHILDREN'S HOME (WALES) REGULATIONS 2002**

Decision:

That the report be noted.

CHAIRPERSON

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Children, Young People and Education Cabinet Board – Forward Work Programme (DRAFT)

2016/2017 FORWARD WORK PLAN (DRAFT)

CHILDREN, YOUNG PEOPLE AND EDUCATION CABINET BOARD

Meeting Date and Time	Agenda Items	Type (Decision, Monitoring or Information)	Rotation (Topical, Annual, Biannual, Quarterly, Monthly)	Contact Officer/ Head of Service
26th Jan 17	Children's			
	Children's Services Staff Survey	Information	Annual	Karen Jones/Anita Thomas
	Leaving Care Finance Policy (Final report after Consultation)	Decision	Topical	Rebecca Jones/Andrew Jarrett
	Family Strategy Update	Information	Topical	Julie Davies/Andrew Jarrett
	Education			
	Childcare Facilities within Schools	Decision	Annual	Nicola Hire/C.Millis
	ERW Business Plan Update	Monitoring	Annual	Betsan O'Connor/Chris Millis
	Performance Data and Commentary ERW Local Categorization	Monitoring	Annually	Helen Morgan-Rees/Betsan O'Connor
	Overall Attendance Report for Academic Year 2015/16 and Penalty Notices	Monitoring	Quarterly	John Burge/Andrew Thomas

Children, Young People and Education Cabinet Board – Forward Work Programme (DRAFT)

Meeting Date and Time	Agenda Items	Type (Decision, Monitoring or Information)	Rotation (Topical, Annual, Biannual, Quarterly, Monthly)	Contact Officer/ Head of Service
2nd Mar 17	Children's			
	P.I. Data – Quarter 3 (Including Monthly Key Priorities Indicators)	Monitoring	Quarterly	David Harding/AJT
	CAMHS New Arrangements	Information	Topical	Andrew Jarrett
	Hillside Fees and Charges Report	Decision	Annual	Mark Larazus/Nick Jarman
	Hillside Secure Centre Placement Fees17/18	Information	Annual	Mark Larazus/Nick Jarman
	Hillside Education Provision Contract	Decision	Annual	Mark Larazus/Nick Jarman
	6 monthly Complaints Monitoring Report	Monitoring	6 Monthly	Angela Thomas
	Education			
	P.I. Data – Quarter 3	Monitoring	Quarterly	Carl Glover/CM
	Schools Admissions Policy 18/19 (Results of Consultation)	Decision	Annual	Helen Lewis/Andrew Thomas
	Home to School Transport Policy (Outcomes from Consultation)	Decision	Annual	Chris Millis
	School Terms and Holiday Dates 19/20 (Permission to Consult)	Decision	Annual	Helen Lewis/Andrew Thomas

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Children, Young People and Education Cabinet Board

5th January 2017

REPORT OF THE HEAD OF PARTICIPATION

Christopher Millis

Matter for Monitoring

Wards Affected: All Wards

Annual Pupil Performance Report 2015/16 (Summary)

Purpose of the Report

1. To provide Members with a summary of the performance of Neath Port Talbot schools and its pupils during 2015/16.

Executive Summary

2. The report provides detail of 2015/16 performance regarding attendance, exclusions, national test results, teacher assessments at Foundation Phase, Key Stage 2 and 3, and examination results at Key Stage 4 and 5, compared with national figures and previous academic years. Also included is some contextual data on the level of free school meal entitlement and special educational need (SEN) which is correlated to pupil performance.

Background

3. Local Authority level educational performance over the 2015/16 academic year.

Financial Appraisal

4. The progress described in the annual report was delivered within reduced budgets.

Equality Impact Assessment

5. 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.”

6. 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 Impact

7. The progress described in the annual report was achieved against a backdrop of a reduced workforce alongside ongoing financial challenges

Legal Impact

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

Crime and Disorder Impact

9. The Council has a legal duty under Section 17 of the Crime and Disorder Act 1998 to carry out all its various functions with "due regard to the need to prevent Crime and Disorder in its area".

Risk Management

10. We have a legal duty under the The Local Government (Wales) Measure 2009 to make arrangements to secure continuous improvement.

Consultation

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

Recommendations

12. Members monitor the contents of the Annual Report 2015-2016 attached at Appendix 1.

Appendices

13. Appendix 1 – Annual Pupil Performance Report Summary 2015/16

List of Background Papers

14. Welsh Government statistical releases on free school meal entitlement, primary

& secondary school attendance, national test data, teacher assessments and examination results.

15. Welsh Government benchmark quartile data.

16. NPT exclusion records

Officer Contact

17. Carl Glover, Data Unit Manager
E-mail c.glover@npt.gov.uk. Tel. 01639 763139

Annual Report on Pupil Performance (Summary)

Education Leisure & Lifelong Learning

Neath Port Talbot County Borough Council

2015/16

Christopher Millis,
Head of Participation

Contextual Data

A number of variables contribute towards a pupil, school and authority's ability to achieve expected outcomes and sustain a high level of performance, two of the most influential pupil characteristics being the level of deprivation encountered which historically has been measured by the percentage of free school meal (FSM) entitlement, and the level of special educational needs (SEN). Whilst these two issues play a major part in achievement it should be noted that a number of other factors are influential e.g. quality of teaching, gender, numbers of traveller, looked after pupils etc.

Free school meal data across Wales show that there is a statistical relationship between the level of FSM entitlement and attendance and attainment at school. Higher FSMs results in lower attendance & attainment and visa versa. NPT is constantly amongst the highest in Wales in terms of FSMs which at the January 2016 Pupil Level Annual School Census (PLASC) was the second highest in Wales (see below).

Sector	2011/12			2012/13			2013/14			2014/15			2015/16		
	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank
(Ages 5-15)															
Primary	24.5	20.6	5	24.0	20.6	5	23.8	20.1	4	24.1	19.6	3	23.8	19.0	2
Secondary	21.8	17.4	4	21.5	17.7	5	21.0	17.5	4	22.3	17.4	3	22.0	17.1	2
Special	53.8	42.8	3	56.2	44.6	3	58.3	45.3	2	61.5	46.1	2	56.2	43.1	3
All 5-15	23.6	19.3	5	23.2	19.5	5	22.9	19.1	4	23.7	18.9	2	23.4	18.4	2

As well as a high level of comparative deprivation compared with other Welsh authorities, NPT also has the 4th highest proportion of pupils with a special educational needs (SEN), including the second highest number with the most severe needs which necessitate a statement.

Plasc	Date	Plasc	All pupils with Special Educational Needs											
			Pupil No's			Statemented			School Action			SAP		
		(All Pupils)	No.	%	Rank	No.	%	Rank	No.	%	Rank	No.	%	Rank
2014	Neath Port Talbot	20583	751	3.6%	3	3339	16.2%	2	1712	8.3%	8	5802	28.2%	4
2014	Wales	465081	12530	2.7%		58146	12.5%		34627	7.4%		105303	22.6%	
2015	Neath Port Talbot	20670	747	3.6%	3	2983	14.4%	6	1760	8.5%	7	5490	26.6%	4
2015	Wales	465704	12437	2.7%		59245	12.7%		33275	7.1%		104957	22.5%	
2016	Neath Port Talbot	20751	766	3.7%	2	2831	13.6%	8	1721	8.3%	9	5318	25.6%	4
2016	Wales	466555	12434	2.7%		59502	12.8%		33207	7.1%		105143	22.5%	

As at PLASC 2016, 10.3% of the reception to year 11 cohort were both FSM and SEN.

Attendance

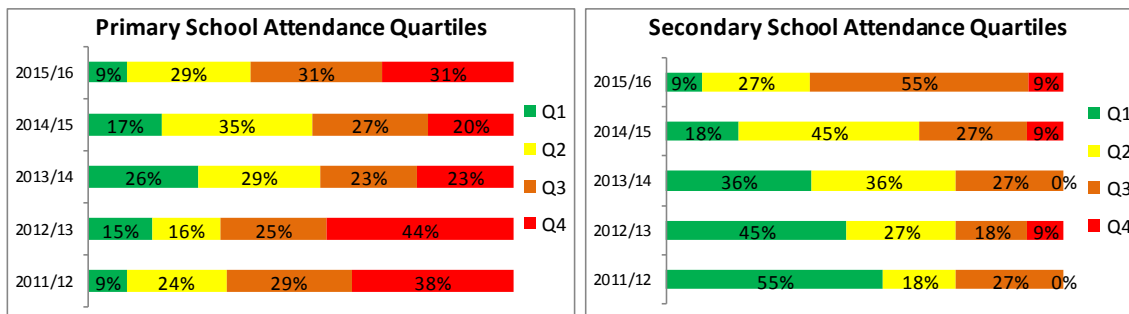
	2011/12			2012/13			2013/14			2014/15			2015/16		
	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank
(Ages 5-15)															
Primary	93.0	93.8	21	93.0	93.7	20	94.6	94.8	16	94.8	94.9	13	94.5	94.9	19
Secondary	92.3	92.2	11	92.6	92.6	12	93.5	93.6	13	93.6	93.8	15	93.6	94.2	18

Attendance of NPT primary age pupils fell by 0.3% to 94.5% in 2015/16, the first decrease in a number of years, whilst the national average remained at 94.9%. NPT's ranking therefore fell from 13th to 19th. Attendance of FSM and SEN pupils was 92.6% and 93.6% resp. which affected overall attendance whilst the 55 traveller pupils had averaged just 86.9% attendance.

NPT's secondary school attendance has always been amongst the highest in Wales although over recent years, despite improving attendance, the ranking has fallen as Welsh figures have

increased at a faster rate. During 2015/16 NPT's attendance remained static whilst national figures increased by 0.4% resulting in NPT now being ranked 18th in Wales.

In secondary schools, FSM and SEN pupil attendance of 89.7% and 91.4% resp. impacted overall attendance as did the 86.6% average amongst the 24 traveller pupils.



In order to compare schools across Wales with similar schools facing similar challenges, the Welsh Government split all schools into 5 benchmark groups based on their free school meal take up. Attendance and attainment performance can then be compared on a more equal basis. When benchmarked against schools with similar FSM levels 38% of NPT primary schools were in quartiles 1 & 2 in 2015/16, a 17% decrease from the previous year. NPT secondary school performance has steadily declined with 36% quartile 1 & 2 places in 2015/16 compared with 63% in 2014/15. Local Authority officers are currently working closely with schools to improve attendance across all sectors.

Exclusions (all pupils)

Below is a summary of NPT permanent and fixed term (days lost) exclusions.

Number of Days Lost to Fixed Term Exclusions											
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Primary	306	390	438	355	383	366	191	200	293	217	247
Secondary	2987	2667	2659	2421	1906	1533	1658	1572	1636	1257	1418
Special/PRU	762	819	450	485	517	486	311	293	107	124	158
Total	4055	3875	3547	3261	2806	2385	2160	2064	2036	1598	1823

Number of Permanent Exclusions											
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Primary	2	2	2	2	4	5	1	1	1	0	0
Secondary	20	24	22	18	11	8	10	8	10	10	19
Special/PRU	3	3	5	3	1	2	2	2	1	0	1
Total	25	29	29	23	16	15	13	11	12	10	20

The 10 permanent exclusions in NPT secondary schools in 2014/15 equates to 1.29 per 1000 pupils which is nearly three times more than the national average of 0.45 per 1000 pupils (81 in secondary schools across Wales). With permanent exclusions in secondary schools nearly doubling in 2015/16 to 19 NPT are highly likely to have one of the highest rates in Wales when figures are released in September 2017. Fixed exclusions days lost also increased for the first time in 10 years to 1823 days with primary, secondary & special schools all rising.

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 sectors 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 Member approval.

Assessment/Examination Performance – Foundation Phase (Year 2 Pupils)

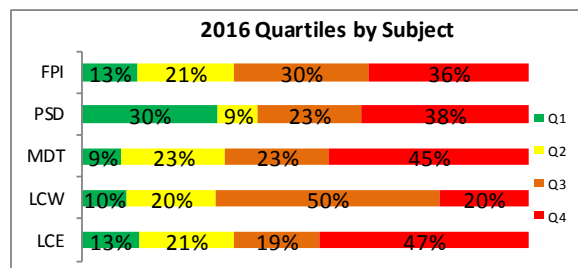
The table below compares NPT’s performance over the five years of Foundation Phase (FP) against national averages. Figures show the percentage of pupils achieving Outcome 5 (expected level) or above.

	LCE				MDT				PSD				LCW				FPI			
	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank
2012	81.0	83.4	-2.4	18	84.5	86.6	-2.1	19	89.7	90.8	-1.1	18	85.2	85.9	-0.7	14	77.2	80.5	-3.3	20
2013	84.1	85.2	-1.1	13	85.4	87.4	-2.0	19	93.3	93.0	0.3	14	87.4	86.7	0.7	10	81.7	83.0	-1.3	15
2014	84.2	86.6	-2.4	18	87.6	88.7	-1.1	17	94.3	94.2	0.1	12	91.8	89.8	2.0	5	84.2	85.2	-1.0	15
2015	82.8	88.0	-5.2	21	85.2	89.7	-4.5	22	92.7	94.8	-2.1	22	92.6	91.3	1.3	9	82.3	86.8	-4.5	22
2016	81.4	88.0	-6.6	21	84.2	89.9	-5.8	22	90.8	94.5	-3.7	22	92.3	90.7	1.6	11	81.4	87.0	-5.5	22

Performance in all subjects, except Language, Literacy & Communication Skills – Welsh (LCW), fell in 2015/16 with NPT ranked 22nd in the Foundation Phase Indicator (FPI), Mathematical Development (MDT) and Personal & Social Development (PSD) and 21st in Language, Literacy & Communication Skills – English (LCE). 92.3% achieved Outcome 5 or above in LCW which was above the national average and ranked 11th in Wales.

Of the 1552 cohort 389 (25%) were FSM and 434 (28%) SEN with only 67.6% and 49.4% of these pupils resp. achieving the FPI. The cohort also consisted of 52% boys who historically do not perform as well as girls nationally.

FPI	Q1	Q2	Q3	Q4
2012	23%	15%	31%	32%
2013	19%	24%	34%	23%
2014	21%	25%	28%	26%
2015	10%	23%	20%	48%
2016	13%	21%	30%	36%



The tables above show how NPT schools compare when benchmarked against schools with similar free school meal entitlement. The percentage of schools in FPI quartiles 1 & 2 improved slightly to 34% whilst there was a 12% decrease in quartile 4 schools.

Assessment/Examination Performance – Key Stage 2 (Year 6 Pupils)

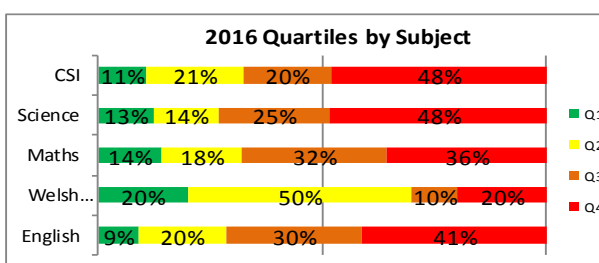
The table below compares NPT’s performance over the past 5 years against national averages. Figures show the percentage of pupils achieving Level 4 (expected level) or above.

	English				Maths				Science				Welsh				CSI			
	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank
2012	83.7	85.2	-1.5	18	84.4	86.8	-2.4	20	87.4	88.5	-1.1	17	87.3	84.0	3.3	9	80.6	82.6	-2.0	18
2013	85.5	87.1	-1.6	19	85.5	87.5	-2.0	20	87.8	89.7	-1.9	18	91.0	86.7	4.3	6	82.0	84.3	-2.3	20
2014	86.3	88.4	-2.1	20	86.9	88.9	-2.0	21	87.6	90.3	-2.7	21	87.7	88.1	-0.4	16	84.1	86.1	-2.0	21
2015	85.3	89.6	-4.3	22	85.8	90.2	-4.4	22	87.6	91.4	-3.8	22	90.1	90.5	-0.4	13	83.3	87.7	-4.4	22
2016	87.0	90.3	-3.3	22	88.4	91.0	-2.6	21	88.4	91.7	-3.3	22	93.4	90.8	2.6	10	84.9	88.6	-3.7	22

All Key Stage 2 results improved in 2015/16 with Maths and English rising by 2.6% and 1.7% resp. and Welsh 1st Language by 3.3% resulting in a 1.6% increase in the Core Subject Indicator (CSI). NPT's CSI ranking however remained 22nd.

