



EDUCATION, SKILLS AND CULTURE CABINET BOARD

*Immediately Following Scrutiny Committee on
THURSDAY, 14 SEPTEMBER 2017*

COUNCIL CHAMBER, PORT TALBOT

1. To agree the Chairperson for this Meeting
2. To receive any declarations of interests from Members
3. To receive the Minutes of the Education, Skills and Culture Cabinet Board held on the 20 July 2017 (*Pages 3 - 6*)

To receive the Report of the Head of Transformation

4. Commissioning of Families First Funded Services (*Pages 7 - 22*)
5. Pupil Attendance Update (*Pages 23 - 30*)

To receive the Report of the Head of Participation

6. Quarterly Performance Management Data 2017-2018 (Quarter 1 - 1st April 2017 - 30th June 2017) (*Pages 31 - 44*)
7. Any urgent items (whether public or exempt) at the discretion of the Chairperson pursuant to Statutory Instrument 2001 No 2290 (as amended)

S.Phillips
Chief Executive

Cabinet Board Members:

Councillors: A.R.Lockyer and P.A.Rees

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
EDUCATION, SKILLS AND CULTURE CABINET BOARD
20 JULY 2017

Cabinet Members:

Councillors: A.R.Lockyer and P.A.Rees (Chairperson)

Officers in Attendance:

C.Millis, A.Thomas, 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 EDUCATION, SKILLS AND CULTURE CABINET BOARD HELD ON THE 15 JUNE 2017**

Noted by the Committee.

3. **FORWARD WORK PROGRAMME 17 - 18**

Noted by Committee

4. **SCHOOL TERMS DATES 2019/2020**

Decision:

That the 2019/2020 school term dates as contained in Appendix A of the circulated report be submitted to the Welsh Government.

Reason for Decision:

To enable the Authority to meet its statutory duty.

Implementation of Decision:

That the decision be implemented after the three day call in period.

Consultation:

Consultation took place between the 13 March 2017 and 5 May 2017. Consultees included governing bodies, trade unions and other admission authorities including those in the relevant area.

5. **STRATEGIC SCHOOLS IMPROVEMENT PROGRAMME - PROPOSAL TO ESTABLISH SPECIALIST PROVISION FOR PRIMARY AGE PUPILS WITH SOCIAL EMOTIONAL AND BEHAVIOURAL DIFFICULTIES**

Decision:

Having given due regard to the impact assessments in relation to equality, risk, community usage and Welsh Language in line with Section 48 of the School Standards and Organisation (Wales) Act 2013 approval be granted for consultation to be undertaken to establish a specialist provision for primary age pupils with social emotional and behavioural difficulties as detailed in the circulated report.

Reason for Decision:

To enable the Local Authority to comply with the formal consultation requirements imposed on the Council by the School Organisation Code. Subject to the outcome of consultation, implementation of the proposal will enable the Council to promote high educational standards and the fulfilment of every child's potential. It will also enable the Council to meet its duty to secure efficient education in its area.

Implementation of Decision:

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

Consultation

Formal consultation is required in line with the Welsh Government's School Organisation Code, July 2013, which specifies the procedures to be followed, including the content of the consultation document and those to be consulted. The consultation on the proposal will take place between the 6 September and the 20 October 2017.

6. THE ASSESSMENT OF WALKING ROUTES TO COMPLY WITH THE LEARNER TRAVEL STATUTORY PROVISION AND OPERATIONAL GUIDANCE 2014 - AND TO APPROVE A RISK ASSESSMENT MATRIX

Decisions:

1. That the Authority adopts the Risk Assessment Matrix contained in Appendix A and the guidance in Appendix B of the circulated report as a means of assessing the availability of routes in accordance with the Learner Travel Wales Measure;
2. That the risk assessment score of 15 or below be approved on a route to indicate that the risk is acceptable and the route be deemed available;
3. That the Director of Environment be granted delegated authority to determine the final outcome of the risk assessments.
4. That the appointment of a Learner Travel Wales Officer be supported in principle and that a report be commended to Personnel Committee for consideration.

Reason for Decisions

To enable the Council to deliver its statutory duty in relation to Learner Travel Wales Measure (2008).

Implementation of Decision

That the decision be implemented after the three day call in period.

7. **QUARTERLY PERFORMANCE MANAGEMENT DATA 2016-2017 -
QUARTER 4 PERFORMANCE (1ST APRIL 2016 - 31ST MARCH 2017)**

That the report be noted.

CHAIRPERSON

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education, Skills & Culture Cabinet Board

14th September 2017

Report of the Head of Transformation – Andrew Thomas

Matter for Decision

Wards Affected:

All Wards

Commissioning of Families First Funded Services

Purpose of the Report

To seek delegated authority for the Director of Education, Leisure and Lifelong Learning , (or his nominated representative) to embark on a tender process in order to secure new Families First funded services for 2018 onwards and for delegated authority to be granted to the Director of Education, Leisure and Lifelong Learning (or his nominated representative) to accept the most economically advantageous tenders and to award a contract to providers for the provision of such Families First funded services.

Executive Summary

In 2014, a range of services were established through commissioning and partnership agreements to deliver support services for children and families as part of the Families First programme. Those agreements have now come to an end and the Council is in receipt of new guidance from the Welsh Government for this area of work. The report sets out the need for the Neath Port Talbot County Borough Council (“the Council”)

to embark on a tender process for the appointment of providers of these services and sets out the principles that must be taken into account.

Background

Families First is a Welsh Government early intervention and prevention programme aimed at improving outcomes for children, young people and families. The Council receives an annual grant from the Welsh Government in respect of this programme.

The programme has a number of key elements:

- a. Team Around the Family
- b. Joint Assessment Family Framework (TAF Assessment)
- c. Strategic Commissioning
- d. Disability Focus

The Council has developed a number of different services to meet the requirements of this grant funding, which include, amongst others, Team Around the Family; play and youth services; supported access to childcare; and family support for families in crises are performed in house.

