



# Y Cynllun

## Performance Improvement Plan 2016-18

## **Excellence in Neath Port Talbot**

The Education, Leisure and Lifelong Learning Directorate is fully committed to Neath Port Talbot County Borough Council's aspiration of being the best local authority in Wales in terms of pupil performance, service delivery outcomes, value for money, personal fulfilment for its citizens and ongoing development of its communities. Furthermore, it seeks to compare favourably within the UK and international context in terms of best practice.

In partnership with schools and other key providers the Directorate delivers:

- a high quality learning offer from pre-school to adult provision;
- bespoke support for our most vulnerable learners;
- youth service activity that engages children and young people;
- access to leisure and cultural activities that will enrich the lives of citizens;
- community based provision that enhances employability, digital and social inclusion, and wellbeing; and
- a range of support services that respond to the needs of the citizens of this authority.

There are currently 58 primary schools, 11 secondary schools, and 2 special schools catering for the needs of 20,670 children and young people in Neath Port Talbot (primary – 12,679, secondary – 7,784 and 207 special). The Directorate has recognised that the main priority for the authority is to raise standards in both school and pupil performance and to secure continuous improvement in service delivery. We are also committed to community development and providing lifelong learning opportunities that improve employability skills through increased adult literacy and numeracy.

Reducing the number of people who live in poverty is a priority for the Welsh Government, Neath Port Talbot and other public and third sector partners in Wales. We recognise that poverty is a persistent, multifaceted problem with wide-ranging consequences for individuals and societies. We aim to build resilient and participative communities and we mainline much of our resource towards realising an increase in participation in all that the local authority offers, thus reducing the impact of poverty on our communities.

The purpose of this document is to capture the key Directorate priorities over the next three years and to articulate our shared performance ambitions. The plan identifies the outcomes that we need to achieve to become excellent. The strategies needed to realise these ambitions are detailed in individual service delivery plans that sit beneath this document (see also p26).

Each delivery plan will focus on annual priorities aligned to the objectives set within this document with an outline priority map for the following two years. Plans will identify a manageable number of priorities and articulate the actions needed to improve performance over the lifetime of the plan. Service managers will be performance managed on plan implementation and delivery partners such as ERW will be held to account on relevant areas.

All plans will be subject to regular SMT review and monitoring through discussions and scrutiny of formal RBA cards. Progress on performance will be reported to elected members via the relevant Board Committees.

Strategic Theme	Outcome Areas for NPT
<p>1 Improve pupil attendance of all learners</p>	<ul style="list-style-type: none"> <li>• To increase pupil attendance in the primary sector to at least 95.0% by the end of July 2018 (2014 – 94.6 %, 2015 – 94.8%).</li> <li>• To increase attendance of FSM pupils in the primary sector to at least 93.5% by the end of July 2018 (2014 – 93.01%, 2015 – 93.18%).</li> <li>• To increase pupil attendance in the secondary sector to at least 93.8% by the end of July 2018 (2014 – 93.5 %, 2015- 93.6%).</li> <li>• To increase attendance of FSM pupils in the secondary sector to at least 90.4% by the end of July 2018 (2014 – 89.9%, 2015 - 90.1%).</li> </ul>
<p>2 Continue to improve safeguarding practices and procedures</p>	<ul style="list-style-type: none"> <li>• To ensure that all schools are judged by Estyn to be at least good in safeguarding practice by the end of July 2018.</li> <li>• To ensure that all schools and service areas employ effective safeguarding practices and promote a culture of safeguarding (including e-safety) as assessed by internal audit and peer assessment;</li> <li>• Ensure that all schools adopt the model child protection policy as agreed by ERW and in line with Appendix 1 from Welsh Government ‘Keeping Learners Safe 158/2015, The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002.</li> <li>• To ensure that all relevant members of staff and governors benefit from safeguarding training with a view to identifying current practice, sharing best practice and standardising training based on the consistent school safeguarding health checks and peer reviews in all schools.</li> <li>• To ensure that all relevant staff are registered under the Education Workforce Council from April 2016.</li> <li>• To ensure that all schools and service areas comply with NPT Safer Recruitment Policy when assessed by internal and external audit.</li> </ul>