The cohort of 1567 included 360 (23%) FSM pupils with 74.5% achieving the CSI reducing the gap from 18% to 13.3%. A high proportion of pupils at Key Stage 2 were SEN pupils (460 or 29%) with only 53% of these achieving the CSI which affected overall figures.

KS2 CSI	Q1	Q2	Q3	Q4
2012	24%	26%	21%	29%
2013	19%	26%	23%	32%
2014	15%	25%	33%	28%
2015	15%	15%	31%	39%
2016	11%	21%	20%	48%



Benchmarked with similar FSM schools NPT's performance improved slightly in 2016 with the number of schools in quartiles 1 & 2 in the CSI increasing from 30% to 32%. The number in quartile 4 also increased from 39% to 48%.

Regarding 2016 core subject quartiles, English & Maths quartile 1 & 2 places improved from 28% and 26% to 29% and 32% resp. whilst 70% of schools were in the top two quartiles in Welsh 1st Language.

Assessment/Examination Performance – Key Stage 3 (Year 9 Pupils)

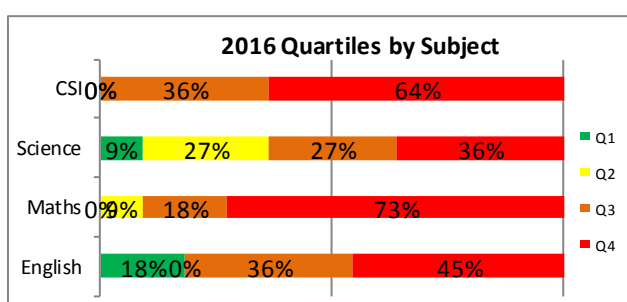
Pupils are assessed in Key Stage 3 in year 9 of secondary school with Level 5 the expected outcome. Performance in 2016 compared with previous years is shown below.

	English				Maths				Science				Welsh				CSI			
	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank
2012	75.6	79.3	-3.7	19	76.9	81.1	-4.2	19	79.2	83.6	-4.4	19	80.3	84.2	-3.9	15	68.8	72.5	-3.7	17
2013	79.1	82.9	-3.8	18	79.3	83.9	-4.6	20	82.8	87.0	-4.2	20	85.5	87.6	-2.1	14	73.1	77.0	-3.9	19
2014	80.6	85.9	-5.3	22	79.9	86.5	-6.6	22	84.3	90.4	-6.1	22	86.0	90.1	-4.1	17	73.1	81.0	-7.9	22
2015	84.2	87.9	-3.7	20	83.4	88.7	-5.3	22	87.8	91.8	-4.0	21	85.0	90.9	-5.9	17	77.8	83.9	-6.1	22
2016	84.1	89.2	-5.1	22	83.1	90.1	-6.9	22	88.5	92.8	-4.3	22	92.2	92.0	0.1	11	77.7	85.9	-8.2	22

NPT's KS3 CSI in 2016 was 77.7%, a 0.1% fall from 2015 with the ranking remaining at 22nd. English & Maths both decreased slightly with Science rising by 0.8% and Welsh 1st Language by 7.2% to 92.2%.

24.5% (367) of the 1499 cohort were FSM pupils with 60% of these achieving the CSI compared with 83.6% of non FSM. 33.2% were SEN pupils, well above the NPT and national averages with only 46.8% achieving the CSI compared with 93.2% success amongst non SEN.

KS3 CSI	Q1	Q2	Q3	Q4
2012	27%	27%	27%	18%
2013	27%	18%	18%	36%
2014	9%	9%	9%	73%
2015	9%	9%	36%	45%
2016	0%	0%	36%	64%



When benchmarked with schools across Wales NPT had no CSI quartile 1 or 2 places in 2016 compared with 2 in 2015. 64% (7) were in quartile 4.

Quartile distribution by subject for 2016 shows NPT having no quartile 1 places in Maths (as in 2015) and two (18%) in English which is an improvement from 2015.

Assessment/Examination Performance – Key Stage 4 (Year 11 Pupils)

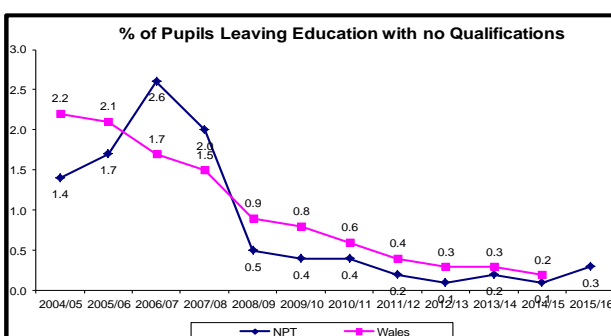
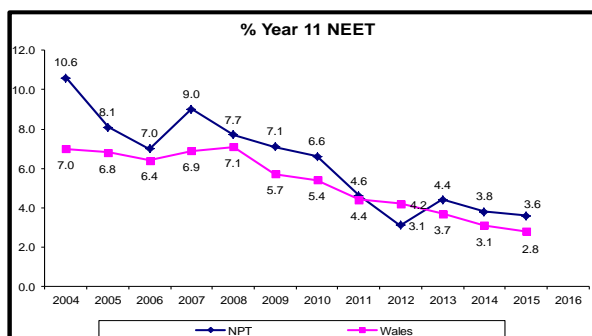
Unlike FP, Key Stage 2 and Key Stage 3 which are teacher assessments, Key Stage 4 results are the outcome of external examinations.

	Level 1				Level 2				L2 (incl E/W & M)				Wider Points				Capped Points				English				Maths						
	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff
2012	95.5	91.8	3.7	2	82.3	72.6	9.7	2	54.1	51.1	3.0	9	486	465	21	10	339	324	16	4	63.8	62.2	1.6	10	63.8	58.4	5.4	3			
2013	95.9	93.2	2.7	3	87.0	77.8	9.2	1	56.0	52.7	3.3	6	537	501	36	6	350	333	17	4	64.7	62.9	1.8	9	63.6	60.3	3.3	7			
2014	96.6	97.0	-0.4	3	89.4	82.3	7.1	1	55.8	55.4	0.4	9	540	525	16	9	351	341	11	7	63.7	66.2	-2.5	17	63.8	61.7	2.1	9			
2015	96.0	94.4	1.6	10	92.0	84.1	7.9	1	58.4	57.9	0.5	11	586	531	55	2	359	344	15	3	68.5	68.6	-0.1	11	64.9	64.4	0.5	10			
2016	94.9	95.3	-0.4	15	89.0	84.0	5.0	5	60.9	60.3	0.6	11	552	529	23	7	350	345	5	10	69.0	69.3	-0.3	12	67.2	66.9	0.3	10			

Despite changes to Key Stage 4 in 2016 with Educated Other than at School (EOTAS) pupils (17) now included in local authority calculations and vocational qualifications now worth a maximum of 2 GCSE's, NPT's performance in the main Level 2 (incl E/W&M) indicator (5 GCSE or equivalent incl English/Welsh & Maths) improved by 2.5%. Under the same rules as 2015 61.6% would have achieved Level 2 (incl E/W&M). Again, despite the changes the percentage of pupils achieving a grade C or above in both Maths and English improved with Maths rising by 2.3% from 2015.

KS4 L2+	Quartile (% of Schools)				2016	1st Quartile		2nd Quartile		3rd Quartile		4th Quartile	
	Q1	Q2	Q3	Q4		No.	%	No.	%	No.	%	No.	%
2011	55%	36%	0%	9%	L1	3	27%	2	18%	4	36%	2	18%
2012	64%	18%	18%	0%	L2	5	45%	4	36%	2	18%	0	0%
2013	73%	9%	18%	0%	L2+	6	55%	3	27%	1	9%	1	9%
2014	64%	9%	27%	0%	Capped Pts	6	55%	3	27%	2	18%	0	0%
2015	45%	27%	18%	9%	English	4	36%	4	36%	1	9%	2	18%
2016	55%	27%	9%	9%	Maths	7	64%	2	18%	2	18%	0	0%

Unlike previous assessments where NPT do not compare particularly well, the picture changes at Key Stage 4 with 82% (9 of 11) of NPT schools in benchmark quartiles 1 or 2 in the Level 2 (incl E/W&M) indicator and 55% of these (6 schools) in quartile 1. This is NPT's best performance since 2013. Benchmark performance across all Key Stage 4 indicators is very positive including both English and Maths where 72% and 82% of schools resp. are in the top two quartiles.



The number of pupils leaving education without a recognised qualification in NPT increased from 2 in 2014/15 to 4 in 2015/16 which equates to 0.3%.

The latest Welsh Government figures (released April 2016) providing the destination of Year 11 school leavers for NPT and Wales shows 3.6% of NPT pupils not in education, employment or training (NEET), this is just above the national average of 2.8%.

Assessment/Examination Performance – Key Stage 5 (Year 13 Pupils)

Pupils aged 17						All Pupils Taking A Levels by Year				
Year	Plasc	Level 3 Threshold		Wider Points		Year	A Levels A*-A		A Levels A*-E	
	Cohorts	NPT	Wales	NPT	Wales		NPT	Wales	NPT	Wales
2013	175	97.0%	96.0%	832	807	2013	16.1%	22.9%	96.5%	97.6%
2014	148	98.0%	97.0%	865	804	2014	17.5%	23.3%	98.5%	97.5%
2015	189	94.0%	97.0%	779	800	2015	15.8%	23.1%	97.6%	97.3%
2016	195	95.6%	98.0%	723	823	2016	19.9%	22.7%	96.9%	97.3%

Regarding pupils aged 17 at the start of the 2015/16 academic year (year 13 pupils by age), the percentage achieving the Level 3 Threshold (equivalent of 2 A levels at grades A to E) increased to 95.6% in 2015/16 which is 2.4% lower than the national average. The wider points score amongst NPT students also fell from 779 to 723 in 2015/16 although the latest figure includes 21 EOTAS pupils who were not in previous years data. Without EOTAS pupils NPT's wider points score would have been 794 which is an improvement from 2014/15.

Regarding all A Level entries in 2016 A*-A passes improved by 4.1% to 19.9%, this narrowed the gap to national figures from 7.3% to 2.8%. NPT A*-E passes fell slightly to 96.9%.

National Tests

In 2013, the Welsh Government introduced national tests in Wales for all pupils in years 2-9 inclusive. Initially this consisted of a Literacy – English, Literacy – Cymraeg (Welsh Language schools only) and a Numeracy test. In 2014, the Numeracy test was replaced by two tests, Numeracy – Procedural and Numeracy – Reasoning. The results of the 2016 tests are below:

2016 NCY	NPT								Wales								Diff - NPT minus Wales							
	Eng RDG		Cym RDG		MAT PRC		MAT RSG		Eng RDG		Cym RDG		MAT PRC		MAT RSG		Eng RDG		Cym RDG		MAT PRC		MAT RSG	
	>84	>115	>84	>115	>84	>115	>84	>115	>84	>115	>84	>115	>84	>115	>84	>115	>84	>115	>84	>115	>84	>115	>84	>115
Yr 2	81%	14%	87%	10%	82%	14%	81%	15%	84%	16%	85%	16%	84%	17%	85%	17%	-3%	-2%	2%	-5%	-3%	-3%	-4%	-2%
Yr 3	82%	16%	87%	14%	82%	15%	83%	13%	84%	19%	85%	17%	84%	17%	85%	16%	-2%	-3%	3%	-3%	-2%	-2%	-2%	-3%
Yr 4	84%	14%	86%	18%	85%	15%	83%	14%	84%	16%	85%	16%	84%	16%	85%	18%	0%	-2%	2%	2%	1%	-2%	-2%	-4%
Yr 5	84%	14%	88%	15%	83%	16%	83%	13%	84%	17%	85%	17%	85%	16%	85%	18%	0%	-3%	3%	-2%	-1%	0%	-2%	-4%
Yr 6	84%	15%	89%	13%	85%	17%	84%	20%	84%	17%	85%	17%	84%	16%	85%	18%	0%	-1%	3%	-4%	1%	1%	0%	2%
Yr 7	83%	14%	87%	9%	85%	14%	85%	14%	83%	16%	84%	17%	84%	16%	87%	17%	0%	-2%	2%	-8%	1%	-2%	-2%	-3%
Yr 8	83%	13%	90%	8%	86%	14%	87%	14%	84%	16%	85%	17%	84%	16%	87%	16%	0%	-3%	6%	-8%	1%	-1%	0%	-2%
Yr 9	84%	15%	83%	10%	82%	12%	79%	11%	83%	16%	84%	17%	83%	16%	80%	15%	1%	-1%	-1%	-7%	-1%	-4%	-1%	-5%
All	83%	14%	87%	13%	84%	15%	83%	14%	84%	17%	85%	17%	84%	16%	85%	17%	-1%	-2%	2%	-4%	-1%	-1%	-2%	-3%

The above shows NPT's performance across the eight year groups compared with national averages with the 'NPT minus Wales' table illustrating the percentage differences.

Scores are divided into those achieving >84 and >115. Percentages in red above are scores of >84 or >115 where NPT perform below Wales averages and green cells are where NPT performs above national figures. Overall across all year groups NPT tend to score below national averages.

	>84 Age Standardised Score Benchmark Quartile Places												>115 Age Standardised Score Benchmark Quartile Places											
	2014				2015				2016				2014				2015				2016			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
All Pupils	27%	25%	26%	23%	23%	29%	22%	25%	26%	26%	26%	22%	26%	23%	26%	26%	22%	25%	23%	30%	23%	28%	23%	26%
Eng RDG	3%	41%	29%	26%	16%	43%	29%	12%	11%	47%	26%	15%	12%	26%	36%	26%	19%	31%	45%	5%	15%	28%	42%	15%
Cym RDG	28%	25%	30%	17%	28%	24%	22%	26%	22%	27%	27%	23%	28%	31%	22%	20%	28%	24%	25%	22%	27%	27%	26%	21%
Mat PRC	20%	26%	27%	28%	23%	25%	27%	25%	19%	27%	26%	27%	22%	23%	27%	28%	23%	26%	21%	29%	21%	28%	26%	25%
Mat RSG																								

When benchmarked with schools of similar free school entitlement NPT schools perform better. In Eng RDG in 2016 52% of NPT schools achieved quartile 1 & 2 places in the >84 age standardised score indicator and 51% in the >115 indicator, a 4% improvement on 2015.

In the Cym RDG >84 indicator the number of quartile 1 schools fell to 11% although there was an increase in quartile 2 schools to 47% meaning 58% fell into quartiles 1 or 2. In the >115 indicator a below average 43% of schools were in the top two quartiles.

Top two quartile performance in the Maths Processing >115 indicator improved from 52% to 54% in 2016 although quartile 1 & 2 places in the >84 indicator fell for the second consecutive year to 49%.

For the third year running NPT's Maths Reasoning performance in the >84 indicator was below average with 46% top two quartile places and a fall in quartile 1 schools to 19%. In the >115 measure performance remained similar to 2015 with 49% quartile 1 & 2 schools.

2015/16 Inspection Outcomes

In September 2010 a new cycle of inspections was initiated under a new common inspection framework. Below are the inspection framework Key Questions and judgements.

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement. In these evaluations, inspectors use a four point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The schools below were inspected during the 2015/16 academic year and received the following judgements:

No.	School Name	Date		Key Questions			Overall Judgement		Outcome
		Mt h	Yr	KQ1	KQ2	KQ3	Current Performance	Prospects for Improvement	Estyn Category
				Overall	Overall	Overall			
Primary Schools									
2155	Maesmarchog Primary	10	2015	Adequate	Adequate	Adequate	Adequate	Adequate	Estyn Monitoring
2161	Sandfields Primary	12	2015	Adequate	Adequate	Adequate	Adequate	Adequate	Estyn Monitoring
2204	Groes Primary	1	2016	Adequate	Good	Good	Adequate	Good	LA Monitoring
2134	Crymlyn Primary	3	2016	Adequate	Adequate	Adequate	Adequate	Adequate	Estyn Monitoring
2206	Tairgw aith Primary	3	2016	Adequate	Adequate	Adequate	Adequate	Adequate	Estyn Monitoring
2168	YGG Castell-nedd	3	2016	Good	Good	Good	Good	Good	Case Study
2200	Rhos Primary	5	2016	Adequate	Good	Adequate	Adequate	Adequate	Estyn Monitoring
2144	Gnoll Primary	6	2016	Good	Good	Good	Good	Good	LA Monitoring
2235	Awel y Mor	7	2016	Good	Good	Adequate	Good	Adequate	Estyn Monitoring
Special Schools									
7008	Ysgol Hendrefelin	12	2015	Good	Good	Good	Good	Good	LA Monitoring

School Categorisation

Annual primary and secondary school categorisation is now in place which identifies the scope and level of support and intervention for each school. Each school is categorised based on standards over the past three years and the ability to bring about improvement.