In 2014, a range of services were established through commissioning and partnership agreements to deliver support services for children and families. Contracts were issued for two years, from 2015-17 with the option to extend for a further two year period (on an annual basis).

In April 2017, new programme guidance for Families First was published narrowing the focus of the strategic commissioning element of the programme to concentrate on parenting and provision for young people. New services to meet these strategic priorities and the disability focus will need to be established.

As a result of this, the Council only proceeded to extend the arrangements for one calendar year, in order to ensure consistency of services throughout the commissioning period. However in light of the

new programme guidance, new arrangements now need to be put in place to ensure compliance with the Families First programme.

Since late 2016, the Council has been undertaking a needs assessment specifically to inform the Families First commissioning programme.

The assessment has made recommendations across each element of the programme with keys areas for improvement being:

- Reviewing our TAF model and referral pathway.
- Improving processes to identify families needing support.
- Ensuring support is accessible at the earliest opportunity.

A multi-agency Strategic Partnership Commissioning Group was established to agree priorities. This group comprises members of NPTCBC, Abertawe Bro Morgannwg Unitary Health Board and Neath Port Talbot Council for Voluntary Services. Additionally, multi-agency service design meetings were held to ensure that the proposed services met the needs of families and that referral pathways facilitate timely support for families.

The Strategic Partnership Commissioning Group has spent time over the last few months determining the full extent of the services to be commissioned and whether there should be any deviation from the services commissioned in the past. New specifications of service are now being prepared to implement these.

The Council must ensure that contracts are awarded to commence on the 1st April 2018, to ensure compliance with the Families First programme. It is presently envisaged that the Council will embark on a competitive tender exercise in the Autumn of 2017.

The existing Families First funded services are delivered by both internal and external providers, including public, private and third sectors. It is anticipated that a similar mix of submissions will be received for those services put out for competitive tender. To ensure maximum interest, the Council will hold a market warming exercise to promote opportunities for tender.

As the Families First programme is grant funded, it is proposed that the Council will enter into two year agreements, with the option to extend for a period of up to two years on annual basis, subject to appropriate performance. The agreements however will contain a suitable break clause that would allow the Council to terminate the arrangements in the event that the Families First funding comes to an end sooner than anticipated or there has been a breach of the contract or poor performance on the part of the appointed provider.

Financial Impact

The Families First grant allocation is confirmed annually by Welsh Government. The allocation for 2017/18 is currently £1,964,194. At this stage the Council does not know what the allocation will be for 2018/19, however the Council will work on the assumption that the amount will be of a similar level. Clauses however will be incorporated into the tender documents and any contractors or service levels agreements to ensure that where funding levels are decreased by the Welsh Government, the contract value can be reduced if deemed necessary.

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. The EIA has identified potential positive impacts for all of the identified protected characteristics and it is proposed that additional consultation is conducted at the service design stage and during contract implementation to ensure new services are accessible and inclusive. The EIA is attached to the report at Appendix 1 for the purposes of the meeting.

Workforce Impacts

There are no adverse workforce impacts. It is anticipated that as some services are potentially to transfer to the Council from an external provider there maybe potential for the Transfer of Undertakings (Protection of Employment) Regulations 2006 to apply. Consultation will be held with the Head of Human Resources accordingly and if necessary a report will be taken to Personal Committee in this regard.

Legal Impacts

The Council is a contracting authority for the purposes of the Public Contract Regulations 2015 (the “Regulations”) which govern this particular area of work. As the proposed arrangements are likely to exceed the sum of £164,176 the Council will at all times have to comply with the Regulations.

In addition, the Council has entered into a grant agreement with the Welsh Government which requires the Council to achieve best value for any expenditure that it incurs in fulfilling the requirements of the Welsh Government Families First Programme. Embarking on a competitive tender exercise will ensure that the Council meets these requirements.

Risk Management

In the event that the Council did not embark on a commissioning activity for the Families First programme for some services, the Council could be found to be in breach of the Welsh Government grant agreement exposing the Council to claw back of such funding. The Council therefore must embark on a tender exercise within the proposed timelines to meet compliance with the requirements of the grant funding.

Consultation

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

Recommendations

It is recommended, having due regard to the Equality Impact Assessment, that:

- (1) The Director of Education, Leisure and Lifelong Learning (or his nominated representative) be granted delegated authority to agree the final specifications for services that are required to meet the requirements of the Welsh Government Families First Programme Guidance;
- (2) The Director of Education, Leisure and Lifelong Learning (or his nominated representative) be granted delegated authority to

embark on a tendering programme for the appointment of providers to fulfil the requirements of the Welsh Government Families First Programme Guidance;

- (3) The Director of Education, Leisure and Lifelong Learning (or his nominated representative) be granted delegated authority to accept the most economically advantageous tenders identified as part of the tendering programme identified in Recommendation 2;
- (4) The Director of Education, Leisure and Lifelong Learning (or his nominated representative) be granted delegated authority to enter into a contract and any other associated documentation with providers to fulfil the requirements of the Welsh Government Families First Programme Guidance; and
- (5) The Director of Education, Leisure and Lifelong Learning (or his nominated representative) be designated to be the Representative of this Council for the purposes of the proposed Contract and to carry out on behalf of the Council all the delegated powers of such a Representative.

Reasons for Proposed Decision

To ensure that commissioning activities can be undertaken to secure appropriate support services are in place for children, young people and families in the Neath Port Talbot area.

Implementation of Decision

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

Appendices

Equality Impact Assessment

List of Background Papers

Neath Port Talbot Families First Needs Assessment, June 2017
Welsh Government Families First Programme Guidance April 2017

Officer Contact

Andrew Thomas, Head of Transformation

Tel: 01639 763314

Email: a.d.thomas@npt.gov.uk

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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: Think Family Partnership – Families First
Directorate: ELLL

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

Service/ Function	Policy/ Procedure	Project	Strategy	Plan	Proposal
X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(b) Please name and describe below...