Strategic Theme	Outcome Areas for NPT
<p>3 Improve literacy outcomes for all learners</p>	<ul style="list-style-type: none"> <li>• To ensure that at least 87% of pupils achieve at least outcome 5 in language, literacy and communication skills at the end of Foundation Phase by the end of May 2018 (2014- 84.2% , 2015- 82.8%). To ensure that at least 75% of pupils entitled to FSM achieve at least outcome 5 in language, literacy and communication skills at the end of Foundation Phase by the end of May 2018 (2014 – 70.9%, 2015 – 71.0%).</li> <li>• To ensure that at least 88% of pupils achieve at least level 4 at the end of Key stage 2 in language by the end of May 2018 (2014 – 86.3%, 2015 – 85.3%). To ensure that at least 76% of pupils entitled to FSM achieve at least level 4 at the end of Key Stage 2 in language by the end of May 2018 (2014 – 70%, 2015 – 72.3%).</li> <li>• To ensure that at least 85% of pupils achieve at least level 5 at the end of Key Stage 3 in language by the end of May 2018 (2014- 80.6%, 2015- 84.2%). To ensure that at least 71% of pupils entitled to FSM achieve at least level 5 at the end of Key Stage 3 in language by the end of May 2018 (2014 – 61.1%, 2015 – 69.7%). To ensure that at least 69% of pupils (1008/1528) achieve level 2 threshold at the end of Key Stage 4 in language by the end of August 2018 (2014 – 63.7 % , 2015 – 68.5%). To ensure that at least 45% of pupils entitled to FSM achieve level 2 threshold at the end of Key Stage 4 in language by the end of August 2018 (2014 – 40.9, 2015 – 42.1 %).</li> </ul>
<p>4 Improve numeracy outcomes for all learners</p>	<ul style="list-style-type: none"> <li>• To ensure that at least 87% of pupils achieve at least outcome 5 in mathematical development at the end of Foundation Phase by the end of May 2018 (2014 – 87.6% 2015 – 85.2%). To ensure that at least 76% of pupils entitled to FSM achieve at least outcome 5 in mathematical development at the end of Foundation Phase by the end of May 2018 (2014 – 74.8 % , 2015 – 72.8%).</li> <li>• To ensure that at least 87% of pupils achieve at least level 4 at the end of Key Stage 2 in mathematics by the end of May 2018 (2014 – 86.9% 2015- 85.8% ). To ensure that at least 75% of pupils entitled to FSM achieve at least level 4 at the end of Key Stage 2 in mathematics by the end of May 2018 (2014 – 69.5%, 2015 – 72.9%).</li> <li>• To ensure that at least 84% of pupils achieve at least level 5 at the end of Key Stage 3 in mathematics by the end of May 2018 (2014 – 79.9% 2015 – 83.4%). To ensure that at least 71% of pupils entitled to FSM achieve at least level 5 at the end of key stage 3 in mathematics by the end of May 2018 (2014 – 61.4%, 2015 – 67.3%). To ensure that at least 69% of pupils achieve level 2 threshold at the end of Key Stage 4 in mathematics by the end of August 2018 (2014 – 63.8% 2015 – 64.9%). To ensure that at least 45% of pupils entitled to FSM achieve level 2 threshold at the end of key stage 4 in mathematics by the end of August 2018 (2014 – 38.1%, 2015 – 46.0%).</li> </ul>

Strategic Theme	Outcome Areas for NPT
<p>5</p> <p>Improve end of Key Stage Results Including FSM</p>	<ul style="list-style-type: none"> <li>• To ensure that at least 84% of pupils achieve FPI by the end of May 2018. (2015 – 82.3% / 3year average = 82.7%)</li> <li>• To ensure that at least 70% of pupils entitled to free school meals achieve FPI by the end of May 2018 (2015 – 69.3% / 3year average = 69.5%)</li> <li>• To ensure that at least 84% of pupils achieve CSI KS2 by the end of May 2018. (2015 – 83.3% / 3year average = 83.1%)</li> <li>• To ensure that at least 72% of pupils entitled to free school meals achieve CSI KS2 by the end of May 2018 (2015 – 69.7% / 3year average = 67.0%)</li> <li>• To ensure that at least 78% of pupils achieve CSI KS3 by the end of May 2018. (2015 – 77.8% / 3year average = 74.7%)</li> <li>• To ensure that at least 60% of pupils entitled to free school meals achieve CSI KS3 by the end of May 2018 (2015 – 58.9% / 3year average = 54.1%)</li> <li>• To ensure that at least 60% of pupils achieve L2+ KS4 by the end of May 2018. (2015 – 58.4% / 3year average = 56.7%)</li> <li>• To ensure that at least 40% of pupils entitled to free school meals achieve L2+ KS4 by the end of May 2018 (2015 – 34.6% / 3year average = 31.4%)</li> </ul>
<p>6</p> <p>Improve the performance of boys at Core Subject Indicator and L2+</p>	<ul style="list-style-type: none"> <li>• Improve the performance of boys in the FPI by 2018 to 80% (2015 – 77.7% / 3 year average is 77.6%)</li> <li>• Improve the performance of boys in the CSI KS2 by 2018 to 81% (2015 – 79.2% / 3 year average is 79%)</li> <li>• Improve the performance of boys in the CSI KS3 by 2018 to 74% (2015 – 73.3% / 3 year average is 69%)</li> <li>• Improve the performance of boys in the CSI KS4 by 2018 to 50% (2015 – 48.3% / 3 year average is 48.2%)</li> <li>• Improve the performance of boys in L2+ by 2018 to 53% (2015 – 50.8% / 3 year average is 50.2%)</li> </ul>

Strategic Theme	Outcome Areas for NPT
<p>7 Deliver priorities identified in the Welsh in Education Strategic Plan 2015-17</p>	<ul style="list-style-type: none"> <li>• Increase the number of seven-year-old children taught through the medium of Welsh. We will increase the current percentage of Y2 pupils taught through the medium of Welsh (2015 18.5%, projected 2018 18.6%) by 2017/18. Forward planning in order to meet the challenges of Outcome 1 will be our priority during the period 2015 – 2018.</li> <li>• Increase the percentage of Year 9 learners who are assessed in Welsh (First Language). We have set a Y6/Y7 transition target of 90% (of Y6 Welsh medium cohort) by 2017. The 2015 percentage was 80.7%. We have also set a target of between 12% - 15% (as a percentage of the total Y6 cohort) who continue to improve their language skills on transfer to KS3.</li> <li>• Increase the percentage of learners aged 14-16 studying for qualifications through the medium of Welsh. We will continue to review curricular provision + language policy at KS4</li> <li>• Improve provision to address literacy in Welsh. We will ensure that all schools continue to set realistic targets for improving attainment in Welsh and Welsh Second language in order to secure improved pupil outcomes.</li> <li>• Improve Welsh-medium additional learning needs provision (ALN).</li> <li>• Ensure that there are sufficient numbers of practitioners to deliver Welsh-medium education.</li> </ul>
<p>8 Continue with the delivery of the Strategic School Improvement Programme</p>	<p>To realise by September 2016:</p> <ul style="list-style-type: none"> <li>• the build completion and successful opening of a 1500 place, 3-16 mainstream school, including a 100 place provision for pupils with special educational needs, (Ysgol Bae Baglan);</li> <li>• the closure of 3 secondary schools with a combined total of 2467 places (Cwrt Sart Community Comprehensive, Glanafan Comprehensive and Sandfields Comprehensive);</li> <li>• the closure of a 231 place primary school (Traethmelyn Primary).</li> <li>• the successful transfer of 1407 pupils and the reduction of 1291 surplus places.</li> <li>• reduction in building backlog maintenance and accessibility costs of £16.8m</li> </ul>