Green: Highly effective schools

Yellow: Effective schools

Amber: Schools in need of improvement

Red: Schools in need of greatest improvement.

The colour determines the amount of support required by schools with red schools needing greater assistance in order to improve. The tables below show how NPT schools were judged in 2013/14 & 2014/15. The 2015/16 categorisation will not be finalised until January 2017.

2013/14	Green		Yellow		Amber		Red		2014/15	Green		Yellow		Amber		Red	
	No.	%	No.	%	No.	%	No.	%		No.	%	No.	%	No.	%	No.	%
Primary	8	12%	34	52%	21	32%	3	5%	Primary	12	21%	28	48%	14	24%	4	7%
Secondary	5	45%	6	55%	0	0%	0	0%	Secondary	4	36%	6	55%	1	9%	0	0%
Total	13	17%	40	52%	21	27%	3	4%	Total	16	27%	34	58%	15	25%	4	7%

The proportion of 'Green' schools in the primary sector improved by 9% in 2014/15 to 21% whilst the number of 'Green' and 'Yellow' schools grew from 64% to 69%. Only 4 primary schools were categorised as 'Red' schools in 2014/15 although this was a slight increase on the previous year.

Secondary schools again did extremely well in 2014/15 with 10 of the 11 schools categorised as 'Green' or 'Yellow' although one school was categorised as 'Amber' which was not the case in 2013/14.

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Children, Young People and Education Cabinet Board

5th January, 2017

Report of the Head of Transformation – Andrew Thomas

Matter for Decision

Wards Affected:

Margam, Taibach, Port Talbot, Bryn & Cwmafan, Pelenna

ESTABLISHMENT OF A TEMPORARY GOVERNING BODY FOR THE PROPOSED NEW ALL THROUGH SCHOOL REPLACING DYFFRYN COMPREHENSIVE SCHOOL AND GROES PRIMARY SCHOOL.

Purpose of the Report

1. To seek approval to establish a temporary governing body for the proposed new (3-16 age-range) 'all through' school replacing Dyffryn Comprehensive (Upper & Lower) and Groes Primary Schools. For administrative purposes the working title name of the school will be Ysgol Newydd Margam.

Background

2. Following a period of consultation, Cabinet at its meeting 4th January, 2017, will consider whether to proceed to the stage of publication of a

statutory notice to create a new (3-16 age range) school that would replace Dyffryn Comprehensive (Upper & Lower) and Groes Primary Schools. Members will be provided with a verbal update as to the decision of Cabinet at the meeting.

3. If approved by Cabinet, the new 'all through' school will become operational on 1st September 2018, on the site that is currently Dyffryn Comprehensive School (Upper), making use of the current school site. Both Dyffryn Comprehensive and Groes Primary Schools, as individual entities, will close as from that date.
4. The process of establishing a new school requires the Authority to make arrangements for the constitution of a temporary governing body to conduct the business for the new school prior to setting up the school's permanent governing body. The temporary governing body is only empowered to make decisions about the new school. All decisions concerning the current schools will remain the responsibility of the existing governing bodies for those schools until they close.
5. Establishing a Temporary Governing Body
 - i) Composition

Regulations prescribe the composition of a temporary governing body and, in the case of the new school the temporary governing body shall comprise the categories and numbers of governors set out in the table overleaf.

Category of Governor	No's.
Parent Governor	6
LA Governor Representative	5
Teacher Governor	2
Staff Governor	1/0
Community Governor	5
Headteacher (following appointment)	1
Total:	20/19

ii) Appointment of Temporary Governors

a) LA Governor Representatives

The Authority is responsible for appointing to the temporary governing body LA governor representatives. The agreed policy for appointment is to provide priority to elected members representing wards in the catchment area of the relevant school or pupil referral unit, or other elected members.

b) Parent and Teacher Governors

In circumstances where a temporary governing body is established for a new school as a result of the discontinuance of existing schools, Regulations provide for the LA to ask the governing body of the schools being discontinued to appoint/nominate some or all of the temporary

teacher and parent governors. Members are recommended to agree to permit the governing bodies of the schools being discontinued to appoint/nominate the temporary teacher and parent governors.

c) Staff Governors

The Authority has the discretion whether or not to include a staff governor to the temporary governing body. Members are recommended to agree to include a staff governor and permit the governing bodies of the schools being discontinued to appoint/nominate that person.

d) Community Governors

In accordance with Regulations, this will be for the temporary governing body to consider and appoint directly.

e) Headteacher

The Headteacher is an ex-officio governor.

Regulations provide that where two or more schools are to be discontinued and the registered pupils at those schools are to transfer to a new school, the Headteachers of the discontinued schools are entitled to attend any meetings of the temporary governing body until such time as the Headteacher for the new school is appointed. The temporary governing body will also be encouraged to enlist other (non-governors) to the governing body to ensure a balanced representation of views is heard and informs their decision making.

Financial Impact

6. There is no financial impact associated with this proposal.

Equality Impact Assessment

7. 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

8. There are no direct workforce or staffing issues in relation to this proposal, however, the temporary governing body will have a vital role to play in appointing individuals to the new school and in this regard the Council will be expecting the temporary governing body to honour the employer's pledge.

Legal Impacts

9. The recommendations contained within this report are in accordance with the Council's obligations set out in The New Maintained Schools (Wales) Regulations 2005.

Risk Management

10. Should the recommendation to create the temporary governing body not be approved then the process of organising the business for the new primary school, including the appointment of a Headteacher, cannot commence.

Consultation

11. There is no requirement under the Constitution for external consultation on this item. Internal consultation regarding nominations of the LA Governor Representatives has, though, been undertaken with the respective Ward Members representing wards in the catchment area of the proposed school.

Recommendations

12. (a) That a temporary governing body for the proposed new 3-16 all through school replacing Groes Primary and Dyffryn Comprehensive (Upper and Lower) Schools be established in line with the table above, and that appointments to the temporary governing body include a staff governor.
- (b) That the following appointments/procedures to populate the temporary governing body are agreed:

- i) Parent governors are appointed by the current primary and comprehensive schools governing bodies, with a minimum of two from each of the existing schools.
- ii) One teacher governor appointed from each school and one staff governor appointed by Dyffryn Comprehensive School;
- iii) LA Governor Representatives. At the time of writing this report Members for the Wards representing the catchment area of the proposed new school were being canvassed as to whether they wish to be nominated as LA governor representatives. A verbal update as to those wishing to be LA Governor Representatives will be provided at the meeting.

Reasons for Proposed Decision

- 13. To comply with legislative requirements for the establishment of a new school.

Implementation of Decision

- 14. The decision is proposed for implementation after the three day call in period.

Appendices

- 15. None.

List of Background Papers

- 16. Proposal consultation document
- 17. <https://www.npt.gov.uk/pdf/CONSULTATIONDOCUMENTMargam.pdf>

The New Maintained Schools (Wales) Regulations 2005:

<http://www.legislation.gov.uk/wsi/2005/2912/contents/made>

Officer Contact

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NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

CHILDREN, YOUNG PEOPLE AND EDUCATION CABINET BOARD 5TH January 2017

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

MATTER FOR DECISION

WARDS AFFECTED: ALL

THE NEATH PORT TALBOT DRAFT YOUNG CARERS STRATEGY (2016-19)

1. Purpose of Report

To inform Members of the Neath Port Talbot Draft Young Carers Strategy (2016-19), and seek approval to submit the draft document to 90 day public consultation.

2. Executive Summary

The strategy has been developed in line with the Carers Strategy (Wales) Measure 2010, the NPT Joint Carers Commissioning Strategy 2015-18 and the Social Services and Wellbeing (Wales) Act 2014 (SSWB). It sets out the commitment, vision and principles in Neath Port Talbot County Borough Council to enable the commissioning of appropriate needs led services for Young Carers and their families.

3. Background

The SSWB places an increasing emphasis on Local Authorities to provide support to people in ways that will enable them to live independently within their own communities to maximise their choice and independence and give them greater control over the services they receive. In line with NPT's Family Support Strategy

(2015 - 2018) and Early Intervention and Prevention Strategy (2014 - 2017) the Council has made a commitment to promote and improve the health and wellbeing of the children and families that it works with by providing needs led and outcome focused services.

The purpose of the NPT Young Carers Strategy is to improve the lives of young carers and their families in Neath Port Talbot. The Council aims to identify and reduce the numbers of children and young people who are undertaking inappropriate caring roles and the numbers of families who rely on the care of a young person for their unmet care needs because this impacts negatively on a young person's emotional and physical well-being. The Council seek to ensure that every young carer in NPT has the resources and support necessary to achieve their full potential and lead a life away from their caring role.

It is intended that this document be used by key partners to drive service planning and commissioning. It describes the services required to support Young Carers and Young Adult Carers within Neath Port Talbot to carry on caring for as long as they are willing and able to do so, in addition to having a life of their own. In addition, it recognises the different needs and outcomes for Young Carers and Young Adult Carers and looks at how through commissioning and service development the Council can build on the achievement of the previous Carers Strategies and the work undertaken as a result of the Carers Measure.

This Strategy is a working document that will be reviewed on a regular basis to ensure that it remains fit for purpose and focused on the changing needs of Young Carers and Young Adult Carers living in Neath Port Talbot County Borough.

Monitoring the Strategy

Neath Port Talbot Children and Young People Services will be responsible for the monitoring of the Neath Port Talbot Young Carers Strategy and Action Plan. The Strategy will be reviewed on an annual basis and an update report will be provided to the NPT Children and Young People Education Cabinet Board.

The Consultation process

A consultation and engagement plan has been produced. The plan takes a systematic approach to informing key stakeholders of the consultation and the means of providing feedback. The plan also outlines the activities which will be undertaken in an attempt to reach stakeholders who may have protected characteristics as outlined in the Equalities Act 2010. Following the Consultation a report will be brought back to Members with the outcome of the Consultation.

3. Financial Impact

There are no immediate financial implications in commencing the proposed consultation process.

5. Equality Impact Assessment

An Equality Impact Assessment (EIA) has been undertaken to assist the Council in discharging its Public Sector Equality Duty under the Equality Act 2010. An overview of the EIA has been included in this report and it is essential that Members read the Equality Impact Assessment, which is attached to the report at Appendix 2, for the purposes of the meeting.

5. Workforce Impacts

Not Applicable

6. Legal Impacts

The Wellbeing of Future Generations (Wales) Act 2015 brings strategic relevance to how Local Authorities and public bodies make decisions. It places an emphasis on Local Authorities and other public bodies to work together in a more sustainable and cohesive approach. The Act means that public bodies need to be look at preventative solutions when making decisions for people and communities and that it needs to involve the people living in local communities when planning for the future.

7. **Risk Management**

Not Applicable

8. **Consultation**

The item is subject to a 90 day public consultation.

9. **Recommendation**

It is recommended that Members approve a 90 day public consultation for the Draft Neath Port Talbot Young Carers Strategy 2016-2019 commencing 1st February 2017.

10. **Reason for Proposed Decision**

This document builds on the achievements of previous Neath Port Talbot Carers Strategy documents. The current draft document aims to continue to provide strategic Direction for services for Young Carers and Young Adult Carers from 2016-2019.

Subjecting the draft strategy document to public consultation will provide Young Carers and other stakeholders to have the opportunity to examine the document and give comments. The final version of the strategy will reflect feedback received during the consultation period.

11. **Implementation of Decision**

The decision is proposed for the three day call in period.

12. **Appendices**

A. The Draft Neath Port Talbot Young Carers Strategy 2016-2019

B. Equality Impact Assessment for the Draft Young Carers Strategy 2016-2019.

13. **List of Background Papers**

None

14. **Officer Contact**

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Neath Port Talbot Children and Young People Services

Draft Young Carers Strategy

2016 - 2019

1. Introduction

This is the draft Neath Port Talbot County Borough Council (NPTCBC) Young Carers Strategy which aims to improve the lives of young carers and their families in Neath Port Talbot.

In Neath Port Talbot (NPT) we are committed to working to improve the ways in which we provide support to our young carers. The NPT Young Carers Strategy has been drafted in response to the Social Services and Wellbeing (Wales) Act 2014 (SSWB), which came into force in April 2016.

The Act will transform the way in which social services in Wales are delivered. It promotes people's independence and gives them more choice and control in their lives. The SSWB Act provides the legal framework for improving the well-being of those people in need of care and support, including Carers who may require support. It gives Carers equivalent rights to those that they provide care to and applies to carers of all ages including; young carers, young adult carers and adult carers. The Act repeals the majority of existing Community Care legislation and consolidates all other carers legislation, including:

- The Carers (Recognition and Services) Act 1995
- The Carers and Disabled Children Act 2000
- The Carers (Equal Opportunities) Act 2004
- The Carers Strategies (Wales) Measure 2010

In NPT, we want to ensure that every young carer achieves their full potential and has positive emotional and physical wellbeing. We want to identify and significantly reduce the numbers of children and young people who are undertaking inappropriate caring roles. We want to reduce the number of families who rely on the care of a young person for their unmet care needs.

The impact young carers have on the quality of life of the individuals they care for is immeasurable. We are aware that as the complexity of need and the numbers of people requiring care increases that it magnifies the potential consequences for the quality of life of these young carers.

It is therefore crucial that partner organisations in NPT work together to recognise, value and support our young carers. The purpose of this Strategy is to provide a framework for this work over the next three years. The Young Carers Strategy will build on the successes of the Carers Strategy (Wales) Measure 2010 and the NPT Joint Carers Commissioning Strategy 2015 – 2018.

The Strategy will be subject to a 90 day consultation where we will engage with young carers and those they care for, families, education services, health services, Third Sector and service providers. We will take on board the views of the young carers and identify what is important to them so that we can develop appropriate care and support services to meet their changing needs.

This Strategy is a working document and will be reviewed on a yearly basis to ensure that it remains fit for purpose and remains focussed on the needs of young carers living within NPT.

2. Purpose of the Strategy

The purpose of the NPT Young Carers Strategy is to improve the lives of young carers and their families in Neath Port Talbot.

We want to identify and reduce the numbers of children and young people who are undertaking inappropriate caring roles. We want to reduce the numbers of families who rely on the care of a young person for their unmet care needs because this impacts negatively on a young person's emotional and physical well-being. We want to ensure that every young carer in NPT has the resources and support necessary to achieve their full potential and lead a life away from their caring role.

The commitment of young carers to their cared-for person means that their own individual needs are sometimes neglected. They may find it difficult to socialise with their peers or to find people who understand the practical difficulties of their daily life. It is important to recognise the needs of young carers and their right to be young people as well as carers.

The strategy has been developed in line with the Carers Strategy (Wales) Measure 2010, the NPT Joint Carers Commissioning Strategy 2015 – 2018 and the Social Services and Wellbeing (Wales) Act 2014 (SSWB). It sets out the commitment, vision and principles in Neath Port Talbot County Borough Council to enable the commissioning of appropriate needs led services for young carers and their families.

3. Definition of a Young Carer

The Social Services and Well-being (Wales) Act 2014 came into force in April 2016 and includes significant changes for carers. The Act has a new definition of a Carer;

‘a person who provides or intends to provide care for an adult or disabled child.’

This removes the previous requirement that a carer must be providing 'a substantial amount of care on a regular basis'.

The Act provides for new rights for Carers and places new duties on local authorities in Wales. Councils must now offer a Carer's Assessment to any carer where it appears that the carer has a need for support, irrespective of their age. This is an important change, as previously a carer could only request a carer's assessment.

For the purposes of this Strategy, the definition of a young carer is ‘a child or young person up to the age of 25, from any ethnic or social background, who provides or intends to provide care for an adult or disabled child.’ The person they provide care for may be a parent, a

sibling, another family member, a friend or neighbour. The person they provide care for does not need to be residing in the same household as the young carer. The cared-for person may have a physical disability, mental ill health, learning disability, substance misuse issues, frailty or old age. The care they provide may be practical, physical and/or emotional.

While the Strategy takes into account carers up until the age of 25 it is important to note that there is disparity between those carers from 0-18 years of age and carers who are aged 18 -25. Notably carers under the age of 18 are considered to be children under the law while 18-25 young carers are legally considered to be adults. Both groups will have similar needs however they will be a marked difference in areas such as higher education and employment for young adult carers.

4. Vision and Principles

The new Act places an increasing emphasis on Local Authorities to provide support to people in ways that will enable them to live independently within their own communities, maximise their choice and independence and give them greater control over the services they receive. In line with NPT's Family Support Strategy (2015 - 2018) and Early Intervention and Prevention Strategy (2014 - 2017) the Council has made a commitment to promote and improve the health and wellbeing of the children and families that it works with by providing needs led and outcome focussed services.