_Families First Commissioning of Services - Since 2014, a range of services were established to deliver support services for children and families, funded through Welsh Government's Families First grant. In April 2017, new programme guidance for Families First was published narrowing the focus of the strategic commissioning element of the programme to concentrate on parenting and provision for young people. New services to meet these strategic priorities and the disability focus will need to be established.

(c) It was initially screened for relevance to Equality and Diversity on _04.07.17_

(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: Allison Harris
Job title: Families First & Play Manager
Date: 04.07.17

(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?

Families First is an early intervention and prevention programme aiming to improve outcomes for children, young people and families. The programme's strategic commissioning will focus on parenting support for parents of children from conception to teenagers, and on support for young people. A disability focus and Team Around the Family will also be included within the scope of the programme delivery.

Who has responsibility?

NPTCBC is the grant recipient; implementation and monitoring will be through the Think Family Partnership governance structure.

Services will be delivered by both internal and external providers

Who are the stakeholders?

The new services will be provided to children, young people and families.

Services may be delivered internally and externally.

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

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

All of the above equalities monitoring data is requested from all service providers delivering under the existing programme. However, this is not currently collated in a way that aids easy interrogation of the data.

Any Actions Required?

Collate equalities data in order to better understand existing service users.

(b) General

What information do you know and how is this information collected?

Recently undertaken a needs assessment specifically to inform the commissioning work to understand the needs of children, young people and families in NPT.

Any Actions Required?

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	➔ X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability	➔ X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender reassignment	➔ X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marriage & civil partnership	➔ X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy and maternity	➔ X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Race	➔ X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religion or belief	➔ X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sex	➔ X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	➔ X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Welsh language	➔ X <input type="checkbox"/>	<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 services provided through the funding will be aimed at children, young people and families in NPT who need support. These will be identified through agencies in contact with the families – health visitors, schools, GPs, etc. – and this will include people with different protected characteristics.

Services will need to be actively inclusive to ensure that the support offered is appropriate and accessible to all. This will include availability of information, delivery time/day/location of services and cultural awareness.

Corporate Strategy will be contacted so that groups supporting people with different characteristics can be consulted on at service design/specification stage.

(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

Positive impact - The programme requires that authorities must comply with the Welsh Language Standards and consider this as part of the design, commissioning and delivery of services. Requirements will be built into service specifications to ensure that this is considered.

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

Equalities data for service users could be better utilised to understand the impact of the services.

Actions (to increase positive/mitigate adverse impact).

Reference to any Welsh Language requirements contained in service specifications and contracts will be built into the monitoring framework to ensure compliance.

Welsh language data relating to service users to monitor whether the measures in place are sufficient and to identify if changes need to be made to promotion and/or delivery of services.

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 provision of the services should have a positive impact on meeting the PSED.

The services aim to be inclusive, providing equality of opportunity between different groups. Clarity around requirement for providers will be included in specifications and tender information.

What work have you already done to improve the above?

Decisions around the types of services that will be available are still to be made, providing an excellent opportunity for expectations to be clearly outlined from the outset.

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

Services will need to be actively inclusive to ensure that the support offered is appropriate and accessible to all. This will include availability of information, delivery time/day/location of services and cultural awareness.

Corporate Strategy will be contacted so that groups supporting people with different characteristics can be consulted on at service design/specification stage.

(b) Reduce Social Exclusion and Poverty

Please explain any possible impact

The provision of the services should have a positive impact on reducing social exclusion and poverty.

Service Poverty – providers will be required to provide services at locations that are accessible for service users, this will often be at home. Services will need to be actively inclusive to ensure that the support offered is appropriate and accessible to all. This will include availability of information, delivery time/day/location of services and cultural awareness.

Participation Poverty – service users will be involved in co-production of support plan affecting them and engagement of participants will form part of the ongoing monitoring of the programme.

What work have you already done to improve the above?

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

Ensure that promotion of the services available and engagement with other agencies is appropriate and sufficient to ensure that families are able to access the support they need.

Ensure that service providers are appropriately supported to ensure that they are able to engage with service users, including children and young people, so that their views are sought and included in support plans.

(c) Community Cohesion

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

The provision of the services should have a positive impact on community cohesion.

The programme aims to provide time limited support to families to help address issues that they may be facing. Sustainable solutions will require those involved in the delivery of the programme, including providers and referrers, to have an understanding of the communities they are working in. This will enable them to signpost, and facilitate where necessary, the transition of families to community based services.

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

Section 5 Consultation

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?

Consultation, through online questionnaires, focus groups and stakeholder events has been undertaken as part of the recent Families First Needs Assessment.

Decisions around the types of services that will be available are still to be made, providing an excellent opportunity for consultation to be built into the work going forward.

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

Consultation at service design stage to be undertaken with groups supporting/working with people with different protected characteristics.

Section 6 – Post Consultation

What was the outcome of the consultation?

Consultation at service design stage will be undertaken with groups supporting/working with people with different protected characteristics so that every effort can be made to increase positive/mitigate negative impact.

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:

Monitoring of all services will be through the Think Family Partnership support team and governance structure, specifically:

Submission of data:

- RBA card
- Service user details
- Equalities monitoring data

Monitoring visits

Feedback from/engagement with participants

Actions:

Ensure details of future reporting/monitoring requirements are clear in contracts and regularly reported to the TFP.

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).

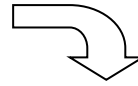
Outcome 1: Continue the initiative...

X

Outcome 2: Adjust the initiative...

Outcome 3: Justify the initiative...

Outcome 4: Stop and remove the initiative...



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
Consult with those working with/supporting people with protected characteristics as part of the service design to maximise positive impacts	Families First & Play Manager	End September 2017	Feedback from groups	
Ensure that service specifications and monitoring arrangements include expectations/ requirements in relation to impact on/inclusion of protected characteristics.	Families First & Play Manager	End September 2017	Documentation Monitoring information	
Improve collation and monitoring of equalities data	TFP Performance & Monitoring Officer	From implementation of new services – April 2018	Monitoring information	

* Please remember to be 'SMART' when completing your action plan.