To realise by September 2018:

- the build completion and successful opening of a 495 place 3-11 school (Ysgol Newydd Briton Ferry);
- the closure of 3 primary schools with a combined total of 519 FT places (Brynhyfyrd Primary, Llansawel Primary and Ynysmaerdy Primary);
- the successful transfer of 364 FT pupils and the reduction of 155 surplus places.
- reduction in building backlog maintenance and accessibility costs of £1.4m

To realise by September 2018:

- the closure of a 262 place Welsh-medium primary school (YGG Y Wern) in August 2017;
- the closure of a 1285 place Welsh-medium secondary school with 6th Form (YG Ystalyfera) in August 2017 ;
- the opening of a 1773 place 3-18 Welsh-medium mainstream school (Ysgol Newydd Gymunedol Gymraeg) in September 2017 with build completion in 2018 for 680 places north campus, sixth form 243 places and 650 places south campus;
- the successful transfer of 1179 FT pupils and the reduction of 368 surplus places
- reduction in building backlog maintenance and accessibility costs of £10.6m

To realise by September 2018:

- the build completion and successful opening of a 1455 place 3-16 mainstream school (Ysgol Newydd Margam);
- the closure of a 1056 place secondary school (Dyffryn School);
- the closure of a 194 place primary school (Groes Primary);
- the successful transfer of 930 pupils and the reduction of at least 320 surplus places
- reduction in building backlog maintenance of £7.4m
- To finalise a scheme for a new build primary school (Coed Darcy, Neath) for September 2018. This scheme will be funded entirely from a Section 106 Agreement with the Developer although it is included in the overall cost envelope of Band A.
- To secure Welsh Government 21st Century School Programme Band B grant funding (2019 onwards) to further support school reorganisation through new builds in primary, secondary and special school sectors so as to ensure continued improvements in learning environments and facilities for pupils. Estimated cost of Band A schemes is approx. £127m.
- To respond to the demand for Welsh-medium education by establishing new schools/starter classes as needs require. Scoping report currently being undertaken. Local Authority projections indicate that 282 seven-year-olds will be taught through the medium of Welsh by January 2018, which constitutes 18.6% of the cohort. This is below the Welsh Government's target of 25% by 2015 and 30% target by 2020 for this Outcome.

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|  | <ul style="list-style-type: none"><li>• To continue to rationalise school building stock and to map building condition, suitability and sufficiency in order to reduce escalating backlog maintenance and repair costs, currently in excess of £100M and to ensure schools are fit for 21st Century teaching and learning. Currently there are 58 primary 11 secondary and 2 special schools within NPT. In the mainstream education there are 17% and 30% surplus places in the primary and secondary sectors respectively. The impact of current school reorganisation proposals when fully implemented in 2018 will reduce surplus places in both the primary and secondary sectors to 14%.</li><li>• To continue to map pupil demand to ensure that the right schools are in the right place, including liaison with this Council's planners to identify impact of new housing developments.</li><li>• To continue to support new schools and amalgamations to ensure the success of the larger school through a review of the funding formula currently being undertaken and the amalgamated schools support group.</li><li>• To develop by December 2016 a strategy for managing risks associated with separate responsibilities for repair and management of school buildings.</li></ul> |
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Strategic Theme for Education	Outcome Areas for NPT
14-19	<ul style="list-style-type: none"> <li>• To support school based staff in training and development to embed the new Welsh Bacallaureate prior to it becoming a performance indicator in schools.</li> <li>• To assist schools with measures to reduce potential NEET pupils The Year 11 NEETs figure for 2014/15 is 3.8%; target for 2018 is 3.6%</li> <li>• To help develop higher ability pupils, with the potential to be part of the Seren Hub.</li> </ul>
Minority Ethnic Achievement Support	<ul style="list-style-type: none"> <li>• To ensure that EAL pupils continue to perform at 60% or above in L2+ outcome at KS4.</li> <li>• To ensure that EAL pupils achieve at least 70% in L2 language and maths.</li> </ul>
Looked after Children (LAC)	<ul style="list-style-type: none"> <li>• Target 60% LAC to achieve L2 threshold by 2018.</li> <li>• Target 80% LAC to achieve L1 threshold by 2018.</li> </ul>
Gypsy / Travellers	<ul style="list-style-type: none"> <li>• Improving attendance and engagement of all pupils in Foundation Phase, KS2 , KS3 and KS4</li> <li>• Improving literacy outcomes over the next three years in Foundation Phase, KS2 , KS3 and KS4</li> </ul>
Education through Regional Working (ERW) Note of Instruction	<ul style="list-style-type: none"> <li>• Develop a leadership programme that meets local needs within NPT to improve the quality of middle leadership in secondary schools, to increase and improve the quality of leadership within the primary sector.</li> <li>• Ensure that current rate of improvement in the performance of e-fsm pupils is accelerated, particularly at key stage 4.</li> <li>• Improve the performance of boys at all key stages, but particularly in English/ Welsh at key stage 4.</li> <li>• Broker support to further develop Welsh medium curriculum provision at all key stages.</li> <li>• Improve the quality and accuracy of assessment.</li> </ul>