Many of our children, young people and families will require the support of a carer to enable them to live more independently. This Strategy sets out what we need to do over the next 3 years to support our young carers to achieve this including; understanding and addressing their needs as well as those of the cared-for person.

In line with this, we have identified the following principles, which will underpin our approach to service delivery and shape the outcomes for our young carers;

Identification

Young carers can be very difficult to identify as they often don't recognise that they are providing care, particularly if the cared-for person is a family member. There can be stigma attached to the label of a young carer, which many will not want to identify with as it can set them apart from their peers and bring unwanted attention. We need to work with partner organisations to identify young carers and their unique needs so that we can ensure that they receive appropriate support.

Access to information

Section 17 of the new Act places a duty on Local Authorities to establish an Information, Advice and Assistance (IAA) service. In NPT, we are currently developing our Family Information Service to meet this statutory obligation. We need to ensure that young carers know who to contact in respect of IAA and that there is adequate information and sign

posting facilities in place to ensure that young carers know what services are available to them and know how to access those services.

Decision Making

Young carers should have a choice in the services that they can receive support from. The new Act places a duty on Local Authorities to offer a Carer's Assessment to any carer where it appears that the carer has a need for support, irrespective of their age. We need to develop a holistic approach to assessment specifically for young carers, which takes into account their unique needs, their personal circumstance, their caring role and identifies the resources and services required to support them. Further to this, we need to link the young carers assessment to the cared-for person's assessment, as this will lead to better identification of young carers.

Service Integration

While young carers themselves will have needs as a result of their caring role so too will the cared-for person. It is vital that we recognise the needs of the both the carer and the person they care for so that appropriate services and resources can be put in place to meet their needs. This can only be achieved by working with partner agencies such as Health and Education to ensure that young carers needs are met in schools, colleges and health centres etc.

Inclusion

Young carers often become isolated from their peers through the nature of their caring role. For example, they may not be able to socialise outside of school if they have caring duties in the evening. If the cared-for person requires more immediate support they may be unable to school or college. We need to ensure that appropriate support services such as respite for the cared-for person and suitable transport are in place to enable the young carer to lead a life independent of their caring role.

5. Strategic Context

The NPT Young Carers Strategy fits in with the requirements of local and national policy and plans. The SSWB Act came into force in April 2016 and places a new emphasis on how Local Authorities and partner agencies should work together to deliver integrated services. It highlights the need for earlier intervention and an increase in the need for community based preventative services to enable people to maintain their independence. It provides the legal framework for improving the well-being of people in need of care and support, including Carers who may require support.

The Act gives Carers equivalent rights to those that they provide care to and applies to carers of all ages including; young carers, young adult carers and adult carers. The Act repeals the

majority of existing Community Care legislation and consolidates all existing carers legislation, including:

- The Carers (Recognition and Services) Act 1995
- The Carers and Disabled Children Act 2000
- The Carers (Equal Opportunities) Act 2004
- The Carers Strategies (Wales) Measure 2010

The Act provides a set of standards, regulations and a code of practice, which this Strategy takes into account. In particular, it now gives carers the same entitlement to a support assessment as the person they provide care for.

The Wellbeing of Future Generations (Wales) Act 2015 brings strategic relevance to how Local Authorities and public bodies make decisions. It places an emphasis on Local Authorities and other public bodies to work together in a more sustainable and cohesive approach. The Act means that public bodies need to be look at preventative solutions when making decisions for people and communities and that it needs to involve the people living in local communities when planning for the future.

6. Young Carers in NPT

Neath Port Talbot County Borough has a population of over 137,000 and has an above average level of deprivation. 31% of our local areas are amongst the top 20% deprived areas of Wales, with 33% of people reporting they have a limiting long term illness compared to 27% across Wales. In addition, there is more people claiming severe disability allowance than the average across all other Welsh authorities.

Young carers in NPT are a diverse group. Care may be provided on a long or short term basis depending on the nature of the needs of the cared-for person e.g. care needed as a result of a car accident versus the care needed to support someone with a debilitating illness. Young carers may be providing care for a parent, a sibling or other family member. They may not necessarily be residing in the same household as the person that they provide care for. Some may be the primary care giver whilst others may share the responsibility with other family members, particularly in the case of sibling carers.

The 2011 Census showed that there are 370, 230 carers in Wales, of this 29,155 have been identified as young carers under the age of 25. Further to this, Wales has the highest percentage of young carers under the age of 18 UK wide.

There has been an increase in the numbers of young people up the age of 18 providing unpaid care in Wales between 2001 and 2011. In comparison to the UK average Wales shows the highest proportion of young carers (2.6%) under 18 years providing unpaid care. In 2001 this figure was 10,741 and the 2011 Census saw this increase to 11,555.

The table below shows the profile of young carers in NPT, including projections to 2015:

	2011	2015
Children aged 0-15 providing 1-19 hours of unpaid care	296	308
Young people aged 16-24 providing 1-19 hours of unpaid care	832	743
Children aged 0-15 providing 20-49 hours of unpaid care	50	51
Young people aged 16-24 providing 20-49 hours of unpaid care	199	178
Children aged 0-15 providing 50+ hours of unpaid care	51	53
Young people aged 16-24 providing 50+ hours of unpaid care	158	141
Total population aged 0 to 24 providing unpaid care	1,586	1,474

Figures are taken from the Census 2011 reference LC3304EW 'Provision of unpaid care by age'. This dataset provides estimates that classify usual residents of England and Wales by provision of unpaid care and by age. The estimates are as at census day, 27 March 2011.

Young carers under the age of 18 are particularly vulnerable as under the law they are legally classed as children. They will have needs unique to their age in terms of peer socialisation and education opportunities. Young adult carers (18 – 25) will have different needs particularly around transition to adulthood, access to higher education and employment opportunities. This Strategy takes into account the varying needs of young carers and has developed measures to identify and meet these needs.

The role of caring can impact negatively on the lives of children and young people. Young carers will be more likely to disengage with education and employment opportunities. They will have limited time for social and leisure activities, which can alienate them from their peers. Young carers may feel isolated by the stigma of their caring role. The negative impact of caring means that young carers are more likely to experience ill health and emotional difficulties. In NPT, we want to work effectively with our young carers and partner organisations to develop the necessary supports to increase life opportunities outside of the caring responsibilities.

7. Outcomes for Young Carers

In line with the requirements of the SSWB Act NPT are currently reviewing our services for young carers. The currently commissioned service has been designed to provide targeted

support to build the resilience of young carers. It is focussed on providing support at an early stage and aims to prevent and reduce escalation of need.

We have identified the following outcomes that need to be developed to ensure that we are meeting the needs of our young carers:

- 1) Identification
- 2) Access to information
- 3) Decision making
- 4) Service integration
- 5) Inclusion

The following provides an outline of what we have achieved so far and what we need to do. Once the Young Carers Strategy has been consulted on, we will develop an Action Plan detailing accountability, timescales and resources required to implement any further changes.

Identification

We want to ensure that young carers are identified and that the role they undertake is recognised and valued by professionals and partner agencies. Further to this, we want to identify what is important to our young carers and what services and resources they need to lead a more fulfilled life. In order to achieve this we need to raise the profile of young carers and work with other organisations to identify and understand their unique needs.

What has been achieved so far:

- Our commissioned services have created an awareness and identification training tool which they have delivered to Adult Social Care and Children and Young People Services staff
- Our commissioned service has developed promotional literature on its services and distributed same to statutory and non-statutory organisations , with a particular emphasis on education and health services such as schools and GP's
- Children and Young People Services has recently developed a Young Carers Assessment, which takes into account the views of the young person and gives them more say in what services are provided to them

What we need to achieve:

- To roll out identification and awareness training to relevant staff in statutory and non-statutory organisations
- Work more closely with our education and health colleagues to identify young carers in their respective services, particularly teachers, health visitors and GP's
- Work with our Adult Social Care and Children and Young People Services social workers to identify young carers at the point when they are undertaking assessments of need of the cared-for person
- Raise the profile of the young carers service among community organisations and youth services

Access to information

Under the SSWB Act Local Authorities are required to establish an Information, Advice and Assistance service. We want to ensure that young carers have access to information that is relevant to their needs and that the IAA service is equipped with the knowledge of services and resources available locally so that they can inform, advise and signpost to appropriate services.

What has been achieved so far:

- The ABMU Carers Partnership Board (ABMU CPB) developed 'Valuing Carers - ABMU Carers Partnership Carers Information and Consultation Strategy 2013 – 2016'. The purpose of which is to ensure ABMU Health Board, Local Authorities and non-statutory partners work together to inform and consult with Carers when accessing their respective services
- Following on from the Valuing Carers Strategy ABMU CPB have developed a Transition Plan from April 2016 – March 2017 to lead into the implementation of the new SSWB Act
- The ABMU CPB has established a Young Carers Subgroup to support the implementation of the transition plan
- NPTCBC is in the process of developing its Family Information Service to meet the requirements of the IAA service
- Partner agencies re currently on the requirements of the NPT Population Needs Assessment as required by the SSWB Act. This will ensure that we have the appropriate population and service data to effectively plan for future services and identify any gaps in provision

What we need to achieve:

- We need to continue to work collaboratively with health, education and non-statutory organisations to continue and build on the successful work of the ABMU CPB and Young Carers Subgroup
- We need to work towards achieving the outcomes of the Transition Plan to ensure successful implementation of the recommendations of the new Act
- We need to work with and develop our Family Information Service so that it has the resources required to provide information and sign posting facilities for young carers
- We need to continually review our Population Needs Assessment so that it reflects current and future need
- To regularly consult with all stakeholders on any decision making and long term service planning for young carers
- To continually update all stakeholders with any new developments in resources and/or services for young carers

Decision Making

We want to ensure that young carers have a say in how services are developed to meet their needs. We want to give young carers more control over their lives and we want them to feel listened to. To achieve this we will need to include young carers in the planning of services and resources. We will need to capture their needs and identify a range of support services and resources to meet these needs.

What has been achieved so far:

- In 2012, NPTCBC engaged an external consulting group to undertake a local vulnerable family's needs mapping exercise. The data from this exercise was used to commission a range of family support services, including a specific young carers service.
- The commissioned service is monitored on a quarterly basis and has set KPI's with measurable outcomes for young carers
- The commissioned service monitor and record equality and diversity information on all young carers who access the service, which is used to inform service delivery
- The commissioned service capture feedback from every young carer that accesses their service which is used to improve services and resources

What we need to achieve:

- To undertake a 90 day public consultation on this Strategy, to ensure that all stakeholders views are considered in the development of the strategy, its outcomes and action plan
- To work with statutory and non-statutory organisations and communities to identify local resources that our young carers can avail of
- All services need to work together to continually update the information required for NPT's Population Needs Assessment so that information captured is always relevant to need
- To regularly consult with all stakeholders on any decision making and long term service planning for young carers

Service Integration

We want to work together with our young carers, the cared-for person, families and other organisations to ensure that our services can be developed and delivered in a holistic approach. We want to maximise our current pool of resources and plan effectively together for future need.

What has been achieved so far:

- The ABMU CPB has established a Young Carers Subgroup to support the implementation of the transition plan to meet the requirements of the new Act

- Work is currently been undertaken with all partner agencies to ensure that there is adequate provision of services and support to meet the legislative requirements of the Wellbeing of Future Generations (Wales) Act 2015 and the Social Services and Wellbeing (Wales) Act 2015
- NPT is currently working with partner agencies and Third Sector colleagues to fulfil the requirements of the Population Needs Assessment. This will determine current need and local service provision which will underpin our long term commissioning framework
- The Think Family Partnership is a multi-agency group whose purpose is to improve outcomes for children, young people and their families. It promotes joined up working, which informs collaborative commissioning processes

What we need to achieve:

- To work collaboratively across the ABMU region to ensure that services are developed in line with the new Act, with a particular emphasis on Part 9 of the Act which calls for partnership working and more integration of care and support services
- To develop an integrated approach to the commissioning and planning of services and resources, including working with Welsh Government funded programmes such as Families First and with health and education services
- To develop a more cohesive working relationship between Adult Social Care services and Children and Young People Services to ensure that service provision is joined up, with particular regard to respite services
- To monitor the needs and resources captured in the Young Carers Assessment's to inform future commissioning priorities, including identifying gaps in provision
- To continue to review service provision to ensure that it can meet the needs of our young carers and that it meets the requirements of local and national legislation and plans

Inclusion

We want to ensure that young carers do not become isolated from their peers through the nature of their caring role. We want them to be able to access education and employment opportunities. We want to provide young carers with the opportunity to socialise and retain their hobbies and interests. We want to provide support to aid the transition of young carers from childhood to adulthood.

What has been achieved so far:

- In 2015-16, our commissioned service provided support services to 41 young carers in NPT. From April to September 2016 they have worked with a further 26 young carers.
- Our commissioned service has completed 65 young carers assessments since April 2015. These assessments inform the service needs of young carers such as group

activities, 1-1 issue based sessions, overnight residential breaks, youth clubs and social activities. They also signpost to other services where there is an identified need

- Our commissioned service are working collaboratively with education, health and social services to highlight the needs of the young carers who they assess so that support can be put in place to help young carers achieve their potential

What we need to achieve:

- We need to monitor the information gathered through the Young Carers Assessment so that it informs service planning
- We need to work holistically with health and education agencies so that there is a multi-agency response to the resources and services developed for young carers
- Where possible we need to provide services within young carers communities so that they can access them more frequently
- Social care services need to work in a more streamlined manner to ensure that there is adequate respite services in places for the cared-for person, so that the young carer can have a break from their caring responsibilities
- We need to work with local employment and training agencies to develop service delivery so that young carers can access the same education and work opportunities as their peers

8. Implementation and Monitoring

The Neath Port Talbot Young Carers Strategy will be subject to a 90 day consultation period, following which a further report will be presented to Neath Port Talbot Council's relevant Board to inform implementation. The delivery of this Young Carers Strategy will require partnership working between statutory and non-statutory organisations in Neath Port Talbot.

The framework set out in this Strategy will be developed into an Action Plan, which will include priorities of need, accountability, resources, timescales and success criteria. Performance indicators will be developed, which we will use to monitor the progress and outcomes of the Strategy.

The active involvement of young carers, families and partner agencies in the monitoring, evaluation and review of this Strategy and the Action Plan will be integral to its success. We will regularly consult with stakeholders to ensure that the Strategy and its Action Plan is relevant to local need.

Neath Port Talbot Children and Young People Services will be responsible for the monitoring of the Young Carers Strategy and Action Plan. The Strategy will be reviewed on an annual basis and an update report will be provided to the NPT Children and Young People Education Cabinet Board.

Equality Impact Assessment (EIA) Report Form

This form should be completed for each Equality Impact Assessment on a new or existing function, a reduction or closure of service, any policy, procedure, strategy, plan or project which has been screened and found relevant to Equality and Diversity.

Please refer to the 'Equality Impact Assessment Guidance' while completing this form. If you would like further guidance please contact the Corporate Strategy Team or your directorate Heads of Service Equality Champion.

Where do you work?
Service Area: Children & Young Peoples Services
Directorate: Social Services Health and Housing

(a) This EIA is being completed for a...

Service/ Function <input type="checkbox"/>	Policy/ Procedure <input type="checkbox"/>	Project <input type="checkbox"/>	Strategy x <input type="checkbox"/>	Plan <input type="checkbox"/>	Proposal <input type="checkbox"/>
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(b) Please name and describe below...

Neath Port Talbot Young Carers Strategy

The strategy has been developed in line with the Carers Strategy (Wales) Measure 2010, the NPT Joint Carers Commissioning Strategy 2015-18 and the Social Services and Well Being (Wales) Act 2014 (SSWB). It sets out the commitment, vision and principles in Neath Port Talbot County Borough Council to enable the commissioning of appropriate needs led services for Young Carers and their families.

(c) It was initially screened for relevance to Equality and Diversity on

Although the document recognises the diversity of Young Carers in Neath Port Talbot, we hold information on young carers that enter into commissioned services, however there is insufficient information about young carers who are not recognising themselves as providing care within the protected characteristics outlined below; further information on these individuals will hopefully result from the public consultation process.

(d) It was found to be relevant to...