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education, Skills and Culture Cabinet Board

14th September, 2017

Report of the Head of Transformation – Andrew Thomas

Matter for information

Wards Affected: All

PUPIL ATTENDANCE UPDATE

Purpose of the Report

1. To provide Members with information and data in relation to Neath Port Talbot pupil attendance covering the 2016/17 academic year.

Background

2. This report provides Members with details of the latest available data for the 2016/17 academic year.

Attendance Data

3. For the 2016/17 academic year the primary sector attendance rate was 94.67%, which saw a +0.14% increase compared to the 2015/16 year. However, comparing the same two school years, the secondary sector attendance rate was 93.03%, which saw a -0.13% decrease compared to the 2015/16 year.

4. During the year 34 primary schools increased their attendance compared with the previous academic year, with 25 reporting a decrease. In the secondary sector 5 schools increased their attendance with 6 reporting a decrease. [Note: for the purpose of statistical reporting, the data for Ysgol Bae Baglan as an all-through school has been disaggregated into both the primary and secondary sectors.] A list of the individual school data comparing the two academic years is provided in Appendix A to this report.
5. Following the decision by Members previously to implement a set of recommendations of a wide-scale review into inclusion, the 2016/17 academic year was the first full year where attendance figures for those pupils formerly registered centrally as EOTAS (educated other than at school) were included on individual schools rolls. Given the vulnerable nature of this group of pupils, particularly in the secondary and special school sectors, there has been a slight negative impact on overall attendance. However, it is worth noting that for the first time the published attendance figures for Neath Port Talbot now includes every registered pupil of compulsory school age.

Analysis

6. It has been previously reported to Members earlier in the year that examining the data closely highlights that a significant number of schools across both sectors, particularly secondary, were affected quite significantly by illness during November and December. In December alone at one school illness accounted for almost 9% of possible pupil attendance, with the whole-school attendance rate being 89.55%. Recorded illness during the month of December across both the sectors was practically double that of recorded illness just two months previous during October. Whilst schools made great strides over the remainder of the year to recover from this period, the overall attendance figures were undoubtedly suppressed because of this.
7. On a wider level, reported illness amongst Neath Port Talbot pupils is one of the highest in Wales. At the beginning of the academic year (2016/17) having studied comparative data across Wales, schools were asked to concentrate efforts on reducing use of the illness ('I') code by not readily and always accepting at face value notification that a pupil is too unwell to attend school. It is accepted that on occasion pupils suffer illness; however, evidence available to us confirms that since schools have taken a tougher stance on the authorisation of holidays during term-time the number of pupils reporting as being ill has increased dramatically. As a measure to reduce the growing number of reported illness absences schools were asked to consider

challenging the reason for absence where there are patterns of similar absence i.e., regular Monday's or Friday's recorded as being ill or by asking for medical evidence for reasons of illness that are regular or recurring. This effort has seen a good reduction in the recording of illness amongst primary schools (3.13% down from 3.53% of possible attendance) and an excellent reduction from secondary schools (3.84% down from 4.42% of possible attendance). The Welsh average for 2016/17 is not yet currently available, however, the 2015/16 Welsh average for primary schools was 3.1% and for secondary schools it was 3.5%. By robustly challenging absence more, whilst maintaining a sympathetic and empathetic view on those genuinely presenting as being ill, it is hoped attendance can improve further.

8. Persistent absenteeism continues to improve year-on-year over the past 5 years. In 2012/13 it was running at 5.8% of pupils classed as persistent absentees, however, for the 2016/17 academic year it was down to 3.6% which is below the Welsh average of 3.9% for 2015/16 (Welsh average data for 2016/17 is not yet available).

Fixed Penalty Notices

9. The Education Welfare Service continues to work closely with schools and parents to identify the cause of individual pupil absence with the aim of early intervention when and where needed. Education Welfare Officers will often attend at the home of the pupil to make enquiries as to the reason for the absence from school in an effort to assist and facilitate an early return to school and discuss with parents various strategies to encourage and improve regular attendance.
10. Where the examples described above have been unsuccessful the Council has the available option of issuing parents with a fixed penalty notice or the commencement of prosecution via Court. A fixed penalty notice currently stands at £60 if paid within the first 28 days rising to £120 afterwards.
11. Members of the former Children, Young People and Education Scrutiny Committee previously asked officers what evidence existed that fixed penalty notices made a positive impact on raising attendance. Following a spot analysis at the time of 20 pupils who were issued with a fixed penalty notice it later reported to Scrutiny Committee that of the 20 pupils 17 had demonstrated an improvement in their attendance, 2 pupils had genuine reasons for not improving and 1 pupil's attendance had not improved. Subsequently and more recently this exercise has been repeated to include every pupil (72) that was issued with a fixed penalty notice during the autumn term 2016/17 and their attendance

was tracked on a monthly basis for the remainder of the academic year.

12. The result of this larger and longer term analysis has mirrored the earlier spot assessment that attendance rates of the majority of pupils increase as a result of the issuing of a fixed penalty notice. A breakdown of the results is given below:

Number of pupils initially issued with a FPN - 72

Unable to track (moved away/excluded/de-registered etc.) - 14 pupils

Increase in attendance - 39 pupils of 58 possible

Decrease in attendance - 19 pupils of 58 possible

13. This assessment demonstrated that exactly two-thirds of those pupils we were able to track through the year improved their attendance. Several pupils managed to achieve a 100% attendance rate for a number of successive months following the issuing of a penalty notice.
14. Having carried out a data tracking exercise to assess the impact of issuing fixed penalty notices to parents for non-attendance, there is clear evidence that fixed penalty notices have a material positive effect in the breadth of tools available to schools and the local authority for improving attendance. Some Members have previously expressed their concern at the issuing of a fixed penalty notice as an added financial pressure for parents. Whilst this is understandable, since the introduction of fixed penalty notices a significant number of parents have been offered this alternative method of penalty instead of being prosecuted through the courts system and handed a financial penalty of some ten-times the amount of the fixed penalty notice together with receiving a criminal record. The fixed penalty process introduced a new stage before the need to formally prosecute parents, but whilst recognises at the same time that other means of support appear to have failed.
15. The authority has a Code of Conduct on the issuing of fixed penalty notices and each case is considered on its own merits prior to a penalty notice being issued. The Code of Conduct is displayed on the Council's website.
16. A total of 122 penalty notices were issued during 2016/17. Of this 30 were unpaid and resulted in formal Court action being taken.