Strategic Theme For Operations	Outcome Areas for NPT
Library Service	<ul style="list-style-type: none"> <li>• The number of library materials issued, during the year, per 1,000 population. Number of items issued 2015 - 450,318 Target 2016-17 = 450,000 issues.</li> <li>• The number of people using Public Libraries during the year, per 1,000 population. Number of visitors to libraries 2015 - 798,609 Target 2016 - 17 = 800,000 visitors.</li> <li>• Number of e-books viewed 2015 – 6390 Target 2016-17 = 6700 books viewed.</li> <li>• The number of publicly accessible computers per 10,000 population. Actual - 2015/16 – 6.19 Target 2017/18 - 6.40</li> <li>• The percentage of library material requests supplied within seven calendar days. Actual 2015 /16 – 76 % Target 2017/18 - 78%</li> </ul>
Access Managed Services	<ul style="list-style-type: none"> <li>• 96.55% of schools currently offer free breakfasts - Target 2017 – 98%.</li> <li>• The average take up of Primary and Special school meals both paying and free per week is 25,850 meals. The take up both paying and free Primary and Special per Financial Year is 981,000 meals. The target is to maintain the percentage of the take up of meals.</li> <li>• 100% of Primary and Special Schools hold a current score of 4 and above on the Food Hygiene Rating. Target for 2016/17 is to maintain 100%</li> </ul>
Physical Activity and Sport Service / Leisure facilities.	<ul style="list-style-type: none"> <li>• Hooked on sport overall (SSS) 2015 – 55% Target 2017 – 58%</li> <li>• 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; target – 6,000+.</li> </ul>

Strategic Theme Participation	Outcome Areas for NPT
<b>Communities First</b>	<p><b>Communities First</b></p> <ul style="list-style-type: none"> <li>• Continue to work with partners to engage with communities and provide value for money projects which assist WG in their objectives regarding tackling poverty and to avoid duplication of services. Number of people supported to access benefits – 456 per annum. Number of people gaining a qualification – 175 per annum. Number of participants entering into work – 99 per annum. Number of people more positive about their mental wellbeing – 49 per annum.</li> <li>• Develop greater links with the four programmes for potential alignment next financial year.</li> <li>• Ensure the Community Involvement Plan (CIP) is delivered in communities and information recorded for Welsh Government.</li> </ul> <p><b>Rural Development Plan</b></p> <ul style="list-style-type: none"> <li>• Implement projects in line with the Local Development Strategy. Number of projects supported – 10. Number of participants supported – 200 per annum.</li> <li>• Work with delivery partners to ensure funding is spent as planned and drawn down from WG on a quarterly basis.</li> </ul> <p><b>Cognition</b></p> <ul style="list-style-type: none"> <li>• Promote Bike Give Sustain, implement volunteer trail maintenance crew, develop sponsorship opportunities for mtb trails - Number of volunteers 30 (for the period Feb 2016 – June 2019) Ensure Neath Port Talbot as a mountain bike destination is promoted on a regional and national level through All Wales Mtb Marketing Group.</li> </ul>
<b>County Youth Service</b>	<p><b>Youth Service Participation &amp; Prevention</b></p> <ul style="list-style-type: none"> <li>• To provide young people opportunities that enables them to learn about positive and healthy behaviour. Work with 700 young people per annum who state that there is an improvement in either their health and wellbeing or that they make healthier choices.</li> <li>• To provide individual and group support to young people aged 9-12 identified by primary/secondary schools as needing support during the transition from primary to secondary school and in Year 7 to maintain their engagement in education. Target 16</li> </ul>

schools and 150 young people per annum using the Stepping Stones Programme.

- To provide support and intervention on a one to one basis for young people aged 9-24 referred by TAF. 50 young people, 50 home visits and up to 13 sessions per person per annum
- To provide targeted interventions with specific groups of vulnerable young people aged 9-24 identified through TAF and other services. 4 groups target engaging with 40 young people per annum.

#### **Youth Service Communities First**

- To provide support to young people within the Afan, Neath and Western Communities First clusters to enable them to do well at school. 100 individual young people with 60 displaying an improvement in academic performance such as paying attention in class and achieving an accredited outcome per annum.
- To provide support to young people within the Afan, Neath and Western Communities First clusters to reduce youth unemployment and disengagement. 35 young people to be engaged with and 25 progressing into further education and training per annum.

#### **Youth Engagement & Progression**

- To oversee the implementation of the Youth Engagement Strategy and the Youth Engagement and Progression Framework on an annual basis.
- To ensure young people 18+ are able to research, apply, secure and sustain employment, further education and training opportunities. Keeping in Touch Youth Workers to work with 250 NEET young people aged 16-25 supported per annum to access further education, employment and work related training.
- To identify and enable young people aged 11-24 and their parents to access a full range of youth support services across NPT that will help them overcome barriers to their development and support their progression to independent adulthood. 2 targeted groups per annum related to young people who are Not in Education Employment or Training (NEET). 3 group projects and Families First Youth Workers to have a caseload of NEET young people.