Age x <input type="checkbox"/>	Race x <input type="checkbox"/>
Disability x <input type="checkbox"/>	Religion or belief x <input type="checkbox"/>
Gender reassignment x <input type="checkbox"/>	Sex x <input type="checkbox"/>
Marriage & civil partnership x <input type="checkbox"/>	Sexual orientation x <input type="checkbox"/>
Pregnancy and maternity x <input type="checkbox"/>	Welsh language x <input type="checkbox"/>

(e) Lead Officer

Name: Alexis Saunders

Job title: Commissioning Officer

Date: 05.12.2016

(f) Approved by Head of Service

Name:

Date:

Section 1 – Aims (See guidance):

Briefly describe the aims of the function, service, policy, procedure, strategy, plan, proposal or project

What are the aims?

The aim of the draft strategy is to improve the quality of life for young carers and young adult carers and the people they care for. It is important that inclusion for Young carers and young adult carers is promoted as to ensure they are not denied the life chances available to other young persons within Neath Port Talbot.

Who has responsibility?

Andrew Jarrett, Head of Service, Children and Young People Services

Who are the stakeholders?

Young and young adult carers are the primary stakeholders. The draft strategy is intended to benefit these individuals.

The draft strategy may also indirectly benefit individuals who are 'cared for', that is people who have a disability or care/support needs.

The document would be of interest to the general public, statutory bodies, health and social services, 3rd Sector and private organisations. Children and young people services staff and internal service providers.

Section 2 - Information

(a) Service Users

Please tick what information you know about your service users and provide details / evidence of how this information is collected.

Age	x <input type="checkbox"/>	Race	x <input type="checkbox"/>
Disability	x <input type="checkbox"/>	Religion or belief.....	x <input type="checkbox"/>
Gender reassignment	x <input type="checkbox"/>	Sex	x <input type="checkbox"/>
Marriage & civil partnership	x <input type="checkbox"/>	Sexual orientation.....	x <input type="checkbox"/>
Pregnancy and maternity	x	Welsh language.....	x

What information do you know about your service users and how is this information collected?

We hold EIA information on young carers that enter into commissioned services; this is collected through EIA reporting mechanisms directly from the commissioned service, whereby the information collected covers all the protected characteristics above. This includes 84 individuals.

However there is insufficient information about young carers who are not recognising themselves as providing care within the protected characteristics.

Any Actions Required?

To continue to collect this information in relation to young carers using the service.

(b) General**What information do you know and how is this information collected?**

The 2011 Census showed that there are 370, 230 carers in Wales, of this 29,155 have been identified as young carers under the age of 25. Further to this, Wales has the highest percentage of young carers under the age of 18 UK wide.

Any Actions Required?

Respondents to the consultation, including those from non-commissioned services will be asked for information on 'protected characteristics' in order to mitigate the above.

Section 3 – Impact**(a) Impact on Protected Characteristics**

Please consider the possible impact on people with different protected characteristics. This could be based on service user information, data, consultation and research or professional experience (e.g. comments and complaints).

	Positive	Negative	Neutral	Needs further investigation
Age	➔ <input checked="" type="checkbox"/> x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability	➔ <input checked="" type="checkbox"/> x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender reassignment	➔ <input checked="" type="checkbox"/> x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marriage & civil partnership	➔ <input checked="" type="checkbox"/> x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy and maternity	➔ <input checked="" type="checkbox"/> x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Race	➔ <input checked="" type="checkbox"/> x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religion or belief	➔ <input checked="" type="checkbox"/> x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sex	➔ <input checked="" type="checkbox"/> x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	➔ <input checked="" type="checkbox"/> x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Welsh language	➔ <input checked="" type="checkbox"/> x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thinking about your answers above, please explain (in detail) why this is the case. Include details of any consultation (and/or other information) which has been undertaken to support your view.

The commissioned service monitor and record equality and diversity information on all young carers who access the service, which is used to inform service delivery.

The commissioned service captures feedback from every young carer that accesses their service which is used to improve services and resources.

Our commissioned service are working collaboratively with education, health and social services to highlight the needs of the young carers who they assess so that support can be put in place to help young carers achieve their potential.

The Draft Strategy will involve young carers, the cared-for person, families and other organisations to ensure that services can be developed and delivered in a holistic approach. The Council wants to maximise our current pool of resources and plan effectively together for future need identified through the consultation process.

(b) Impact on the Welsh Language

What is the likely impact of the policy on:

- **Opportunities for people to use Welsh**
- **The equal treatment of the Welsh and English languages**

Please give details

Information for Young Carers and Young Adult Carers produced by NPTCBC will be available in English and Welsh from the go live date if the consultation is approved.

Both documents will be available in any focus groups or meetings, whereby there will be an opportunity for questions to be asked in English and/or Welsh.

The Draft NPT Young Carers Strategy will be available in both English and Welsh at the same go Live date, subject to consultation at CYPE.

Could the policy be developed to improve positive impacts or lessen negative impacts? Please give details

As stated above and actions below.

Actions (to increase positive/mitigate adverse impact).

To ensure a Local Authority Welsh Language Officer is available to attend any public meetings during the consultation, and to offer the opportunity in partner meetings.

Ensure there is a Welsh Language Officer assigned as a contact to discuss the Draft Strategy should there be a request to discuss in Welsh.

Section 4 - Other Impacts:

Please consider how the initiative might address the following issues.

You could base this on service user information, data, consultation and research or professional experience (e.g. comments and complaints).

(a) Equalities

Public Sector Equality Duty (PSED)

- to eliminate discrimination, harassment and victimisation;
- to advance equality of opportunity between different groups; and
- to foster good relations between different groups

Please explain any possible impact on meeting the Public Sector Equality Duty

The strategy emphasises the importance of young carers and young adult carers recognising and accessing their rights through advice signposting to appropriate services.

The document emphasises the importance of Young Carers recognising and accessing their rights and the services available to them. A core objective of the strategy is to assist Young and adult carers access the same opportunities, outcome and information as other NPT young people

What work have you already done to improve the above?

Section 17 of the new Act places a duty on Local Authorities to establish an Information, Advice and Assistance (IAA) service. In NPT, we are currently developing our Family Information Service to meet this statutory obligation.

The Local Authority has a commissioned service which has been designed to provide targeted support to build the resilience of young carers. It is focussed on providing support at an early stage and aims to prevent and reduce escalation of need.

We have identified the following outcomes that need to be developed to ensure that we are meeting the needs of our young carers:

- 1) Identification
- 2) Access to information
- 3) Decision making
- 4) Service integration
- 5) Inclusion

Actions (to mitigate adverse impact or to address identified gaps in knowledge).

We need to ensure that young carers know who to contact in respect of IAA and that there is adequate information and sign posting facilities in place to ensure that young carers know what services are available to them and know how to access those services.

(b) Reduce Social Exclusion and Poverty

Please explain any possible impact

The strategy emphasises the importance of making information available which will enable Young and young Adult carers to make informed choices. Young Carers are vulnerable and can be socially isolated from their peers. The strategy document acknowledges and includes actions to address this.

Our commissioned service are working collaboratively with education, health and social services to highlight the needs of the young carers who they assess so that support can be put in place to help young carers achieve their potential

What work have you already done to improve the above?

- In 2015-16, our commissioned service provided support services to 41 young carers in NPT. From April to September 2016 they have worked with a further 26 young carers.

Actions (to mitigate adverse impact or to address identified gaps in knowledge).

- We need to work with local employment and training agencies to develop service delivery so that young carers can access the same education and work opportunities as their peers

(c) Community Cohesion

Is the initiative likely to have an impact on Community Cohesion?

The document promotes recognition of young carers and young adult carers from all backgrounds and promotes positive relationships between Health, Social care and 3rd sector staff and young carers and young adult carers, by acknowledging and consulting with Young and young adult carers.

It is anticipated that the strategy will have a positive effect on community cohesion by raising awareness of the issues Young Carers and Young Adult Carers face and encouraging young and young adult carers to engage in opportunities available to other young people.

Actions (to mitigate adverse impact or to address identified gaps in knowledge).

- We need to work holistically with health and education agencies so that there is a multi-agency response to the resources and services developed for young carers
- Where possible we need to provide services within young carers communities so that they can access them more frequently

What consultation and engagement has been undertaken (e.g. with the public and/or members of protected groups) to support the views in section 3 and 4?

The EIA and referral information held on Young carers and young adult carers via Welsh Government commissioned services within the Local Authority have provided information which has informed the strategy.

The draft strategy document clearly states that there must be recognition of the diversity of young carers and young adult carers, due to the population levels of NPT and the reasons behind the caring role, and the needs of the cared-for person

There is insufficient information about carers which do not access our commissioned services. There will be opportunity after the public consultation period to amend the final version of the Strategy document should an issue arise. If approved for consultation we need to work with partner organisations to identify young carers and their unique needs so that we can ensure that they receive appropriate support, and ensure that any unidentified needs are accounted for.

The current version of the Young Carers Commissioning Strategy 2016-19 is a draft for Public consultation. The document will be available on NPTCBC Objective consultation pages.

If the consultation is approved it will be promoted to young carers via Young Carers Service(s) within the local authority, plus promoted through the AMBU Carers Partnership Board and Young Carers Sub-group.

If the Consultation is approved, an action will be to seek views on what positive or negative impacts the policy would have and how it could be developed to have positive or not have negative impacts on:

- opportunities to use the Welsh language
- treating Welsh and English equally

Any actions required (to mitigate adverse impact or to address identified gaps in knowledge)

Addressed initially through consultation process. Advance opportunities to engage with young carers and young adult carers with protected characteristics via the following

- Online consultation questionnaire tool Objective.
- Meetings
- Focus Groups

Section 6 – Post Consultation

What was the outcome of the consultation?

Section 7 - Monitoring arrangements:

Please explain the arrangements in place (or those which will be put in place) to monitor the impact of this function, service, policy, procedure, strategy, plan or project:

Monitoring arrangements:

If approval to consult is granted by CYPE Committee the strategy will be updated to reflect consultation feedback and a final version will need to be approved by CYPE Committee. NPT CYPS will monitor the strategy and an annual progress report will be produced.

Monitoring of the impact of the Draft Strategy will take form of conducting questionnaires or surveys with Young Carers and Young Adult Carers, Meetings and attending focus groups, plus the above targeting non-commissioned services on their views of the draft strategy. 'Protected characteristics' will be collected through these formats and the strategy developed according to any new information.

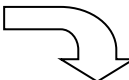
Actions:

Section 8 – Outcomes:

Having completed sections 1-5, please indicate which of the outcomes listed below applies to your initiative (refer to guidance for further information on this section).

- Outcome 1: Continue the initiative...
- Outcome 2: Adjust the initiative...
- Outcome 3: Justify the initiative...
- Outcome 4: Stop and remove the initiative...

x	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>



For outcome 3, detail the justification for proceeding here

Section 9 - Publication arrangements:

Information on the publication arrangements for equality impact assessments is available in the guidance notes

Action Plan:

Objective What are we going to do and why?	Who will be responsible for seeing it is done?	When will it be done by?	Outcome How will we know we have achieved our objective?	Progress
<p>Neath Port Talbot CBC Draft Young Carers Commissioning Strategy will be subject to public consultation. The consultation and engagement plan identifies stakeholders and outlines how feedback will be sought.</p>	<p>Alexis Saunders-Commissioning Officer</p>	<p>After approval from NPT CBC CYPE Committee. Subject to approval from the above a 90 day consultation period will commence w/c 09.01.2016</p>	<p>The final version of the NPT CBC Draft Young Carers Commissioning Strategy will reflect feedback received during the period of consultation.</p>	
<p>Seek views on what positive or negative impacts the policy could have and how it could be developed to have positive or not have negative impacts on:</p> <ul style="list-style-type: none"> -opportunities to use the Welsh language -treating Welsh and English equally 	<p>Alexis Saunders-Commissioning Officer</p>	<p>After approval from NPT CBC CYPE Committee. Subject to approval from the above a 90 day consultation period will commence w/c 09.01.2016</p>	<p>positive or not have negative impacts on:</p> <ul style="list-style-type: none"> -opportunities to use the Welsh language -treating Welsh and English equally will have been established 	
<p>Address initially through consultation process. Advance opportunities to engage with young carers and young adult carers with protected characteristics via the following</p> <ul style="list-style-type: none"> • Online consultation questionnaire tool Objective. • Meetings • Focus Groups 	<p>Alexis Saunders-Commissioning Officer</p>	<p>After approval from NPT CBC CYPE Committee. Subject to approval from the above a 90 day consultation period will commence w/c 09.01.2016</p>	<p>Set up online consultation tool</p> <p>Book and attend:-</p> <ul style="list-style-type: none"> • Meetings • Focus Groups 	

<p>To ensure a Local Authority Welsh Language Officer is available to attend any public meetings during the consultation, and to offer the opportunity in partner meetings.</p> <p>Ensure there is a Welsh Language Officer assigned as a contact to discuss the Draft Strategy should there be a request to discuss in Welsh.</p>	<p>Alexis Saunders-Commissioning Officer</p>	<p>After approval from NPT CBC CYPE Committee. Subject to approval from the above a 90 day consultation period will commence w/c 09.01.2016</p>	<p>Assigning a Welsh Language Officer to be a point of contact post approval and during any consultation groups/meetings.</p>	
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* Please remember to be 'SMART' when completing your action plan.

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**NEATH PORT TALBOT COUNTY BOROUGH COUNCIL
CHILDREN, YOUNG PEOPLE AND EDUCATION CABINET
BOARD**

**REPORT OF THE DIRECTOR OF SOCIAL SERVICES, HEALTH
AND HOUSING – N. JARMAN**

5thth January 2017

SECTION B – MATTER FOR INFORMATION

WARD(S) AFFECTED: ALL

HILLSIDE SECURE CHILDREN’S HOME – CSSIW INSPECTION

Purpose of the Report:

To report to Members the CSSIW Inspection Report (2016) for Hillside Secure Children’s Home.

Background:

The Care and Social Services Inspectorate Wales are required to undertake an Annual Inspection of Hillside under the provisions of the Care Standards Act 2000 and associated regulations.

The primary focus of the Report is to comment on the quality of life and quality of care provided to children and young people.

The Report reflects against the broad areas identified within the National Minimum Standards for Children’s Homes (2002) and the Children’s Homes Regulations (2002).

Tri-annually Estyn Inspectors are engaged by the C.S.S.I.W to inspect and report on the education provision, which is inclusive in a separate attached report.

The Inspection was a Baseline Inspection which took place on the following dates: Dates of inspection – Monday, 19, Tuesday 20, Wednesday 21, Thursday 22 September & Friday 7 October 016.

The report publication date was Tuesday, 13 December 2016

The format and length of the Inspection Report has been changed and reports under four quality themes. These are: Quality of Life, Quality of Staffing, Quality of Leadership and Management and Quality of Environment. The full report is attached. (*Appendix 1*)

Estyn have provided separate feedback specifically on the education provision which is incorporated within a separate report.

What type of inspection was carried out?:

The inspection methodology used was:

- Visits over five days of announced inspection by CSSIW.
- Four days of inspection by two inspectors from ESTYN.
- Some discussion with young people.
- Discussion with staff members.
- Observation of the interaction between staff and young people.
- Observation of staff handover meetings.
- Observation of a multi-disciplinary meeting.
- Observation of pupil council meeting.
- Discussion with, two Assistant Managers and the Registered Manager.
- Scrutiny of a random selection of files and documentation held at the centre relating to young people.
- Examination of a random selection of staff files and staff training records.
- The Inspectors did not use the Short Observational Framework for Inspection (SOFI) tool on this occasion because it was not possible to observe interactions without influencing the activity and young people spoke directly to inspectors.

What does the service do well?

The service continues to evolve to meet the complex and changing needs of the young people living in the home.

What has improved since the last inspection?

- The change of staff rota has been welcomed by the staff and young people and provides dedicated time for staff training within the rota.
- The weekly multi-disciplinary meetings have established and provide the opportunity to discuss and review individual behaviour management and support needs for young people.
- There have been improved opportunities for young people to participate in activities outside of Hillside in the local community.
- The mentoring role to support new staff has been established.

Summary.

1. Quality of Life:

- The Inspectors found that young people have a voice and are encouraged to express an opinion, although at the same time some improvements could be made.
- A school Council had been developed and one of these meetings was observed and the young people were clearly able to express their opinions. This was seen to be a good development in the operation of the home.
- Staff worked with young people to prepare them for their monthly reviews to ensure that their views were sought and shared at the meetings.
- The young people had been included in the review of the new staff rota through the pupil council and they identified an improvement through this change.