Holiday's During Term-time

17. In Wales, regulations provide Headteacher's with the discretion to authorise up to 10 days absence for a family holiday during term-time. Each application will be considered on its own merit using the Headteacher's discretion whether to authorise the absence or not.
18. The position of the Authority remains firm that unless there are special circumstances warranting approval of a holiday during term-time Headteacher's are encouraged to reject all requests. There is no automatic right for parents to withdraw their child from school for a holiday.
19. Authorised absence for holiday's amongst Neath Port Talbot pupils currently stands at an all-time low at 0.06% absence in the primary sector for 2016/17 down from 1.52% in 2012/13 and 0.02% absence in the secondary sector for 2016/17 down from 0.62% in 2012/13.
20. Members will continue to be provided with regular reports on pupil attendance and the work being undertaken to improve the operation of the Education Welfare Service.

Financial Impact

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

Equality Impact Assessment

22. 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 this report does not require an equalities impact assessment.

Workforce Impacts

23. There are no workforce or staffing issues directly associated with this report.

Legal Impacts

24. There is no legal impact associated with this report.

Risk Management

25. Members have previously determined that they wish to include the monitoring of pupil attendance as a regular activity within their on-going work programme. Such scrutiny maintains a high-level focus on attendance amongst schools within the County Borough whilst comparing internal pupil attendance with that of other authorities across Wales.

Consultation

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

Recommendations

27. That Members note the contents of this report.

Appendices

28. Appendix A: List of schools with individual attendance rates.

List of Background Papers

29. None.

Officer Contact

30. John Burge, Manager of the School & Family Support Team

Tel: 763599 Email: j.burge@npt.gov.uk

APPENDIX A

School	2016/17	2015/16	
Abbey Primary	94.10%	95.18%	-1.08%
Alderman Davies CIW	95.37%	95.29%	0.08%
Alltwen Primary	95.26%	95.00%	0.25%
Awel y Môr	94.86%	93.69%	1.17%
Baglan Primary	94.61%	94.05%	0.56%
Blaenbaglan Primary	95.18%	95.28%	-0.10%
Blaendulais Primary	94.49%	94.52%	-0.03%
Blaengwrach Primary	95.30%	95.05%	0.24%
Blaenhonddan Primary	94.87%	94.82%	0.05%
Bryncoch CIW Primary	94.87%	95.11%	-0.24%
Brynhafod Primary	91.99%	93.15%	-1.16%
Catwg Primary	94.85%	95.21%	-0.35%
Central Primary	94.87%	93.96%	0.90%
Cilffriw Primary	94.85%	94.60%	0.25%
Coed Hirwaun Primary	95.83%	96.22%	-0.40%
Coedffranc Primary	95.02%	94.19%	0.84%
Creunant Primary	95.58%	94.47%	1.10%
Croeserw Primary	94.31%	93.75%	0.56%
Crymlyn Primary	95.82%	95.67%	0.15%
Crynallt Primary	94.39%	94.93%	-0.54%
Cwmafan Primary	93.64%	93.66%	-0.01%
Cwmnedd Primary	94.44%	95.03%	-0.59%
Cymer Afan Primary	95.16%	94.10%	1.05%
Eastern Primary	92.97%	93.44%	-0.46%
Glyncorrwg Primary	95.65%	94.93%	0.72%
Gnoll Primary	94.22%	94.93%	-0.71%
Godrergrraig Primary	94.57%	94.50%	0.07%
Groes Primary	94.19%	94.26%	-0.07%
Llangiwrwg Primary	94.54%	93.45%	1.09%
Llansawel Primary*	92.14%	92.20%	-0.06%
Maesmarchog Primary	96.20%	94.81%	1.39%
Melin Primary	93.57%	94.20%	-0.63%
Penafan Primary	93.64%	93.88%	-0.24%
Rhos Primary	94.88%	94.90%	-0.02%
Rhydyfro Primary	94.26%	93.55%	0.71%
Sandfields Primary	93.45%	93.76%	-0.31%
St Joseph's Infant	94.61%	95.51%	-0.90%
St Joseph's Junior	95.88%	95.39%	0.49%
St Joseph's Primary	94.17%	95.16%	-0.99%
St Therese's Primary	94.93%	94.95%	-0.02%
Tairgwaith Primary	95.07%	93.97%	1.10%
Tonnau Primary	94.53%	95.01%	-0.49%
Tywyn Primary	95.05%	94.22%	0.83%
Waunceirch Primary	94.50%	93.80%	0.70%
YGG Blaendulais	95.73%	95.40%	0.33%
YGG Castell-nedd	95.14%	94.87%	0.27%
YGG Cwmllynfell	94.91%	95.48%	-0.57%
YGG Cwmnedd	94.88%	94.74%	0.14%
YGG GCG	95.82%	95.93%	-0.11%
YGG Pontardawe	95.44%	94.67%	0.77%
YGG Rhosafan	94.64%	94.58%	0.06%
YGG Trebanws	95.76%	94.57%	1.19%
YGG Tyle'r Ynn	95.02%	94.87%	0.16%
YGG Y Wern	95.03%	94.95%	0.08%
Ynysfach Primary	94.88%	94.43%	0.45%
Ynysmaerdy Primary	95.23%	94.85%	0.38%
Ysgol Bae Baglan	93.58%	93.05%	0.53%
Ysgol Maes Y Coed	92.55%	91.65%	0.90%
Ysgol Hendrefelin	89.09%	89.90%	-0.81%

