

Service Report Card 2016-2017

Traveller Education Service

Section 1: Brief description of the service

The Traveller Education Service (TES) works with all pre-school, primary, secondary, Further Education Colleges and special schools in Neath Port Talbot to provide support for pupils from the Gypsy/Traveller community. We are a small team who have recently expanded our workforce from one teacher/manager, one fulltime teaching assistant and two part time teaching assistants to a further fulltime teaching assistant and one part time teaching assistant. One part time member of the team remains on maternity leave.

TES liaises with housed families and those living on one of our three sites in Neath and Port Talbot. We work with other professionals in order to facilitate provision of educational support within the county where deemed necessary for example Play works, Sure Start, Certificate of Personal Effectiveness (CoPE) facilitators etc. .

At both primary and secondary level we offer support for pupils to make the transition to education. Where mainstream attendance is not possible for cultural reasons, engagement with other agencies to provide educational courses is supported and encouraged. This may be through attendance in Further Education courses, 14-19 Pathway, Youth Service and other similar agencies.

We strive to improve literacy and numeracy for both pupils and parents, assisting with support for parents to attend adult education courses. Our parents can then help support their own children as they become more confident and act as essential role models.

We provide links to careers advisors and give support for pupils and adults in completing Curriculum Vitae's and in gaining their driving theory test through revision materials. This creates an opportunity to engage with families and means that parents are encouraged and supported through the theory test which can on times be out of reach to them due to their literacy difficulties.

We provide a vital link between schools and families and are often called upon to assist with agencies engaging with families who would otherwise find it difficult to engage for example Social Services, Benefits Agency. We provide information for Individual Education Plans (IEP'S) and learning development plans and take time to ensure that parents understand and participate in their writing

At times we offer advice to other provision providers. We work with the Education Welfare Officer (EWO) as well as the Home Education Service. We monitor attendance in liaison with schools and the EWO service, attending homes on site or within the housed community in order to promote school

attendance.

We visit unauthorised, roadside camps offering help and support to families. We also engage with fairground and circus families travelling through the area.

We provide regular updates of pupil numbers and family movements as required, working in liaison with the Traveller Liaison Officer. We currently work with a number of agencies through the Neath Port Talbot Gypsy/Traveller forum which was set up in order to provide more cohesive support for the community. We provide information to local authorities and nationally.

Gathering accurate data still presents a challenge due to the transient nature of our service users. As an example, in the space of two weeks in September 2016, we saw an increase of children on one site rise from two to twenty. All of whom needed to be supported in engaging with education and or seeking necessary advise with regard to educational opportunities in the authority.

Our Priorities are to improve attendance, literacy, numeracy and engagement.

Families with pre-school children were supported to engage with schools and consider education for their children. Language and Play sessions encouraged. 6 primary schools received support. 2 secondary school sites received support. 2 further education colleges received support. 3 pupils received support on site to achieve Open College Network qualifications (Youth Service). 3 circus pupils received support (attended two further primary schools) Averages of 3 home visits were made per week. Some families received more. 6 pupils engaged in fulltime mainstream, secondary school for the first time. 2 adults supported with CVs which led to employment. 2 supported to gain theory driving qualification. 3 supported to gain access to adult education classes. Social services supported to make contact with family involved in Child Protection (CP). CP meetings attended. 2 families supported to gain housing. Pupils involved in Youth Forum and production of Good Practice in Education booklet. 14-19 Pathway engaged with 1 pupil who had ceased to attend school. Housing Department supported to engage with housed community in order to carry out survey. NPT Gypsy Traveller forum established. Rapid Reading scheme introduced. Training for staff with AB. Health and Safety training. Careers Advisor sessions with pupils. Chinese student workshop. Travelling Ahead forum attended.

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

Outline of achievements

4 pupils remained in fulltime mainstream education, 1 pupil at KS 4 (y11) achieved GSCE qualifications C –G in the following subjects – English, Maths, Textiles, Child Development, Art, BTEC Food Technology, NVQ French, OCN Recycling, Personal Finance, Hairdressing Skills. 1 pupil (Y10) achieved BTEC Food Technology, Textiles GCSE, OCN Recycling, Personal finance, Hairdressing.

3 pupils on site continued to engage with Youth Action to complete OCN qualifications in English and Maths.

1 pupil engaged with 14-19 Pathway to achieve Level 2 award in Colouring and Dressing Hair QCF.

1 pupil attended Afan College and continues in education.