- The young people had been involved in a review of how it felt to arrive in the home and they and staff were involved in a walk through from the point of arrival. The negative views of the young people had been taken on board but it was also good to note that some of the young people had been very positive about the reception they received from staff.
- An inspection of the education provision was carried out by ESTYN at the same time as this inspection and the findings are reported in a letter to the home. The school year is different to mainstream education to avoid lengthy breaks when young people could become bored.
- One young person placed who had left school but was unable to access the community had been provided with work experience within the home which had proven to boost their self-esteem.
- Young people remain healthy because good health and hygiene is practised and promoted. The home had the services of a local general practitioner practice and practice nurse to visit the centre daily with a recent change of contract.
- The annual Hillympics was being held during the inspection and this was a popular activity with the young people and they had also made cakes which were being sold for a cancer charity. More young people were able to enjoy mobility in the community due to the increased welfare beds. Local riding stables had become a popular venue but all was dependent upon individual need.
- One young person had taken part in two local runs for charity alongside staff members, one young person was enabled to attend a local transgender support group and another played rugby and went training with a local club. Within the home the young people had a range of activities available to them.
- Young people are supported to deal with difficult feelings and are helped to develop coping strategies where necessary. Some of the young people living in Hillside have very complex needs as a consequence of their early life experiences.
- The Home adopted an adolescent trauma model of working with young people which required the care staff and multi-disciplinary team to work closely together.
- At the time of inspection it was clear that the support from TAIH in relation to sexual behaviour was stretched due to

the demand and ideally a full-time worker would be available to meet need.

- Young people were always monitored when in their rooms.
- The Home had appointed a resettlement officer who had demonstrated their worth in ensuring young people discharged to the South Wales locality had access to all of the benefits they were due at the point of discharge. There were some difficulties when young people did not have a move on location identified in a timely way which was the responsibility of the placing authority.

2. Quality of Staffing:

- Young people can feel confident in the care they receive because carers are competent and confident in meeting their particular needs. This is because there is a robust recruitment procedure in place.
- All staff members completed the Care Council Induction Framework and were then enrolled on the Qualification Creditation Framework (QCF) qualification.
- Young people receive care which is based upon well-structured care plans. This is because we saw evidence that these were reviewed regularly and daily recordings took them into account.
- Young people receive care from staff able to cope with more complex demands without getting stressed or resentful. This is because we observed staff managing very stressful situations and they provided excellent support for each other.
- Staff received regular supervision, although the monthly management overview reports identified that some months few were undertaken. The management of the home had identified the need to address supervision in terms of both quality and frequency and training was being provided in October 2016.

3. Quality of Leadership Management:

- Young people and their families can be confident that they are safe because the provision is well run, with due care and attention to minimum standards and regulations.
- Young people experience a consistent service based upon quality improvement, a well-planned programme of care and sound financial platform.
- The centre engages in a great deal of internal scrutiny of its operation to ensure young people are cared for appropriately.
- In the past year the home had identified one member of staff to undertake the role of managing referrals to the home. They used the Summary of Needs and Responses (SONAR) framework drawn up by the clinical team which it was stated was not as risk averse as their previous referral documentation.
- Young people using the service can be confident that the provider will respond positively to feedback and any concerns/complaints. This is because the centre was open to young people making complaints, confirmed by young people spoken to and examination of the records maintained on each of the units and discussed daily at the centre briefing.
- Child protection was a high priority in the centre and staff received regular training. One assistant manager took the lead and also managed any historical abuse issues raised, through to referral to the placing authority. Staff were aware of their responsibility to refer notifications to CSSIW as required by Regulation 29 and also refer to Neath Port Talbot Safeguarding.

4. Quality of Environment:

- Overall we found that young people were cared for in an environment which is suited to their needs. Hillside Secure Centre was designed and built for purpose, with security provided at the appropriate level.
- Communal areas had seen some investment with new dining furniture providing a less institutional feel.
- Bedrooms were also in the process of being upgraded.
- The admissions area had been updated following the review involving the young people.
- The gardens of the Home in the main quad had also been updated to include raised beds and a poly tunnel although.
- Young people's well-being is promoted because of a range of facilities and equipment provided to meet their particular needs.
- The Home had a gym, outside astro-turf area and individual secure gardens for each unit to provide external space.
- The use of the external space was improved this year with many examples of young people choosing to spend time outdoors.

What needs to be done to improve the service?.

- It is recommended that the organisation of the young people's meetings is reviewed to ensure young people feel empowered to use their voice.
- A forum similar to the school Council would be a positive development to take up the views of young people in the overall operation of the home away from the day to day needs of the unit meetings.
- Staff supervision needs to be monitored to ensure it meets regulations.

Appendices

CSSIW Inspection Report (2016) for Hillside Secure Children's Home.

Background Papers

None

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Care and Social Services Inspectorate Wales

Care Standards Act 2000

Inspection Report

Hillside Secure Centre

Off Burnside
Hillside
Neath
SA11 1UL

Type of Inspection – Baseline

Dates of inspection – Monday, 19, Tuesday 20, Wednesday 21, Thursday 22
September & Friday 7 October 016

Date of publication – Tuesday, 13 December 2016

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Summary

About the service

Hillside Secure Centre is registered as a children's home for the purpose of restricting liberty and is the only setting of its type in Wales. The centre forms part of the overall provision of the secure estate provided in England and Wales, and in addition to the ten beds contracted by the Youth Justice Board through a service level agreement, Hillside provides a further twelve welfare beds under Section 25 of the Children Act 1989. This balance changed significantly this year following the decision of the Youth Justice Board to reduce the beds purchased from seventeen to ten. Young people are placed in Hillside through the Courts, due to their offending behaviour and to manage their vulnerability. They are also placed because they pose a significant risk to themselves or others in the community. The young people for whom the accommodation is provided are between the ages of 12 and 17 years. Approval is required from the Welsh Government for any young people under 13 years of age being placed under Section 25 of the Children Act 1989. Although Hillside is part of Neath Port Talbot Social Services Children's Department it is financially independent of the departmental budget.

The Registered Manager of the centre is Mark Lazarus who has many years experience working in Hillside with several years as an Assistant Manager. He holds the qualifications required for the position and is registered with the Care Council for Wales.

What type of inspection was carried out?

This was a planned annual baseline inspection of the centre. The inspection methodology used was:

- Visits over five days of announced inspection by CSSIW
- Four days of inspection by two inspectors from ESTYN
- Some discussion with young people
- Discussion with staff members
- Observation of the interaction between staff and young people
- Observation of staff handover meetings
- Observation of a multi-disciplinary meeting
- Observation of pupil council meeting
- Discussion with, two Assistant Managers and the Registered Manager
- Scrutiny of a random selection of files and documentation held at the centre relating to young people
- Examination of a random selection of staff files and staff training records
- We did not use the Short Observational Framework for Inspection (SOFI) tool on this occasion because it was not possible to observe interactions without influencing the activity and young people spoke directly to inspectors

What does the service do well?

The service continues to evolve to meet the complex and changing needs of the young people living in the home

What has improved since the last inspection?

- The change of staff rota has been welcomed by the staff and young people and

provides dedicated time for staff training within the rota

- The weekly multi-disciplinary meetings have established and provide the opportunity to discuss and review individual behaviour management and support needs for young people
- There have been improved opportunities for young people to participate in activities outside of Hillside in the local community
- The mentoring role to support new staff has been established

What needs to be done to improve the service?

There was no requirement to issue any non compliance notices following this inspection. The following issues were raised:

- It is recommended that the organisation of the young people's meetings is reviewed to ensure young people feel empowered to use their voice.
- A forum similar to the school council would be a positive development to take up the views of young people in the overall operation of the home away from the day to day needs of the unit meetings.
- Staff supervision needs to be monitored to ensure it meets regulations

Quality Of Life

On the whole we, CSSIW, found that young people have a voice and are encouraged to express an opinion, although at the same time some improvements could be made. Each unit held a young person's meeting on a weekly basis and there was the opportunity for young people to express their opinions on the operation of the unit. The minutes of the meetings were examined and it was evident that some staff were more skilled than others in engaging the young people to participate and recognise that they had a voice through these meetings. Some of the meetings were very productive whilst others could have little recorded and stated that young people did not wish to participate. It is recommended that the organisation of the meetings is reviewed to ensure young people feel empowered to use their voice. A school council had been developed and one of these meetings was observed and the young people were clearly able to express their opinions. This was seen to be a good development in the operation of the home. Staff worked with young people to prepare them for their monthly reviews to ensure that their views were sought and shared at the meetings. There is some difficulty in the voice of the young person being acted upon as young people did not chose to be placed in a secure environment and had limited choice due to the restriction placed on their liberty. Some of the young people enjoyed the security of the boundaries placed on them and preferred to remain in the home when their stay was due to end and it was noted that some young people had returned for their second or third stay in the home. The advocacy service provided by Tros Gynnal visited regularly and there were posters with a picture of the advocate on display in the home. The young people had been included in the review of the new staff rota through the pupil council and they identified an improvement through this change. The young people had also been involved in a review of how it felt to arrive in the home and they and staff were involved in a walk through from the point of arrival. The negative views of the young people had been taken on board but it was also good to note that some of the young people had been very positive about the reception they received from staff. A forum similar to the school council would be a positive development to take up the views of young people in the overall operation of the home away from the day to day needs of the unit meetings.

On the whole young people were found to experience well being and a sense of achievement. Educational achievement for some of the young people could be measured by consistent attendance at school when they had previously attended very little. The home has a culture of attendance at the education unit which is on site and the young people were placed in different ability groups. There were some learning assistants appointed and care staff did also support in the classroom if required. An inspection of the education provision was carried out by ESTYN at the same time as this inspection and the findings are reported in a letter to the home. The school year is different to mainstream education to avoid lengthy breaks when young people could become bored. One young person placed who had left school but was unable to access the community had been provided with work experience within the home which had proven to boost their self-esteem. Young people said that they were able to be occupied within the home although some felt there could be more physical activity whilst others stated there was too much emphasis on physical activity. The staff team ensured that there was a balance of activities available to the young people depending upon the risk assessments completed. Some young people chose to spend time in their bedrooms to watch television, listen to music or read. The annual Hillympics was being held during the

inspection and this was a popular activity with the young people and they had also made cakes which were being sold for a Cancer charity. More young people were able to enjoy mobility in the community due to the increased welfare beds. Local riding stables had become a popular venue but all was dependent upon individual need. One young person had taken part in two local runs for charity alongside staff members, one young person was enabled to attend a local transgender support group and another played rugby and went training with a local club. Within the home the young people had a range of activities available to them. Staff often used the opportunity of relevant documentaries to watch with young people to prompt discussion. One young person had requested the opportunity to attend a Baptist church and this had been organised by the staff.

Young people remain healthy because good health and hygiene is practised and promoted. The home had the services of a local general practitioner practice and practice nurse to visit the centre daily with a recent change of contract. A dentist visited the home every three weeks which was an improved frequency and young people were taken out for any emergency treatment. All of the young people were referred for a check up on admission and were seen as required after this. Staff were supporting one young person who had a phobia of dentists but required extensive treatment due to neglect. Some of the young people were in receipt of prescribed medication which was managed by the duty manager. Additional staff had received training in the administration of medication and this was to be extended to cover the homely remedies that young people were receiving from unit staff as recommended at a previous inspection. The home had appointed a community psychiatric nurse who was due to commence in the weeks following inspection. This individual was due to join the multi-disciplinary team available to support the additional complex needs of some of the young people. Whilst some of the members of the multi-disciplinary team were new to the centre the composition was strengthening the support services for young people and observation of a weekly meeting confirmed in depth discussion about young people and how best to address and support individual need. The home also used the SEDAL behaviour assessment scale to inform their assessments.

Young people are supported to deal with difficult feelings and are helped to develop coping strategies where necessary. Some of the young people living in Hillside have very complex needs as a consequence of their early life experiences. This is evidenced through a range of difficult to manage behaviours resulting in physical violence, self-harm, sexualised behaviour, risk of sexual exploitation and addiction to drugs and or alcohol. Contact with families was difficult for many young people and the staff team supported this through telephone contact and organising visits from family. The care staff worked with young people individually through key-working sessions and it was good to see that following the recommendation of the previous report newer staff had mentors to support them in their role. The home adopted an adolescent trauma model of working with young people which required the care staff and multi-disciplinary team to work closely together. At the time of inspection it was clear that the support from TAITH in relation to sexual behaviour was stretched due to the demand and ideally a full-time worker would be available to meet need. This is not a reflection on the quality of work carried out but an observation of the demand and ability to meet need. The home operated a number of sanctions for poor behaviour and one of these was single separation. The use of this was being reviewed by the management to ensure that young people did not spend extended periods in their rooms. Young people were always monitored when in their rooms. On occasion physical intervention was required and

again staff worked to use tactics to diffuse situations in the first instance. All staff had received training in physical intervention. It was good to note that one young person was not sanctioned but praised for their response to an incident where they self regulated and walked to their room and did not require restraint despite alarms being activated for their having thrown furniture.

The young people are able to have support towards independence. Due to the secure nature of the home the preparation for independence is limited. Young people were supported to learn cooking skills and through the educational programme building skills could be learned. The home had appointed a resettlement officer who had demonstrated their worth in ensuring young people discharged to the South Wales locality had access to all of the benefits they were due at the point of discharge. There were some difficulties when young people did not have a move on location identified in a timely way which was the responsibility of the placing authority. There had been one instance of a young person confiding in Hillside staff that they did not wish to return to one location and despite this being passed on to the social worker they did return there and returned to previous negative behaviour. The issue of moving on has improved with the appointment of the resettlement officer but further work needs to be carried out to ensure that placing authorities take responsibility from the point of admission to plan for discharge. There was evidence that the resettlement officer had attended the first reviews at the home for young people to promote the plans for moving on at an early stage of the placement in the home.

Quality Of Staffing

Young people can feel confident in the care they receive because carers are competent and confident in meeting their particular needs. This is because there is a robust recruitment procedure in place. Staff undertook a two week induction period followed by a two week shadowing arrangement before they commenced any work on the units. Examination of a random selection of staff files confirmed that all checks were undertaken prior to appointment. All staff members completed the Care Council Induction Framework and were then enrolled on the Qualification Creditation Framework (QCF) qualification. Each member of staff had an individual training plan which was devised from their annual appraisal and monitored via supervision. All staff had permanent contracts, although some were flexible workers and did not have guaranteed hours. There was a staff team of over 100 individuals working at the centre to ensure that the 22 young people were cared for. This is a large staff team with care staff, domestic staff, education staff, maintenance staff and administrative staff. There is a manager and three assistant managers with their own area of responsibility and a resources manager. There had been a significant turnover of staff in the previous two years with many established staff retiring or moving on and 26 new staff appointed in the previous eighteen months. This also reflected a change in direction of the centre to work with more children placed on welfare orders and less youth justice placements.

Young people receive care which is based upon well structured care plans. This is because we saw evidence that these were reviewed regularly and daily recordings took them into account. Young people had allocated key-workers who were changed on occasion to meet need. Young people receive care from staff able to cope with more complex demands without getting stressed or resentful. This is because we observed staff managing very stressful situations and they provided excellent support for each other. Also, staff received regular supervision, although the monthly management overview reports identified that some months few were undertaken. The management of the home had identified the need to address supervision in terms of both quality and frequency and training was being provided in October 2016.

Young people receive care from staff who are supported through regular training opportunities. The home employed a training officer and the individual was spending three days per week in the home and two days seconded to Neath Port Talbot Social Services training department. This was a new arrangement and was providing needed support to the local authority. A number of the staff team in Hillside attended training in an area of their interest and then were able to cascade this training to other staff in the home. New staff had been allocated mentors to support them and they had training booklets in which they entered their daily activities and these were signed off by their line managers.

Quality Of Leadership and Management

Young people and their families can be confident that they are safe because the provision is well run, with due care and attention to minimum standards and regulations. This is because the centre has a very experienced and knowledgeable manager in Mark Lazarus. Hillside is part of Neath Port Talbot Social Services Children's Department; however, it is financially independent of the departmental budget. The Responsible Individual for the centre is Nick Jarman. The Statement of Purpose for the home had recently been updated at the time of inspection.

Young people experience a consistent service based upon quality improvement, a well planned programme of care and sound financial platform. The centre engages in a great deal of internal scrutiny of its operation to ensure young people are cared for appropriately. Monthly performance reports were produced by the centre, which were scrutinised by the management team and from this the centre manager produced quarterly reports for the Children's Overview and Scrutiny Sub-Committee, on the operation of the centre. The monthly reports were comprehensive, covering information on the young people, staff, individual units, type of sanctions, restraints, incidents, accidents, supervisions and additional hours worked. From these monthly and quarterly reports it was possible for the centre to identify trends in the operation of the home. Part of the contractual arrangements between the Youth Justice Board and Hillside required monitoring of the operations of the centre on a monthly and quarterly basis, with reports provided to the Youth Justice Board. Regulation 32 visits were carried out monthly by a manager in children's services for Neath Port Talbot County Borough Council, who had no line management responsibility for the centre. These visits were recorded and reports forwarded to the centre manager. The visits were unannounced and carried out on different days and at different times and the last year had seen an improvement in the quality of these reports. These reports were also provided to the Children's Overview and Scrutiny Sub-Committee. The annual Regulation 33 Quality of Care Report had been provided to CSSIW in the past year. It is important that to meet the requirement of regulations that these reports clearly include feedback from young people, placing authorities and families where appropriate. In the past year the home had identified one member of staff to undertake the role of managing referrals to the home. They used the Summary of Needs and Responses (SONAR) framework drawn up by the clinical team which it was stated was not as risk averse as their previous referral documentation.