*Includes Traveller Unit

School	2016/17	2015/16	
Cefn Saeson	93.33%	93.94%	-0.61%
Cwmtawe	94.09%	93.67%	0.42%
Cymer Afan	93.02%	91.99%	1.03%
Dwr y Felin	94.25%	94.01%	0.24%
Dyffryn School	93.38%	93.46%	-0.08%
Llangatwg	93.63%	93.35%	0.28%
St Joseph's RC	91.54%	92.60%	-1.06%
Ysgol Bae Baglan	91.18%	92.12%	-0.94%
Ystalyfera	94.59%	93.94%	0.65%
Ysgol Maes Y Coed	88.19%	90.08%	-1.90%
Ysgol Hendrefelin	81.88%	84.97%	-3.10%

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education, Skills and Culture Cabinet Board

14th September 2017

Report of the Head of Participation

Chris Millis

Matter for Monitoring

Wards Affected: All Wards

Quarterly Performance Management Data 2017-2018 – Quarter 1 Performance (1st April 2017– 30th June 2017)

Purpose of the Report

To provide members with quarter 1 performance management data, complaints and compliments for the period 1st April 2017 to 30th June 2017 for Education, Leisure and Lifelong Learning Directorate. This will enable the ESC Cabinet Board to discharge their functions in relation to performance management.

Executive Summary

The report provides education results and assessments at KS4, KS3 and KS2. Attendance and exclusion data over the Secondary and Primary Sectors. Data relating to the Statutory Assessment Process, the Youth Service and Childcare. Data relating to the Library Service including number of visitors, material issued and a summary of the number of people participation in a sporting activity at the council facilities.

Background

Quarterly data for members to compare results/outcomes.

Financial Impact

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

Equality Impact Assessment

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

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

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

Workforce Impacts

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

Legal Impacts

This progress report is prepared under:

The Local Government (Wales) Measure 2009 and discharges the Council’s duties to “make arrangements to secure continuous improvement in the exercise of its functions”.

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

Risk Management

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

Consultation

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

Recommendations

Members monitor performance contained within this report.

Reasons for Proposed Decision

Matter for monitoring. No decision required.

Implementation of Decision

Matter for monitoring. No decision required.

Appendices

Appendix 1 - Quarterly Performance Management Data 2017-2018

Appendix 2 - Compliments and Complaints 2017-2018

List of Background Papers

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

Monitoring forms/spreadsheets

Welsh Government Statistical Releases

Officer Contact

Neal Place, Performance Management Officer.

E-mail n.place@npt.gov.uk. Tel. 01639 763619



**Quarterly Performance Management Data 2017-2018 –
Quarter 1 Performance (1st April 2017 – 30th June 2017)**

Report Contents:

Section 1: Key points.

Section 2: Quarterly Performance Management Data and Performance Key.

Section 3: Compliments & Complaints Data.

Section 1: Key points.

Education

- Secondary School attendance for the Academic Year 2016/17 has fallen slightly from 93.7% to 93.6% (provisional) when compared to the Academic Year 2015/16.
- The percentage of pupils who achieved the Key Stage 2 Core Subject Indicator has risen from 84.9% to 85.9% when compared to the Academic Year 2015/16.
- The percentage of pupils receiving a Teacher Assessment in Welsh (first language) at the end of Key Stage 2 has remained at 15.6% but has fallen by 1.5% to 11.2% at Key Stage 3.
- The percentage of pupils who achieved the Key Stage 3 Core Subject Indicator has risen from 77.7% to 79.6% when compared to the Academic Year 2015/16.
- The number of young people in contact with the youth service has increased from 9.91% to 12.25%. This equates to 324 more young people attending the youth service.
- The number of full day childcare places provided has fallen from 2581 to 2303. The fall can be attributed to a number of establishments being deregistered / closed during the previous year. The percentage number of provided childcare places has remained constant.
- The percentage of final statements of special education needs issued within 26 weeks excluding exceptions has risen to maximum performance 100% and the number including exceptions has risen from 23.64% to 37.31%.
- There has been a rise in both the number of statements of special educational needs and new statements issued within the period.

Sport and Leisure

- There is no comparable data for the first quarter due to technical issues in 2016/17. Overall the trend indicates visitors to local authority sports and leisure centres who participate in physical activity have seen a steady rise in numbers due to the increasing popularity of the new “Aberavon Leisure and Fitness Centre” and the hire of “Ysgol Bae Baglan” facilities by the general public.

Libraries

- There has been a fall in the number of people using Public Libraries during the year, per 1,000 population which can be attributed to a number of key library staff being unable to attend work (sickness) resulting in a decrease in the number of activities on offer. Also the Libraries were shut for extra days over the Easter period.
- There has also been a fall in the number of library materials issued which can be attributed to the continuing shortfall in the book budget, the timing of books issued to playgroups and technical difficulties with the Library Management System which are being investigated.
- It should be noted there is an increased use of digital services via national schemes (i.e. e-magazine and e-audio/e-book service) which are not reflected in the figures for these performance indicators. (approx. 13,000 issues and 6500 website).

Section 2: Quarterly Performance Management Data and Performance key

2017-2018 – Quarter 1 Performance (1st April 2017 – 30th June 2017)


Note: The following references are included in the table. Explanations for these are as follows:

(PAM) Public Accountability Measures – a revised set of national indicators for 2017/18. Following feedback from authorities the revised performance measurement framework was ratified at the WLGA (Welsh Local Government Association) Council on 31 March 2017. These measures provide an overview of local government performance and how it contributes to the national well-being goals. This information is required and reported nationally, validated, and published annually.

All Wales - The data shown in this column is the figure calculated using the base data supplied by all authorities for 2015/2016 i.e. an overall performance indicator value for Wales.

(Local) Local Performance Indicator set by the Council and also includes former national data sets (such as former National Strategic Indicators & Service Improvement Data – SID's) that continue to be collected and reported locally.