#### **Youth Service Core Team**

- To enable young people to understand what constitutes a healthy sexual relationship and to reduce the incidence of teenage conceptions and pregnancy across NPT. 1200 contacts per annum with young people accessing the Relationship Advice Drop-in Service (RADS).
- Continue to promote and expand the participation of young people in the Duke of Edinburgh Award Scheme. 500 young people to sign up to the Duke of Edinburgh Award with 400 completers per annum.

<p><b>Adult Community Learning</b></p>	<p><b>Improve ACL data</b></p> <ul style="list-style-type: none"> <li>• Ensure that ACL data (Completion (C), Attainment (A) and Success (S)) is above the National Comparator (NC) for Adult Community Learning – Direct Funding for 14/15 was above NC by 2% (C) 14% (A) 14% (S) - Franchise delivery was above NC by 3% (C) 11% (A) 14% (S) – (NC for Direct funding to authorities – 94% (C) 84% (A) 81% (S) Franchise funding – 95% (C) 85% (A) 81% (S))</li> </ul> <p><b>Improve systems for assessing, recording and monitoring learners with ALN - needs more quantitative targets</b></p> <ul style="list-style-type: none"> <li>• To develop the ACL website to guarantee an effective tracking system – all learners to be tracked to ensure that 95.5% of learners successfully achieved so maintaining good data – up 0.5% on 14/15 ( 14/15 – Franchise – 95% Direct - 95%).</li> <li>• To provide support to learners with ALN – e.g. volunteers, screening access arrangements etc. to improve attainment.</li> </ul> <p><b>Improve literacy/numeracy outcomes for learners - needs more quantitative targets</b></p> <ul style="list-style-type: none"> <li>• To increase the number of learners screened via WEST (Wales Essential Skills Toolkit) who are on literacy/numeracy courses and those learners who are studying more than 5 hrs per week to 100% in 16/17 – up 5% on 15/16.</li> <li>• Improve by 1% successful outcomes for learners who are attending literacy and numeracy courses from 94% in 14/15 to 95% in 15/16.</li> <li>• 100% of learners will be able to access their progression on the ACL website in 16/17.</li> </ul>
<p><b>Play Development</b></p>	<p><b>Deliver actions as identified from the Play Sufficiency Assessment (2.4.3)</b></p> <ul style="list-style-type: none"> <li>• To provide opportunities for learning through the delivery of accredited and non-accredited play training, aiming to improve the quality of play opportunities available to children and young people. <ul style="list-style-type: none"> <li>○ Minimum of 4 accredited courses for minimum of 25 total participants</li> <li>○ Minimum of 4 non-accredited courses/workshops for minimum 25 total participants</li> </ul> </li> <li>• To support families to provide for their children’s play needs, promoting their healthy growth and development. <ul style="list-style-type: none"> <li>○ Supporting 100 families to improve how they play through 1:1 home-based family play sessions</li> <li>○ Supporting a minimum of 24 families to improve how they play through group sessions</li> <li>○ Make 150 loans to families through the Play Takeaway, providing a range of resources for children’s play</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• To provide opportunities for children and young people to be involved in decisions affecting play. <ul style="list-style-type: none"> <li>○ Minimum of 70 children in Play Hero programme</li> <li>○ Expand project to include 19 schools</li> </ul> </li> <li>• To improve children and young people’s access to outdoor play opportunities. <ul style="list-style-type: none"> <li>○ Present Playing it Safe messages to 1600 children through Crucial Crew</li> </ul> </li> </ul> <p>Delivery of annual event to celebrate national Playday, promoting importance of children’s play and raising awareness of issues impacting on children access to play opportunities.</p>
<b>Flying Start</b>	<p><b>Flying Start Childcare</b></p> <ul style="list-style-type: none"> <li>• Increase attendance figures (87.5% for 2015/16) – setting a good stepping stones for good school attendance</li> <li>• Maintain high standard of Safeguarding and Child Protection training levels, with additional peer support structure for Childcare settings to be introduced 2016.</li> <li>• Increase the number of Flying Start children transitioning to Welsh Medium Primary school by 2018</li> <li>• Existing settings to complete Healthy Sustainable Pre School Scheme in full by 2018, with new settings to completing Healthy Snack Award</li> </ul> <p><b>Flying Start Parenting</b></p> <ul style="list-style-type: none"> <li>• To complete 15 Family Links Parent Nurture groups (10week programme) by 2018</li> <li>• To maintain the running of at least 12 stay and play groups across all areas, transitioning into childcare</li> <li>• Increase the number of fathers involved in the programme</li> <li>• Increase the emotional wellbeing of parents attending Nurture Training</li> </ul> <p><b>Early Language Development</b></p> <ul style="list-style-type: none"> <li>• All childcare settings to be supported in using 9 week vocabulary programme and early speech activities</li> <li>• Let’s talk to under 5’s Parents course to take place in each FS area</li> <li>• All children in FS screened with “Wellcomm” tool</li> <li>• Targeted home based advice sessions for children identified by “Wellcomm” screening.</li> </ul>