Young people using the service can be confident that the provider will respond positively to feedback and any concerns/complaints. This is because the centre was open to young people making complaints, confirmed by young people spoken to and examination of the records maintained on each of the units and discussed daily at the centre briefing. Staff members were also alert to issues of bullying which was confirmed through discussion with a number of staff, and again there were recording procedures. Child protection was a high priority in the centre and staff received regular training. One assistant manager took the lead and also managed any historical abuse issues raised, through to referral to the placing authority. Staff were aware of their responsibility to refer notifications to CSSIW as required by Regulation 29 and also refer to Neath Port Talbot Safeguarding. The home was in the process of reviewing and updating their safeguarding and

behaviour management policy at the time of inspection.

Quality Of The Environment

Overall we found that young people were cared for in an environment which is suited to their needs. Hillside Secure Centre was designed and built for purpose, with security provided at the appropriate level. Access to the centre is via the locked reception area and identification is requested. Visitors to the centre are asked to leave all restricted items in lockers in reception after signing in. All internal doors are locked from the reception area to the units and school with all staff carrying keys. There are CCTV cameras installed which allow monitoring of the communal areas and the external aspects of the building. The main monitors were in the reception area and also in the Nedd Unit office. The benefit for young people and staff was that the footage could be used to de-brief following any incidents. All of the administration offices and individual offices are situated at the front of the building, and off the corridor leading to the units at the rear of the property were the conference room, medical room, staff room, visitor's room, main kitchen and classrooms. There are three units in the centre, two provided care for eight young people and the third unit for six young people. The units provided en-suite bedrooms, unit kitchen, living/dining area, quiet room, bathroom and platinum room along with a staff sleeping-in room. There was a visitor's flat attached to the home which enabled family members to stay overnight if they had distances to travel to the home.

Young people are able to personalise their own rooms depending upon the risk assessment level for each individual. There were a number of items restricted in the centre and for health and safety purposes staff had policies and procedures to support them in ensuring the safety of the young people. Staff were observed to contact maintenance immediately when a routine room search identified a possible ligature point and the team responded immediately. The centre had a policy to shorten the electrical cords for any electrical item placed in a young person's room. Alongside the bedroom doors there were viewing panels which enabled staff to monitor young people without the need to unlock doors. This was a practice followed when a young person was deemed to be at risk of self-harm.

Young people can be confident that the premises are physically safe. Young people were provided with comfortable communal areas although furnishings were not domestic and there had been some complaints from young people about the comfort of the new mattresses which staff were following up. There was a programme of redecoration and bedrooms were painted following any incident of damage. There were contracts in place to ensure that all parts of the building were maintained and regular checking of equipment was undertaken including personal responders for staff. There were agreed protocols in place in the event of emergency services needing to attend the centre. There was a dedicated team of domestic staff who kept the building clean and the units were normally cleaned when the young people were in education. The main laundry was at the front of the building used by the domestic staff.

Young people's well-being is promoted because of a range of facilities and equipment provided to meet their particular needs. The home had a gym, outside astro turf area and individual secure gardens for each unit to provide external space. The use of the external

space was improved this year with many examples of young people choosing to spend time outdoors, although it would be of benefit to record the use of external space as recommended in the previous inspection report. Internally there were communal areas and young people could choose to spend time alone in their bedrooms. Communal areas had seen some investment with new dining furniture providing a less institutional feel. Bedrooms were also in the process of being upgraded. The admissions area had been updated following the review involving the young people. The gardens of the home in the main quad had also been updated to include raised beds and a poly tunnel although that had been damaged at the time of inspection.

How we inspect and report on services

We conduct two types of inspection; baseline and focused. Both consider the experience of people using services.

- **Baseline inspections** assess whether the registration of a service is justified and whether the conditions of registration are appropriate. For most services, we carry out these inspections every three years. Exceptions are registered child minders, out of school care, sessional care, crèches and open access provision, which are every four years.

At these inspections we check whether the service has a clear, effective Statement of Purpose and whether the service delivers on the commitments set out in its Statement of Purpose. In assessing whether registration is justified inspectors check that the service can demonstrate a history of compliance with regulations.

- **Focused inspections** consider the experience of people using services and we will look at compliance with regulations when poor outcomes for people using services are identified. We carry out these inspections in between baseline inspections. Focused inspections will always consider the quality of life of people using services and may look at other areas.

Baseline and focused inspections may be scheduled or carried out in response to concerns.

Inspectors use a variety of methods to gather information during inspections. These may include;

- Talking with people who use services and their representatives
- Talking to staff and the manager
- Looking at documentation
- Observation of staff interactions with people and of the environment
- Comments made within questionnaires returned from people who use services, staff and health and social care professionals

We inspect and report our findings under 'Quality Themes'. Those relevant to each type of service are referred to within our inspection reports.

Further information about what we do can be found in our leaflet 'Improving Care and Social Services in Wales'. You can download this from our website, [Improving Care and Social Services in Wales](#) or ask us to send you a copy by telephoning your local CSSIW regional office.

**NEATH PORT TALBOT COUNTY BOROUGH COUNCIL
CHILDREN, YOUNG PEOPLE AND EDUCATION CABINET
BOARD**

**REPORT OF THE DIRECTOR OF SOCIAL SERVICES,
HEALTH AND HOUSING – N. JARMAN**

5thth January 2017

SECTION B – MATTER FOR INFORMATION

WARD(S) AFFECTED: ALL

HILLSIDE SECURE CHILDREN’S HOME – ESTYN INSPECTION

Purpose of the Report:

To report to Members the ESTYN Inspection Report (2016) for Hillside Secure Children’s Home.

Background:

- Education at Hillside was placed into the equivalent of special measures in 2012.
- Recovery Board established 2013.
- Link with CSCS established 2013.
- 2014 Estyn Monitoring visit identified that significant progress was being made.
- 2015 Estyn Monitoring visit found that sufficient further progress had been made, to justify a full inspection the following year.
- 2016 Estyn carried out a full inspection.

Context:

ESTYN inspectors Alun Connick HMI and Gill Sims HMI visited your Centre recently in order to inspect provision on behalf of CSSIW.

The Inspection was a full Inspection which took place on the following dates: Monday 19th, Tuesday 20th, Wednesday 21st, Thursday 22nd September 2016.

The report publication date was on 1st December 2016.

CSSIW asked Estyn to evaluate the education provision offered at Hillside, and answer the three key questions in the Estyn Common Inspection Framework:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

The inspection methodology used was:

- Four days of inspection by two inspectors from ESTYN.
- Some discussion with young people.
- Discussion with staff members.
- Observation of lessons.
- Observation of staff meetings.
- Observation of a multi-disciplinary meeting.
- Observation of pupil council meeting.
- Discussion with, Education Manager and the Executive Head Teacher.
- Scrutiny of a random selection of young people's exercise books.

Key Question 1: How good are the outcomes?

Adequate

- Nearly all learners leave Hillside with a relevant and positive educational outcome. Nearly all achieve units of credit for their vocational learning in areas such as childcare, hair and beauty, and cookery. Most of these are at either entry level three or level one.
- A minority of learners take GCSE examinations, many in English and mathematics. However, too many learners achieve GCSEs at low grades and outcomes in GCSE science are particularly poor.
- Nearly all learners achieve a qualification in literacy and numeracy at entry level. However, very few attain relevant qualifications in literacy and numeracy at level one and level two and this restricts their progression to further education and training.
- In nearly all vocational classes, learners make effective progress in developing new skills. They engage well with the lesson and generally remain on task. They enjoy these lessons and are motivated to achieve proficient outcomes.
- In other classes, learner progress is variable. Although a majority of learners achieve the lesson objectives, a minority make slow progress. These learners do not engage well, show little motivation and do not focus on their tasks for parts of the lesson.
- Overall, learners' individual literacy and numeracy skills are under-developed. Many learners do not build up their skills to achieve sustained progress over time. Around half of learners engage well in discussions and take appropriate turns in speaking. A few listen well to others and engage in animated conversations. Most communicate well with their teachers and a few of their peers.

- A minority of learners write appropriately in line with their ability and use correct spelling for most of their work. Many learners use ICT confidently for research and to explore ideas for creative projects.
- Nearly all learners arrive at classes on time. Behaviour is generally good and the number of learners returning to their rooms during lessons has reduced over time. A minority of learners develop useful skills in reflecting on and managing their own behaviour through initiatives such as ‘talk time’. Many learners develop their social skills over time and learn how to interact appropriately with adults and peers. A few sustain this learning beyond the classroom.
- Many learners enjoy opportunities to engage in entrepreneurial activities. They develop products for sale to staff and visitors to raise money for charities that they select themselves. Through initiatives such as the production and sale of soap they practise a range of skills in subjects that include science, technology, art, design, literacy and numeracy.
- Most learners demonstrate an appropriate understanding of how to maintain healthy lifestyles through classes such as cookery and science. Nearly all take part in a suitable range of sport and fitness activities through the curriculum. Learners participate very enthusiastically in the annual sports event, the Hillympics, and engage wholeheartedly in challenges that require them to use problem-solving and team-building skills.

Key Question 2: How good is provision?

Good

- Learners have good access to education. The curriculum the centre offers is broad, offering learners a good range of vocational and educational options. In addition to the core subjects, learners can take subjects such as catering, motor vehicle maintenance, art and design. There are good opportunities for learners to gain accreditation, including GCSEs and unit-based accreditation. Programmes are flexible and respond reasonably well to the needs of most children. Hillside works well with its partner comprehensive school to extend the curriculum, for example to allow learners who, on their arrival, are already studying A-level psychology. The curriculum has recently been revised to include thematic topics, which enable learners to pursue individualised programmes of interest. However, this approach is not yet fully established.
- Learning and accreditation takes good account of the low academic achievement of many of the centre’s learners. For example, they gain credit for small units of learning. This encourages learners to progress and recognise their achievements. This is valuable, as many have had negative experiences in mainstream education, and many will only stay at the centre for a short period. Learners have good opportunities to gain qualifications that particular industries require (such as Food Hygiene Certificates or Construction Skills Certification Scheme cards). These improve learners’ employment potential. In a few cases, learners do not have appropriate opportunities to progress to higher levels of qualification.

- Nearly all staff are clear about the important priority that literacy and numeracy have in breaking cycles of reoffending behaviour. The centre has recently invested in a new system of initial and diagnostic assessment of these skills in order to help strengthen the planning of skills development. However, this is operating alongside other assessment methods already being used, which can confuse the identification of and planning for learners' needs. For many learners who make progress in developing their literacy and numeracy skills beyond entry level, the jump to GCSE is too great and they do not perform well enough in the exams. Currently there is no clear literacy or numeracy strategy in the centre. Planning to develop learners' literacy and numeracy skills across all subjects is too variable. Teachers do not consistently set and track smart skills targets for individual learners that reflect the findings from initial and diagnostic skills assessments.
- In a minority of lessons, opportunities are missed to embed the development of literacy, numeracy and digital competence, or to contextualise these within learners' particular interest areas. It is planned that the thematic sections of the new timetable will accommodate this, but this is in the early stages of development.
- Most teachers make references in lessons to the culture of Wales. A few make use of incidental Welsh. Most classrooms have displays with bilingual content and a few teachers use learning resources that are partly bilingual.
- Nearly all teachers plan well to provide learners with a suitable range of learning activities. They design their lessons to engage learners in short tasks. They adapt their teaching well to meet the learners' diverse social and interpersonal needs. They strive to understand the needs and motivations of the learners to ensure they provide the most effective care and timely support. Most staff are good role models for the young people, reinforcing the behaviours they encourage learners to develop.
- Teachers in vocational lessons plan very well to provide the maximum amount of interactive learning time. They use appropriate resources to make sure all learners have equal access to the learning. Most vocational teachers take care to include literacy, numeracy and ICT where opportunities naturally occur.
- In other lessons, where learning is more desk-based, teachers use interactive technology and media well to provide variety and to maintain learner interest.
- Many teachers plan well to provide extension work for learners who finish their work quickly. However, too few teachers adapt learning activities fully enough to meet the needs of individual learners, particularly those at lower levels of ability.
- Overall teachers manage learners' behaviour appropriately. They use a wide range of strategies to re-engage learners who choose to remove themselves from activities and learning.
- Most teachers use questioning well to engage reluctant learners and to develop learners' thinking skills. A few use thoughtful extension questions well to develop learners' skills in reasoning, inference and deduction.
- All teachers make very effective use of appropriate praise and encouragement and recognise the achievements of all learners. However, the planning for assessment of and for, learning is underdeveloped. Many lesson plans do not identify specific outcomes well enough to allow teachers to measure and assess learner progress easily.

- Care workers and teachers work well together to widen learners' experiences. Over the summer staff work well together to enable learners to get involved in enrichment activities, such as sugar craft. The annual sport activity enables learners to participate in team activities, where they develop good communication skills and build relationships with others.
- The provision of care, support and guidance of learners is very good. A good range of programmes support well the health and wellbeing of the learners in the centre. They are taught how to cook healthy meals and they take part regularly in physical education. Learners take part in extra sports activities during evenings and weekends.
- There are good arrangements with Careers Wales to give learners access to independent advice and guidance. Additionally, the centre has enhanced its support to learners in planning for their future through its employment of a resettlement officer. This officer assists in the planning of arrangements for learners who are due to leave and advocates on their behalf when dealing with key agencies.
- The centre has strengthened its range and extent of therapy practitioners. For example, they have recently appointed a speech and language specialist to the education team. They have employed psychologists, who routinely assess learners' needs on entry and communicate these needs well to teaching staff. There is very good communication between teaching and care staff, and many of the teaching assistants also work as care workers, which improves communication amongst staff further.
- There is a range of sessions on substance misuse, sex and relationships, offending behaviour, bullying and harassment. Teachers involve specialist or visiting staff in these topics. Currently however, there is no personal and social education (PSE) scheme of work in place, to ensure that these topics form a coherent programme and help prepare learners for leaving the centre. The centre does not evaluate the impact of PSE activities on learners' behaviours and coping strategies.
- There is a clear safeguarding policy and guidelines in place and staff understand what to do if they have concerns about an individual. All staff receive training in safeguarding and appropriate staff are trained in control and restraint techniques. The policy for dealing with radicalisation is very new. While some staff have participated in training in this topic in the comprehensive school, there is not a coherent approach to training all staff in this aspect of safeguarding.
- There is a clear and effective understanding of behaviour management, shared between teaching and care staff. They work well together to ensure that they challenge consistently the use of bad language. There is a very good multidisciplinary approach to managing learners' behaviour, which minimises the time that a few learners lose from education activities.
- The learning accommodation is generally good. However, too many classrooms have levels of echo and reverberation that are distracting for many learners with learning difficulties or disabilities. Teachers use attractive wall displays to make most rooms stimulating and celebrate learners' work and achievements. There is good access to ICT in classrooms. Most teachers make good use of interactive whiteboards to engage learners' interest in lessons.

- While a majority of classrooms are too small to allow teachers to develop activity-based learning that can harness many learners' high degrees of physical energy, there are classrooms that can be adapted for a range of vocational subjects. These are used well to develop learners' practical skills. Teachers pay good attention to security and to health and safety within these workshops.