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		Performance Key
		Maximum Performance
↑		Performance has improved
↔		Performance has been maintained
V		Performance is within 5% of previous year's performance
↓		Performance has declined by 5% or more on previous year's performance - Where performance has declined by 5% or more for the period in comparison to the previous year, an explanation is provided directly below the relevant performance indicator.
—		No comparable data (data not suitable for comparison /no data available for comparison)
		No All Wales data available for comparison.

No	PI Reference	PI Description	NPT Actual 2015/16 (2014/15 academic year)	All Wales 2016/17 (2015/16 academic year)	Quarter 1 2016/17 (2015/16 full academic year)	Quarter 1 2017/18 (2016/17 academic year)	Direction of Improvement
1	PAM/004	The percentage of pupils assessed at the end of Key Stage 2, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment.	83.3% (1,194 of 1,433 pupils)		84.9% (1,331 of 1,567 pupils)	85.9% (1,315 of 1,531 pupils)	↑
2	PAM/005	The percentage of pupils assessed at the end of Key Stage 3, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment.	77.8% (1,160 of 1,491 pupils)		77.7% (1,165 of 1,499 pupils)	79.6% (1,170 of 1,470 pupils)	↑
3	EDU/006i (Local)	The percentage of pupils assessed, in schools maintained by the local authority, receiving a Teacher Assessment in Welsh (first language) at the end of Key Stage 2.	14.1% (202 of 1,433 pupils)		15.6% (244 of 1,567 pupils)	15.6% (239 of 1,531 pupils)	↔
Page 37	PAM/008	The percentage of pupil attendance in Secondary Schools.	93.7% (2,148,160 of 2,293,388 sessions)		93.7% (2,186,082 of 2,332,537 sessions)	93.6% (p) (2,177,916 of 2,325,867 sessions)	▼
5	EDU/006ii (Local)	The percentage of pupils assessed, in schools maintained by the local authority, receiving a Teacher Assessment in Welsh (first language) at the end of Key Stage 3.	11.6% (173 of 1,491 pupils)		12.7% (191 of 1,499 pupils)	11.2% (165 of 1,470 pupils)	▼
6	PAM/003	Percentage of pupils achieving the expected outcome at the end of the Foundation Phase	82.3% (1279 of 1,554 pupils)		81.4% (1264 of 1,552 pupils)	81.2% (1248 of 1,537 pupils)	▼
7	EDU/002i (Local)	The percentage of all pupils (including those in local authority care), in any local authority maintained school, aged 15 as at the preceding August, who leave compulsory education, training or work based learning without an approved external qualification.	0.1% (2 of 1,542 pupils)		0.3% (4 of 1,492 pupils)	Reported 2nd Qtr	—

No	PI Reference	PI Description	NPT Actual 2015/16 (2014/15 academic year)	All Wales 2016/17 (2015/16 academic year)	Quarter 1 2016/17 (2015/16 full academic year)	Quarter 1 2017/18 (2016/17 full academic year)	Direction of Improvement
8	EDU/002ii (Local)	The percentage of pupils in local authority care, in any local authority maintained school, aged 15 as at the preceding August, who leave compulsory education, training or work based learning without and approved external qualification.	0% (0 of 21 pupils)		0% (0 of 31 pupils)	Reported 2nd Qtr	—
9	EDU/008a (Local)	The number of permanent exclusions during the academic year per 1,000 pupils from Primary Schools.	0 (0 from 9071 pupils)		0 (0 from 9220 pupils)	Reported 2nd Qtr	—
10	EDU/008b (Local)	The number of permanent exclusions during the academic year per 1,000 pupils from Secondary Schools.	1.2 (9 from 7377 pupils)		2.6 (19 from 7372 pupils)	Reported 2nd Qtr	—
Page 38	EDU/010a (Local)	The percentage of school days lost due to fixed-term exclusions during the academic year, in Primary Schools.	0.012% (203 of 1,723,944 days)		0.014% (244 of 1,752,043 days)	Reported 2nd Qtr	—
12	EDU/010b (Local)	The percentage of school days lost due to fixed-term exclusions during the academic year, in Secondary Schools.	0.085% (1,255 of 1,484,278 days)		0.101% (1,417 of 1,401,376 days)	Reported 2nd Qtr	—
13	EDU/011 (Local)	The average wider point score for pupils aged 15 as at the preceding 31 August, in schools maintained by the local authority.	586		556	Reported 2nd Qtr	—

No	PI Reference	PI Description	NPT Actual 2015/16 (2014/15 academic year)	All Wales 2016/17 (2015/16 academic year)	Quarter 1 2016/17 (2015/16 academic year)	Quarter 1 2017/18 (2016/17 Academic year)	Direction of Improvement
14	PAM/006	Percentage of Year 11 pupils achieving 5 GCSEs at grades A*-C, or equivalent, including English or Welsh first language and Maths	58.4% (900 of 1,542 pupils)		61.5% (918 of 1,492 pupils)	Reported 2nd Qtr	—
15	EDU/009a (Local)	The average number of school days that permanently excluded pupils did not receive an offer of full time appropriate education provision during the academic year.	26.7 (240 days for 9 pupils)		35.0 (699 days for 20 pupils)	Reported 3rd Qtr	—
16	EDU/009b (Local)	The average number of school days that permanently excluded pupils did not receive an offer of part time appropriate education provision during the academic year.	11.9 (107 days for 9 pupils)		7.5 (149 days for 20 pupils)	Reported 3rd Qtr	—
17	PAM/007	Percentage of pupil attendance in Primary Schools.	94.8% (3,262,430 of 3,441,713 sessions)		94.6% (3,306,608 of 3,496,979 sessions)	Reported 3rd Qtr	—
18	PAM/009	Percentage of Year 11 leavers not in education, training or employment. (NEET)	3.6% (56 of 1,542 pupils)		3.6% (53 of 1492 pupils)	Reported 4th Qtr	—