<p><b>Early Years and Childcare Unit</b></p>	<p><b>Deliver actions identified from the Childcare Sufficiency Assessment 2014 – 2017</b></p> <ul style="list-style-type: none"> <li>• Increase the number of childcare places available for families particularly out of school childcare Increase by 10% by March 2017</li> <li>• Increase the quality of care in childcare settings. Provide at least 10 training courses by end March 2017 which will contribute to increasing the quality in childcare settings</li> <li>• Increase the use of the Welsh language in all childcare settings. Provide at least 1 x 4 session course before end July 2016 for childcare providers which will focus on language used in everyday activities within a setting</li> <li>• Increase times when childcare provision is available Work with 10 childcare providers to increase the time that provision is available for unsocial hours – complete by end March 2017</li> </ul>
<p><b>Family Information Service</b></p>	<p><b>Family Information Service</b></p> <ul style="list-style-type: none"> <li>• Providing up to date instant information through social media portals and being flexible in delivering the information and informal, informative manner</li> <li>• Increase social media following by 20% by March 2018, from 2600 ‘likes’ on Facebook to 3120</li> <li>• Utilising a range of marketing techniques at one time and throughout the year to ensure that awareness of the Family Information Service is seen and reinforced through multiple media platforms and strategies.</li> <li>• Increase the number of visitors on the NPT Family website by 10% by March 2018, from 17,697 visitors to 19,400</li> <li>• Effective partnership working to maximise resources and to promote positive, co-ordinating messages to communities</li> <li>• Engaging with a minimum of 200 professionals who work with families per annum, this would be a 20% increase to 2015/16</li> <li>• Working with schools on the ‘Family Information Service Friendly’ award and with childcare settings on the ‘Family Information Friendly Childcare’ Award</li> <li>• Minimum of 10 schools achieving the award by March 2018 (5 Schools per annum)</li> <li>• Minimum of 10 childcare setting achieving the award by March 2018 (5 childcare settings per annum)</li> </ul>

<p><b>Families First</b></p>	<p><b>Families First Outcomes are</b></p> <ul style="list-style-type: none"> <li>• Working age people in low income families, gain and progress within employment</li> <li>• Children, young people and families, in or at risk of poverty, achieve their potential</li> <li>• Children, young people and families are healthy and enjoy well-being</li> <li>• Families are confident nurturing resilient and safe</li> </ul> <p>Performance Measures – Demonstrate a consistent increase in the percentages for 2016-17. The numbers are variable and dependant on who presents themselves.</p> <p><b><u>2015 / 16 data (baseline)</u></b></p> <ul style="list-style-type: none"> <li>• 516 and 85% of participants that have accessed an Early Intervention Service demonstrating improved emotional/mental well-being</li> <li>• 256 and 89%% of parents that have accessed an Early Intervention Service that have benefited from a parenting intervention</li> <li>• 38 and 37% of primary school children that have accessed an Early Intervention Service have improved their school attendance</li> <li>• 34 and 46% of secondary school children that have accessed an Early Intervention Service have improved their school attendance</li> </ul> <p>Maintain the percentage and demonstrate an increase in numbers presenting:</p> <ul style="list-style-type: none"> <li>• 10 and 100% of participant young people (aged 16-24 years) attaining a nationally recognised qualification or accreditation</li> <li>• 22 and 100% of participant adults (25 years and over) attaining a nationally recognised qualification or accreditation</li> </ul>
<p><b>Work Based Learning – Learner Outcomes action Plan/ Targets</b></p>	<p><b>Key Priority 1:</b> Improving Outcomes (SAR Ref-K.Q.1) To further improve Framework Achievement Rates and Positive Progression Outcomes across all programmes to achieve and/or maintain at least 5% above National Comparator (NC) figures.</p> <ul style="list-style-type: none"> <li>• Overall framework success in the Apprenticeship programme 2015/2016 NC= 85%, Skills &amp; Training target 90%.</li> <li>• Overall framework success in the Foundation Apprenticeship programme 2015/2016 NC= 82%, 2016 Skills &amp; Training target 87%.</li> <li>• Activity success in Traineeship Engagement 2015/2016 NC= 87%, 2016 Skills &amp; Training target 92%.</li> <li>• Activity success in Traineeship Level one 2015/2016 NC= 81%, 2016 Skills &amp; Training target 86%.</li> </ul>



	<ul style="list-style-type: none"> <li>• Work Ready/Work Focus 2015/2016 NC= 78%, 2016 Skills &amp; Training target 83%.</li> </ul> <p><b>Key Priority 2:</b> Literacy and Numeracy Skills (SAR Ref – K.Q.2) To further improve learners’ Literacy and Numeracy Skills. To continue to develop the Literacy and Numeracy strategy to improve the skills of Training Advisers and learners and to share best practice.</p> <ul style="list-style-type: none"> <li>• 2016-2017, 100% of learners screened using Wales Essential Skills Toolkit (WEST)</li> <li>• CPD for the achievement of the ‘Certificate in Essential Skills Practitioners’ Course (Level 2 and/ or 3) for all staff delivering courses by 2017.</li> </ul> <p><b>Key Priority 3:</b> E-learning &amp; Information Learning Technologies (SAW SAR Ref – K.Q.2) To develop e-learning and information learning technologies to support training and assessment.</p> <ul style="list-style-type: none"> <li>• Further develop Information Security processes to achieve IASME standards and be fully compliant by 2018.</li> <li>• Utilise electronic on line booking systems by 65% and provide robust feedback to learners and stakeholders via digital platforms.</li> </ul> <p><b>Key Priority 4:</b> Strengthening Strategies for Employer Engagement. Continue to work with partners to strengthen employer engagement strategies, increase opportunities for learners and to develop additional/alternative funding streams.</p> <ul style="list-style-type: none"> <li>• 2016-2017, Increase delivery/ engagement from 800 to 900 individuals attending training courses at Skills &amp; Training.</li> </ul>
<b>NPT Works</b>	<ul style="list-style-type: none"> <li>• To hit DWP stretch targets of 145% for Job Outcomes of participants on the Work Programme in both Neath Port Talbot and Bridgend for 2016/17.</li> <li>• To be fiscally prudent to ensure that NPT Works’ revenue budget meets predicted income/expenditure levels set for 2016/17.</li> <li>• To ensure that NPT Works has appropriate and stable staffing levels required to deliver Rehab Job Fit’s Customer Journey Framework (April 2016) over the 2016/17 financial year.</li> </ul>