Families with pre-school children were supported to engage with schools and consider education for their children. Language and Play sessions encouraged. 6 primary schools received support. 2 secondary school sites received support. 2 further education colleges received support. 3 pupils received support on site to achieve Open College Network qualifications (Youth Service). 3 circus pupils received support (attended two further primary schools) Averages of 3 home visits were made per week. Some families received more. 6 pupils engaged in fulltime mainstream, secondary school for the first time. 2 adults supported with CVs which led to employment. 2 supported to gain theory driving qualification. 3 supported to gain access to adult education classes. Social services supported to make contact with family involved in Child Protection (CP). CP meetings attended. 2 families supported to gain housing. Pupils involved in Youth Forum and production of Good Practice in Education booklet. 14-19 Pathway engaged with 1 pupil who had ceased to attend school. Housing Department supported to engage with housed community in order to carry out survey. NPT Gypsy Traveller forum established. Rapid Reading scheme introduced. Training for staff with AB. Health and Safety training. Careers Advisor sessions with pupils. Chinese student workshop. Travelling Ahead forum attended.

Staff sickness within the service is generally low. However, the long term absence of one teaching assistant has meant that our current sickness is above the county average. This person is now on maternity leave.

The majority of our funding is used for staffing. During 2015/16 the Education Improvement Grant (EIG) funded the additional funding costs. There is no overspend/underspend within the service.

We did receive a complaint about lack of support during the year from one of our schools, however this was due to the member of staff supporting that particular school being on long term sick. Every effort was made to keep the school informed and to attend any necessary meetings involving the family. Liaison with the family and social worker were maintained throughout.

We receive continual positive feedback from schools, families and other agencies although this is informal.

**Section 3:
Service Priorities 2016-17**

Priority	Actions to deliver priority	Officer Responsible	Timescale	What will be different? Measures and/or Outcomes
1: To improve attendance	Provide support for families and pupils. Provide for support for schools. Seek appropriate alternative provision e.g. 14-19 Pathway, Bulldogs etc.	H Thomas	Monthly monitoring	Pupil attendance will increase.
2: To develop pupils' Literacy skills in particular oracy and reading.	More consistent engagement with families particularly from year 5 onwards to encourage families to consider secondary education. Links made with outside agencies who can offer support and education programmes TES to work in collaboration with Youth Service transition programme which can be offered to primary schools in the hope of keeping pupils engaged in education to secondary age and beyond. Parents supported and	H Thomas, Staff team	Sept 2016 – Termly monitoring	End of KS 3 results Improvement in reading age scores at KS2 and 3.

Appendix 1

	encouraged to attend adult education to act as role models An increase in staff numbers means more intervention programmes and support can be offered.			
3: To develop pupils' numeracy skills	Similarly with numeracy an increased number of staff means more regular intervention and a focus on the areas of need. Data can be more easily compiled and used to focus on need.	H Thomas, staff team	Sept. 2016 – termly monitoring	End of KS 3 results Improvement in KS2 and 3 national test scores
4: Increased number of pupils engaging in secondary education and where not appropriate, alternative provision.	An updated action plan will be completed by Dec 2016 considering outcomes from survey of need, to be completed by end of November 2016. Staff will receive continued training in order to better work with our families and schools. Parents will be supported in engaging in education which it is then hoped will have a knock on effect on future generations. TES will continue to encourage full time mainstream education. However where this is not possible continuing to engage families through alternative education programmes and	H Thomas, staff team	Sept. 2016-Dec 2016, ongoing	Increased and prolonged engagement with education

Appendix 1

	<p>links will be a major focus for the team. Clear vision for future, continued improved liaison with families, schools and outside agencies. Improved outcomes and attendance</p>			
--	--	--	--	--

Section 4:
Service Performance Quadrant 2016-17
Progress 1st April 2016 - 30th September 2016

Priority 1- Improve attendance. Engagement with families has greatly improved over the past two years through more regular visits to families. The Traveller Education Service has worked closely with schools and the Education Welfare Office. We have been able to re-engage pupils who were not attending school by offering support and looking at alternative educational options.

Priority 2- Improve Literacy. Through working closely with our schools and using data provided we have been able to identify individual pupils and small groups who need additional support in order to improve literacy. Our budget allows us to gain additional resources to support our work in schools. With increased staff numbers as of September 2016, intervention groups have increased; results will be available in the spring of 2017.

Priority 3 – Improve Numeracy. As with our work on literacy we have been able to work closely with our schools in order to identify pupils in need of additional support. Intervention 1:2:1 support and small group support is then put in place. Outcomes will be available in spring 2017.