Key Question 3: How good are leadership and management? Good

- The local authority has given good support to Hillside since the last inspection. At a strategic level, the local authority has enabled the centre to undertake a major review of the management of the education provision. It has provided a good level of challenge and support to the centre's forward planning to bring the education provision under the direct management of Cefn Saeson Comprehensive School.
- A board of directors, with a good range of expertise, oversees the strategic planning of the centre in the quarterly board meetings. They are well briefed and robustly monitor the centre's progress towards its strategic objectives. There are good opportunities for learners participate in board meetings and elected learners represent their colleagues' views to the board.
- The Head Teacher of Cefn Saeson Comprehensive School reviewed and restructured the staffing of the education centre, putting in place useful staff exchanges with the main school. This benefits both institutions, by enabling them to share specialist expertise. This very recently introduced new structure has clarified the responsibilities of teachers in Hillside, and improved the morale, enthusiasm and confidence of staff.
- The centre manager and the Head Teacher work together effectively to make sure that care staff and education staff work together closely to provide seamless support for learners. There are regular multi-disciplinary meetings to keep all teachers and care staff up-to-date with learners' needs, behaviour and progress. This enables staff to continuously adapt provision and support to meet the needs of the current learners. Teachers review learners' performance and progress in fortnightly education meetings and use these meeting to set targets for learners. This is useful, but learners are not sufficiently involved in negotiating or agreeing targets.
- The Head Teacher is able to bring additional or cover staff from the comprehensive school when needed. As a result, the centre ensures continuity of provision and responds well to unplanned staff absences.
- Teachers receive helpful induction training to help them adapt from mainstream school teaching to the challenges of working in a secure setting.
- The school performs well against the Youth Justice Board (YJB) education performance indicators. The range of information held about learners has improved. It is now sufficient to track the achievement of the small number of learners in the centre. However the management information system is not yet sophisticated enough to help in the strategic analysis of learners' performance, progress or progression, or to measure the impact of initiatives that staff introduce on learners' behaviour or achievement.

- Quality improvement arrangements in the school have many good features.
- The centre produces a self-evaluation report that is comprehensive and evaluative. It uses this analysis well to develop an annual quality development plan. The plan contains clear objectives for improvement and is monitored regularly to capture the progress made towards objectives. There has been good progress towards meeting the recommendations of the previous Estyn inspection.
- The performance management system used by the comprehensive school is now in use in the centre. However, in too many cases the targets and development objectives set for staff are not detailed enough or customised enough to individuals' needs.
- Hillside supports professional development well and many staff access appropriate training opportunities. Teachers have equal access to the full range of training opportunities within the comprehensive school. Staff have recently visited a secure children's home in England and other centres to look at good practice. There are useful arrangements in place for staff in the centre and in the comprehensive school to observe each other teaching.
- New staff are offered helpful, clinical supervision by the centre's psychologists to help them settle into the new environment. However, there is not a detailed staff development plan that shows how the centre plans to ensure that staff with new responsibilities will be equipped to carry out their roles.
- Hillside celebrates its links with a good range of partners, including the fire service and local football clubs, by displaying photographs of the learners who participate in these events. A few learners are able to gain work experience with local employers. Police and fire service staff participate in the centre's Hillympics, an annual sport event
- The management of resources in the education centre is good. The enhanced staffing arrangements ensure that staffing ratios are good, with appropriate cover arrangements when needed. There are sufficient teaching assistants that provide valuable support to teachers and learners. Classes are well equipped, and learners have good access to ICT and facilities that enable them to develop a good range of vocational skills.

Estyn's Recommendations to improve the service.

In order to maintain and improve on this progress, Hillside should:

- R1 Implement training for all staff to ensure that all are sensitive to influences that can radicalise learners
- R2 Develop a literacy and numeracy strategy
- R3 Review the curriculum to further improve the relevance of qualifications to learners' success and progression, and improve the numbers of learners who gain literacy and numeracy qualifications at levels one and two
- R4 Develop a scheme of work for PSE and evaluate the impact of PSE activities on learners' behaviours and coping strategies to prepare them for leaving the centre
- R5 Improve the assessment of, and for, learning
- R6 Improve the strategic analysis of learners' performance, progress or progression, and the impact of initiatives introduced on learners' behaviour or achievement

Appendices

ESTYN Inspection Report (2016) for Hillside Secure Children's Home.

Background Papers

None

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Mark Lazarus
Manager
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December 01 2016

Dear Mark

Inspection of Hillside Secure Children's Centre

Alun Connick HMI and Gill Sims HMI visited your centre recently in order to inspect provision on behalf of CSSIW. CSSIW asked Estyn to evaluate the education provision offered at Hillside, and answer the three key questions in the Estyn Common Inspection Framework:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

Context

Since Estyn's last visit in 2015, there have been further significant changes to the balance of the extremely vulnerable client group for which the centre caters. The needs of learners in Hillside vary considerably, according to the nature and source of their referral. Some learners are involved in the youth justice system, while others are referred for welfare reasons. Many will only be at the centre for a short period of time. This requires the centre to continually reassess and adapt the services it offers.

Main findings of the inspection visit

How good are outcomes?	Adequate
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Nearly all learners leave Hillside with a relevant and positive educational outcome. Nearly all achieve units of credit for their vocational learning in areas such as childcare, hair and beauty, and cookery. Most of these are at either entry level three or level one.

A minority of learners take GCSE examinations, many in English and mathematics. However, too many learners achieve GCSEs at low grades and outcomes in GCSE science are particularly poor.

Nearly all learners achieve a qualification in literacy and numeracy at entry level. However, very few attain relevant qualifications in literacy and numeracy at level one and level two and this restricts their progression to further education and training.

In nearly all vocational classes, learners make effective progress in developing new skills. They engage well with the lesson and generally remain on task. They enjoy these lessons and are motivated to achieve proficient outcomes.

In other classes, learner progress is variable. Although a majority of learners achieve the lesson objectives, a minority make slow progress. These learners do not engage well, show little motivation and do not focus on their tasks for parts of the lesson.

Overall, learners' individual literacy and numeracy skills are under-developed. Many learners do not build up their skills to achieve sustained progress over time. Around half of learners engage well in discussions and take appropriate turns in speaking. A few listen well to others and engage in animated conversations. Most communicate well with their teachers and a few of their peers.

A minority of learners write appropriately in line with their ability and use correct spelling for most of their work. Many learners use ICT confidently for research and to explore ideas for creative projects.

Nearly all learners arrive at classes on time. Behaviour is generally good and the number of learners returning to their rooms during lessons has reduced over time. A minority of learners develop useful skills in reflecting on and managing their own behaviour through initiatives such as 'talk time'. Many learners develop their social skills over time and learn how to interact appropriately with adults and peers. A few sustain this learning beyond the classroom.

Many learners enjoy opportunities to engage in entrepreneurial activities. They develop products for sale to staff and visitors to raise money for charities that they

select themselves. Through initiatives such as the production and sale of soap they practise a range of skills in subjects that include science, technology, art, design, literacy and numeracy.

Most learners demonstrate an appropriate understanding of how to maintain healthy lifestyles through classes such as cookery and science. Nearly all take part in a suitable range of sport and fitness activities through the curriculum. Learners participate very enthusiastically in the annual sports event, the Hillympics, and engage wholeheartedly in challenges that require them to use problem-solving and team-building skills.

How good is provision?	Good
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Learners have good access to education. The curriculum the centre offers is broad, offering learners a good range of vocational and educational options. In addition to the core subjects, learners can take subjects such as catering, motor vehicle maintenance, art and design. There are good opportunities for learners to gain accreditation, including GCSEs and unit-based accreditation. Programmes are flexible and respond reasonably well to the needs of most children. Hillside works well with its partner comprehensive school to extend the curriculum, for example to allow learners who, on their arrival, are already studying A-level psychology. The curriculum has recently been revised to include thematic topics, which enable learners to pursue individualised programmes of interest. However, this approach is not yet fully established.

Learning and accreditation takes good account of the low academic achievement of many of the centre's learners. For example, they gain credit for small units of learning. This encourages learners to progress and recognise their achievements. This is valuable, as many have had negative experiences in mainstream education, and many will only stay at the centre for a short period. Learners have good opportunities to gain qualifications that particular industries require (such as Food Hygiene Certificates or Construction Skills Certification Scheme cards). These improve learners' employment potential. In a few cases, learners do not have appropriate opportunities to progress to higher levels of qualification.

Nearly all staff are clear about the important priority that literacy and numeracy have in breaking cycles of reoffending behaviour. The centre has recently invested in a new system of initial and diagnostic assessment of these skills in order to help strengthen the planning of skills development. However, this is operating alongside other assessment methods already being used, which can confuse the identification of and planning for learners' needs. For many learners who make progress in developing their literacy and numeracy skills beyond entry level, the jump to GCSE is too great and they do not perform well enough in the exams. Currently there is no clear literacy or numeracy strategy in the centre. Planning to develop learners' literacy and numeracy skills across all subjects is too variable. Teachers do not

consistently set and track smart skills targets for individual learners that reflect the findings from initial and diagnostic skills assessments.

In a minority of lessons, opportunities are missed to embed the development of literacy, numeracy and digital competence, or to contextualise these within learners' particular interest areas. It is planned that the thematic sections of the new timetable will accommodate this, but this is in the early stages of development.

Most teachers make references in lessons to the culture of Wales. A few make use of incidental Welsh. Most classrooms have displays with bilingual content and a few teachers use learning resources that are partly bilingual.

Nearly all teachers plan well to provide learners with a suitable range of learning activities. They design their lessons to engage learners in short tasks. They adapt their teaching well to meet the learners' diverse social and interpersonal needs. They strive to understand the needs and motivations of the learners to ensure they provide the most effective care and timely support. Most staff are good role models for the young people, reinforcing the behaviours they encourage learners to develop.

Teachers in vocational lessons plan very well to provide the maximum amount of interactive learning time. They use appropriate resources to make sure all learners have equal access to the learning. Most vocational teachers take care to include literacy, numeracy and ICT where opportunities naturally occur.

In other lessons, where learning is more desk-based, teachers use interactive technology and media well to provide variety and to maintain learner interest.

Many teachers plan well to provide extension work for learners who finish their work quickly. However, too few teachers adapt learning activities fully enough to meet the needs of individual learners, particularly those at lower levels of ability.

Overall teachers manage learners' behaviour appropriately. They use a wide range of strategies to re-engage learners who choose to remove themselves from activities and learning.

Most teachers use questioning well to engage reluctant learners and to develop learners' thinking skills. A few use thoughtful extension questions well to develop learners' skills in reasoning, inference and deduction.

All teachers make very effective use of appropriate praise and encouragement and recognise the achievements of all learners. However, the planning for assessment of, and for, learning is underdeveloped. Many lesson plans do not identify specific outcomes well enough to allow teachers to measure and assess learner progress easily.

Care workers and teachers work well together to widen learners' experiences. Over the summer staff work well together to enable learners to get involved in enrichment

activities, such as sugar craft. The annual sport activity enables learners to participate in team activities, where they develop good communication skills and build relationships with others.

The provision of care, support and guidance of learners is very good. A good range of programmes support well the health and wellbeing of the learners in the centre. They are taught how to cook healthy meals and they take part regularly in physical education. Learners take part in extra sports activities during evenings and weekends.

There are good arrangements with Careers Wales to give learners access to independent advice and guidance. Additionally, the centre has enhanced its support to learners in planning for their future through its employment of a resettlement officer. This officer assists in the planning of arrangements for learners who are due to leave and advocates on their behalf when dealing with key agencies.

The centre has strengthened its range and extent of therapy practitioners. For example, they have recently appointed a speech and language specialist to the education team. They have employed psychologists, who routinely assess learners' needs on entry and communicate these needs well to teaching staff. There is very good communication between teaching and care staff, and many of the teaching assistants also work as care workers, which improves communication amongst staff further.

There is a range of sessions on substance misuse, sex and relationships, offending behaviour, bullying and harassment. Teachers involve specialist or visiting staff in these topics. Currently however, there is no personal and social education (PSE) scheme of work in place, to ensure that these topics form a coherent programme and help prepare learners for leaving the centre. The centre does not evaluate the impact of PSE activities on learners' behaviours and coping strategies.

There is a clear safeguarding policy and guidelines in place and staff understand what to do if they have concerns about an individual. All staff receive training in safeguarding and appropriate staff are trained in control and restraint techniques. The policy for dealing with radicalisation is very new. While some staff have participated in training in this topic in the comprehensive school, there is not a coherent approach to training all staff in this aspect of safeguarding.

There is a clear and effective understanding of behaviour management, shared between teaching and care staff. They work well together to ensure that they challenge consistently the use of bad language. There is a very good multidisciplinary approach to managing learners' behaviour, which minimises the time that a few learners lose from education activities.

The learning accommodation is generally good. However, too many classrooms have levels of echo and reverberation that are distracting for many learners with

learning difficulties or disabilities. Teachers use attractive wall displays to make most rooms stimulating and celebrate learners' work and achievements. There is good access to ICT in classrooms. Most teachers make good use of interactive whiteboards to engage learners' interest in lessons. While a majority of classrooms are too small to allow teachers to develop activity-based learning that can harness many learners' high degrees of physical energy, there are classrooms that can be adapted for a range of vocational subjects. These are used well to develop learners' practical skills. Teachers pay good attention to security and to health and safety within these workshops.

How good are leadership and management?	Good
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The local authority has given good support to Hillside since the last inspection. At a strategic level, the local authority has enabled the centre to undertake a major review of the management of the education provision. It has provided a good level of challenge and support to the centre's forward planning to bring the education provision under the direct management of Cefn Saeson Comprehensive School.

A board of directors, with a good range of expertise, oversees the strategic planning of the centre in the quarterly board meetings. They are well briefed and robustly monitor the centre's progress towards its strategic objectives. There are good opportunities for learners participate in board meetings and elected learners represent their colleagues' views to the board.

The headteacher of Cefn Saeson Comprehensive School reviewed and restructured the staffing of the education centre, putting in place useful staff exchanges with the main school. This benefits both institutions, by enabling them to share specialist expertise. This very recently introduced new structure has clarified the responsibilities of teachers in Hillside, and improved the morale, enthusiasm and confidence of staff.

The centre manager and the headteacher work together effectively to make sure that care staff and education staff work together closely to provide seamless support for learners. There are regular multi-disciplinary meetings to keep all teachers and care staff up-to-date with learners' needs, behaviour and progress. This enables staff to continuously adapt provision and support to meet the needs of the current learners. Teachers review learners' performance and progress in fortnightly education meetings and use these meeting to set targets for learners. This is useful, but learners are not sufficiently involved in negotiating or agreeing targets.

The headteacher is able to bring additional or cover staff from the comprehensive school when needed. As a result, the centre ensures continuity of provision and responds well to unplanned staff absences.

Teachers receive helpful induction training to help them adapt from mainstream school teaching to the challenges of working in a secure setting.

The school performs well against the Youth Justice Board (YJB) education performance indicators. The range of information held about learners has improved. It is now sufficient to track the achievement of the small number of learners in the centre. However the management information system is not yet sophisticated enough to help in the strategic analysis of learners' performance, progress or progression, or to measure the impact of initiatives that staff introduce on learners' behaviour or achievement.

Quality improvement arrangements in the school have many good features.

The centre produces a self-evaluation report that is comprehensive and evaluative. It uses this analysis well to develop an annual quality development plan. The plan contains clear objectives for improvement and is monitored regularly to capture the progress made towards objectives. There has been good progress towards meeting the recommendations of the previous Estyn inspection.

The performance management system used by the comprehensive school is now in use in the centre. However, in too many cases the targets and development objectives set for staff are not detailed enough or customised enough to individuals' needs.

Hillside supports professional development well and many staff access appropriate training opportunities. Teachers have equal access to the full range of training opportunities within the comprehensive school. Staff have recently visited a secure children's home in England and other centres to look at good practice. There are useful arrangements in place for staff in the centre and in the comprehensive school to observe each other teaching.

New staff are offered helpful, clinical supervision by the centre's psychologists to help them settle into the new environment. However, there is not a detailed staff development plan that shows how the centre plans to ensure that staff with new responsibilities will be equipped to carry out their roles.

Hillside celebrates its links with a good range of partners, including the fire service and local football clubs, by displaying photographs of the learners who participate in these events. A few learners are able to gain work experience with local employers. Police and fire service staff participate in the centre's Hillympics, an annual sport event

The management of resources in the education centre is good. The enhanced staffing arrangements ensure that staffing ratios are good, with appropriate cover arrangements when needed. There are sufficient teaching assistants that provide valuable support to teachers and learners. Classes are well equipped, and learners have good access to ICT and facilities that enable them to develop a good range of vocational skills.

Recommendations

In order to maintain and improve on this progress, Hillside should:

- R1 Implement training for all staff to ensure that all are sensitive to influences that can radicalise learners
- R2 Develop a literacy and numeracy strategy
- R3 Review the curriculum to further improve the relevance of qualifications to learners' success and progression, and improve the numbers of learners who gain literacy and numeracy qualifications at levels one and two
- R4 Develop a scheme of work for PSE and evaluate the impact of PSE activities on learners' behaviours and coping strategies to prepare them for leaving the centre
- R5 Improve the assessment of, and for, learning
- R6 Improve the strategic analysis of learners' performance, progress or progression, and the impact of initiatives introduced on learners' behaviour or achievement

Yours sincerely

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