Strategic Theme for Finance	Outcome Areas for NPT
<b>Finance and the Management Information Unit</b>	<ul style="list-style-type: none"> <li>• To ensure that the EL&amp;LL service continues to be financially viable.</li> <li>• To assist in the planning of information strategies and collating and presenting management information that is relevant to the needs of schools, other service users and Senior Management of the Directorate. This includes the production of annual Schools' Budgets within designated timescales.</li> <li>• To fully maximise grant funding opportunities in line with the various grant terms and conditions.</li> <li>• Schools with excess surplus balances are consistently challenged regarding the justification for the level of reserves they choose to hold, the Authority has the power to direct a school to spend reserves considered excess.</li> <li>• No schools are permitted to set a deficit budget without prior agreement with the Director of Education and the signed agreement of the Head teacher, Chair of Governors and the Senior Education Accountant following the completion of a robust recovery plan.</li> <li>• The majority of schools buy into the Authority's SLAs, which are reviewed by a working party every two years</li> </ul>
<b>Data Unit</b>	<ul style="list-style-type: none"> <li>• To support ELLL services, NPTCBC schools, and other Data Unit customers with their information and data needs.</li> <li>• To respond to all ELLL FOI requests within timescale and provide advice to schools and services.</li> <li>• To manage complaints on behalf of ELLL.</li> </ul>
<b>Project Development and Funding Unit</b>	<ul style="list-style-type: none"> <li>• To prioritise funding opportunities and project proposals that will yield most in terms of monetary and social return.</li> <li>• To consolidate the success of all Community Benefit Funds that the PDFU has been called upon to manage for the Council.</li> <li>• To strengthen partnerships with other improvement teams in order to add value to community development and economic regeneration.</li> </ul>

Strategic Theme for Inclusion	Outcome Areas for NPT
Additional Learning Needs Support Team	<ul style="list-style-type: none"> <li>• Reorganisation of the Additional Learning Needs Support Team (ALNST) September 2016 to ensure staffing levels are effective and appropriate for changing demand and in preparation for Welsh Government Additional Learning Needs reform of ALN processes and practices.</li> <li>• Review of processes within ALNST against progress within performance indicator EDU/015a (timescales linked to statutory assessments), to ensure any delays within statutory timelines are due solely to external factors. The first quarter for 2016 shows a 10% improvement and the aim is to maintain this level of improvement and monitor exceptions from external advice providers.</li> <li>• Strengthen links with teams within the Inclusion Service to address the increase in requests for statutory assessments and reliance on statements of SEN by school and parents.</li> <li>• Further enhance the parent partnership service to reduce the number of appeals lodged with the Special Educational Needs Tribunal Wales (SENTW) with the aim of eliminating the number of appeals to the SEN Tribunal for Wales (3 appeals in 2015/16 and 5 appeals in 2014/15.)</li> <li>• Continue to promote Pupil Centred Planning (PCP) work through a rolling programme of training and audit of plans for quality assurance through annual reviews for all schools in NPT. Develop sustainable model using WG grant following completed case study to ensure: <ul style="list-style-type: none"> <li>➢ All schools to have received training, currently 96% have been completed.</li> <li>➢ Programme Manager to quality assure annual reviews and provide summary report and action plan for individual schools.</li> <li>➢ Five PCP “champions” to be identified within schools by January 2017.</li> </ul> </li> <li>• Reduce the number of parental requests for statutory assessments. Pilot model to secure appropriate provision and better outcomes at School Action Plus with one cluster of schools from September 2016.</li> <li>• To conduct a needs analysis of ALN and the requirement for planned places within NPT. A gap analysis will enable the LA to identify and plan for future demand and ensure capacity of suitable provision for all pupils in need of a specialist planned place.</li> </ul>
Educational Psychology and School Based Counselling Service	<ul style="list-style-type: none"> <li>• To increase the number of pre-formal advice clinics from the pilot phase (2015-16) of 23 schools to all schools by July 2017. This will increase the number of school staff accessing the EP service and promote earlier identification, with the aim of reducing the number of formal consultation requests from 459 to 400 by 2018 and provide a service to a greater number of pupils. From September 2016 the EPS will agree and implement a self-efficacy tool as a measure of the impact of this work. This will measure any increase in the confidence/knowledge of the staff in being able to meet the needs of the pupils discussed.</li> <li>• To develop a consistent EP service recording system to capture the number of school staff accessing these sessions, and also an</li> </ul>

identified number of pupil indicators: (Age, Key Stage, Predominant need, etc.) from September 2016. This will provide data on the number of pupils discussed at a pre- formal consultation stage and, using pupil indicators, identify school level concerns and issues. This will determine future work focus and priorities for the EPS.