Priority 4 – Increase Engagement. Through regular visits, working with schools and other agencies participation in education will continue to increase. The service is currently updating our action plan which will be completed by Dec 2016 considering outcomes from survey of need, to be completed by end of November 2016. Staff will receive continued training in order to better work with our families and schools. Parents will be supported in engaging in education which it is then hoped will have a knock on effect on future generations. TES will continue to encourage full time mainstream education. However where this is not possible continuing to engage families through alternative education programmes and links will be a major focus for the team.

Appendix 1

Measure	2014-15 Actual (2013-14 Academic year)	2015-16 Actual (2014-15 Academic year)	2016-17 Actual (2015-16 Academic year)
Service Measure 1: Improved school attendance: 1. Primary Attendance 2. Secondary Attendance	Schools supported 88.7 95.6	Schools supported 89.1 96.5	Current data is not available Primary numbers have remained steady. Home visits have increased. Data available December 2016
Service Measure 2: 1. Scores in National reading tests (% of pupil achieving >84	44.74	57.50	Intervention groups have increased Data available December 2016
Service Measure 3: 1. Scores in National procedural tests (% of pupil achieving >84	52.63	55.00	Intervention groups have increased Data Available December 2016
Service Measure 4: 1. Number of pupils educated in key stage 4 and F.E.	KS4 – 0 Further Education - 1	KS4 – 1 Further Education - 3	4 pupils previously not engaged in education are now attending Further Education courses. One pupil attending mainstream, part time, is now fulltime. 2 pupils are attending fulltime, mainstream education KS4 - 1 Further Education - 6
Corporate measure (CM01): a) Number of transactional services fully web enabled b) Number of transactional services partially web enabled	0	0	n/a

***please note figures are not always stable due to the transient nature of our service users**

*Whilst our service does not have any fully web enabled / partially web enabled services due to the nature of our service.

Section 5: Financial Quadrant 2016-17:

SUMMARY of financial performance

The service now has one full time Teacher, 2 fulltime Teaching Assistants, one is a seconded primary teacher plus three part time Teaching Assistants, and one is currently on maternity leave. None of the staff have permanent contracts.

£91,944.00 is spent on staff salaries. £10,898.00 is spent on home school transport. The remainder of the grant is spent on IT, sundries, printing costs and improvement/updating of resources.

Measure	2014-15 Actual (Full Year)	2015-16 Actual (Full Year)	2016-17 Qtr. 2 (projected to year end)
Corporate Measure (CM02): % revenue expenditure within budget Revenue Budget	109,218	109,104	Projected to come within budget 119,927
Corporate Measure (CM03): Amount of FFP savings Amount of FFP savings at risk			0%

Budget- 14/15 - 109,218, Grant Received - £64,327, Core Funded - £44,287
15/16 - 109,104, Grant Received- £68,580, Core Funded - £40,524

Section 6: Employee Quadrant 2016-17

All TES staff have either undertaken performance management (those on teacher's pay and conditions) or have moved across to the Corporate performance appraisal process. All targets are in line with the TES action plan. All staff receive regular reviews of performance in line with corporate policy.

Sickness is above county average, this is due to one individual who has been suffering from a long-term sickness and who is now on maternity leave, and there is full cooperation with the managing sickness policy of the Local Authority.

Measure	2014-15 Actual (Full Year)	2015-16 Actual (Full Year)	2015-16 Qtr. 1 (cumulative)	2016-17 Qtr. 1 (cumulative)
Corporate Measure (CM04): Average FTE (full time equivalent) working days lost due to sickness absence				
Traveller Education Service	0.7 days	13.3 days	1.3 days	15.7 days
Total Service FTE days lost in the period	2	40	4	47
ELLL Directorate	9.4 days	9.0 days	2.2 days	2.3 days
Council	9.4 Days	9.7 Days	2.2 days	2.4 days

Quarter 2 information not available at time of reporting

Section 7: Customer Quadrant 2016-17

There has been one complaint received from one of our primary schools about a lack of support. This was due to the teaching assistant covering this school being on long term sick leave. At this time the service consisted of 1 teacher/ manager, one fulltime teaching assistant and two part time teaching assistants. This absence had great impact on the ability of our service to deliver consistent support at this time. The school was kept fully informed throughout.

We receive compliments from our service users and outside agencies regularly although these are informal.

Measure	2015-16 Actual (Full Year)	2015-16 Qtr. 1 (cumulative)	2016-17 Qtr. 2 (cumulative)
Corporate Measure (CM07): Total number of complaints Internal External (from the public)	0	1	0
Corporate Measure (CM08): Total number of compliments Internal External (members of the public)	0	0	0
Corporate Measure (CM09): customer satisfaction measure/s			See note 1