Education - Other

No	PI Reference	PI Description	2015/16 Actual	2016/17 Actual	All Wales 2016/17 (2015/16 academic year)	Quarter 1 2016/17	Quarter 1 2017/18	Direction of Improvement
19	EDU/015b (Local)	The percentage of final statements of special education needs issued within 26 weeks excluding exceptions. (measured over the 2016 calendar year - quarterly)	100% 10 of 10 pupils)	100% 56 of 56 pupils)		100% * (Qtr 2) (13 of 13 pupils)	100% * (Qtr 2) (25 of 25 pupils)	😊
20	EDU/015a (Local)	The percentage of final statements of special education needs issued within 26 weeks including exceptions. (measured over the 2016 calendar year - quarterly)	10.53% (10 of 95 pupils)	45.53% (56 of 123 pupils)		23.64% * (Qtr 2) (13 of 55 pupils)	37.31% * (Qtr 2) (25 of 67 pupils)	↑
21	L(Yth)2+ (Local)	The percentage of 11 - 19 year olds in contact with the youth service. (measured cumulatively over the 2016/17 financial year - quarterly)	31.31% (4,431 of 14,150)	36.70% (5,108 of 13,920)		9.91% (1,379 of 13,920)	12.25% (1,703 of 13,897)	↑
22	L(FP) 1+ (Local)	Number of full day childcare places provided. (measured over the 2016/17 financial year - quarterly)	2,003	2,281		2,581	2,303	↓
The fall can be attributed to a number of establishments being deregistered / closed during the previous year. The percentage number of provided childcare places has remained constant.								
23	L(SEN) 1b (Local)	Total number of children with statements of special educational needs. (measured over the 2016 calendar year - quarterly)	799	843		792 * (Qtr 2)	900 * (Qtr 2)	—
	L(SEN) 1a (Local)	Number of children with new statements of special educational needs. (measured over the 2016 calendar year - quarterly)	95	123		55 * (Qtr 2)	67 * (Qtr 2)	—
24	The increase in the total number of statements of special education needs can be attributed to a greater number of pupils moving into NPT who are already in receipt of a Statement which the Local Authority has to adopt. The number of new statements of special education needs has been heavily influenced by a large increase in the number of parental requests for Statutory Assessments which have resulted in a Statement of special education needs. Performance over time is non-comparable for these indicators as they are largely influenced by third party services where the council has no control.							

*- Calendar year data - 6 months data

Leisure and Libraries

No	PI Reference	PI Description	2016/17 Actual	All Wales 2016/17	Quarter 1 2016/17	Quarter 1 2017/18	Direction of Improvement
25	PAM/016	The number of people using Public Libraries during the year, per 1,000 population.	5,738 (808,966 visits)		1,448 (204,189 visits)	1,368 (193,669 visits)	↓
The fall can be attributed to a number of key library staff being unable to attend work (sickness) therefore there has been a decrease in the number of activities on offer. Also the Libraries were shut for extra days over the Easter period.							
26	LCL/004 (Local)	The number of library materials issued, during the year, per 1,000 population.	2,961 (417,407 issued)		758 (107,560 issued)	693 (98,081 issued)	↓
The fall can be attributed to the continuing shortfall in the book budget, the timing of books issued to playgroups and technical difficulties with the Library Management System which are being investigated.							
27	PAM/017	The number of visits to local authority sport and leisure centres during the year, per 1,000 population where the visitor will be participating in physical activity.	8,005 (1,128,704 visits)		—	1,832 (259,392 visits)	—
28	LCL/003 (Local)	The percentage of library material requests supplied within 7 calendar days.	75% (127 of 170)		—	Reported 3rd Qtr	—
29	LCL/002a (Local)	The number of publicly accessible computers per 10,000 population.	6		—	Reported 4th Qtr	—
30	LCL/002b (Local)	The percentage of available computer hours, in use.	39%		—	Reported 4th Qtr	—

Section 3: Compliments and Complaints

2017-2018 – Quarter 1 (1st April 2017– 30th June 2017) – Cumulative data

		Performance Key
Page 42	↑	Improvement : Reduction in Complaints/ Increase in Compliments
	↔	No change in the number of Complaints/Compliments
	∨	Increase in Complaints but within 5%/ Reduction in Compliments but within 5% of previous year.
	↓	Increase in Complaints by 5% or more/ Reduction in Compliments by 5% or more of previous year.

No	PI Description	Full Year 2016-17	Quarter 1 2016-17	Quarter 1 2017-18	Direction of Improvement
1	<u>Total Complaints - Stage 1</u>	20	1	8	↓
	a - Complaints - Stage 1 upheld	0	0	0	
	b -Complaints - Stage 1 <u>not</u> upheld	20	1	8	
	c -Complaints - Stage 1 partially upheld	0	0	0	

No	PI Description	Full Year 2016-17	Quarter 1 2016-17	Quarter 1 2017-18	Direction of Improvement
2	<u>Total Complaints - Stage 2</u>	2	1	2	↓
	a - Complaints - Stage 2 upheld	0	0	0	
	b - Complaints - Stage 2 <u>not</u> upheld	2	1	2	
	c - Complaints - Stage 2 partially upheld	0	0	0	
3	<u>Total - Ombudsman investigations</u>	2	2	0	↑
	a - Complaints - Ombudsman investigations upheld	0	0	0	
	b - Complaints - Ombudsman investigations <u>not</u> upheld	2	2	0	

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4	Number of compliments	8	3	0	↓
<p>Summary:-</p> <p>Stage 1:- 2017/18 first quarter has seen an increase in the number of complaints received when compared to 2016/17 first quarter, from 1 to 8. Complaints in 2017/18 concern Margam Park admission prices, animal welfare and the condition of the park. All the complaints were <u>not</u> upheld but processes are in place to prevent future reoccurrences where ever possible.</p> <p>Stage 2:- 2017/18 first quarter has seen an increase in the number of complaints received when compared to 2016/17 first quarter, from 1 to 2. The complaints concerned a statement of Special Education Needs and a School Cleaner. Both were <u>not</u> upheld.</p> <p>Ombudsman: - There have been no complaints escalated to the Ombudsman.</p> <p>Compliments: - The number of compliments has decreased from 3 to 0 when compared to 2016/17 first quarter.</p>					

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