- The EPS will further refine the data collected for EPS Referrals/Formal Requests in order to make explicit links between that and the whole LA data regarding learner outcomes, attendance and exclusions by August 2017. This information will be used to determine future work focus and priorities for the EPS. This will be in addition to data and information gathered from service delivery benchmarking data which measures the effectiveness of the EPS.
- In conjunction with other Inclusion Services teams reorganise EPS service delivery using relevant cluster level data to determine future work focus and priorities for each secondary/cluster and across the Local Authority.
- Work in partnership with new staff in the wellbeing/behaviour service to promote joint working and identify common client groups with the aim of reducing the levels of formal referral to our service for this category of need, which have been increasing, from 77 currently to 55 by 2018.
- To collate data in order to address and reduce the waiting time for children and young people on waiting lists for counselling. Following an analysis of this data, new targets will be set to reduce the waiting times through the provision of the following:
  - Recruitment of volunteer counsellors either qualified or attending a BACP accredited training course to increase counselling capacity.
  - Provide small group and workshop sessions to those C&YP where this will meet their emotional health and psychological wellbeing needs in lieu of individual counselling. (Anger management, mindfulness, self-esteem, anxiety and exam stress).
- To review model method of SBC service delivery to the primary sector buy July 2016 to ensure continued cover
- To share and analyse, with SBC team, 'School Level Reports' produced by each counsellor to determine future work focus for each secondary/cluster and across the Local Authority

Support for Learning Service

**Autistic Spectrum Disorder (ASD)**

- To provide consultation for 100% of pupils who receive a diagnosis of ASD during the academic years 2016-18, in order to support schools with the effective strategies and advice needed to meet pupils' needs.
- To implement half termly cluster clinics to support mainstream schools in meeting the needs of pupils with ASD traits or who are on the ASD pathway.
- To reduce the consultation requests made to the ASD advisory team by 25%.
- To support schools in reducing the number of fixed exclusions for pupils with ASD by ensuring 100% of pupils with a diagnosis of ASD, who are at risk of exclusion are discussed with the advisory team, ensuring relevant support / intervention can be provided.
- To support schools in raising the attendance of pupils with ASD to 94% in primary and secondary schools.
- To support all ASD provisions in undertaking a self-evaluation of provision during the academic years 2016-18 to highlight areas of strength and those for development.
- To implement termly visits by ASD advisory service to monitor and support ASD provisions.
- To support the ten pilot primary schools in achieving the 'Autism Aware' certification advocated by ASD Info Wales and Welsh Government, with a view to rolling out to all schools across NPT.
- To conduct/ support a minimum of two parenting programmes per age group (0-4 Next Steps, 4-8 early Bird+, 8-18 Cygnet) to support parents of pupils with a diagnosis.
- To conduct termly cluster coffee mornings to support parents of pupils who are on the ASD pathway or have a diagnosis.
- Embed appropriate assessment and tracking systems within the ASD provisions across NPT to record value added progress.

**Learning Difficulties Team**

- To work collaboratively with the Looked After Children Education Service (LACES team), to provide support and training to improve the outcomes of LAC pupils with General or Specific Learning Difficulties.
- To ensure schools across NPT are utilising the Middle Infant Screening Test (MIST) in year 1 to assist in the early identification of pupils with potential literacy difficulties.
- To support identified schools in evaluating the quality of ALN provision by undertaking the ALN self-evaluation exercise to identify strengths and areas of development.

**Occupational Therapy (OT)**

- To secure an effective commissioning model with ABMU Health Board to ensure that 100% of pupils receive the OT provision as outlined in their statements of SEN
- To implement half termly OT advice clinics to support schools in the meeting the OT needs of pupils at every stage of the graduated response. Evaluations and impact to be measured annually.
- To conduct a minimum of four training events during the academic year 2016-2017 to support schools in delivering effective provision for pupils with OT needs. Evaluations and impact to be measured annually.

**Speech and Language Service**

- To review commissioning model with Health ABMU in order to secure and retain staffing.
- Audit of School Action plus caseload and working practice to reduce number of consultation requests and waiting times.
- To support mainstream schools in raising the percentage of pupils who achieve 50 % or more of their speech and language programme targets.
- To support learning Support Centres (LSCs) in raising the percentage of pupils who achieve 50 % or more of their speech and language programme targets.

**Hearing Impaired (HI) Visually Impaired (VI) MSI (Sensory Impairment Service)**

- To provide advice and monitor 100% of pupils on the database with regard to their sensory needs during 2016 – 18
- Work with all schools CYP with sensory impairment (SI) to ensure their needs are met with appropriate targets and a range of strategies, ensuring full inclusion and improved access to learning
- Further develop work with Health on transition processes of children and young people (CYP) when moving onto further/higher education to monitor and ensure best possible outcomes.
- To work with schools in reducing the number of fixed term exclusions by offering increased support and intervention for pupils with SI who may be at risk of being excluded.
- Offer short term intervention to some pupils at Foundation Phase and KS2 who are under achieving in order to raise language, literacy and communication skills and upskill staff within schools to continue this specialist support.
- Conduct weekly playgroup (pre-school support) to families who have pupils with SI and offer early intervention programmes to parents specific to need.
- Secure regional commissioning arrangements for mobility. Explore succession planning for the service to ensure that LA is better positioned to fulfil its statutory duties in the future.
- To secure a regional partnership agreement for three years with NPT as lead LA for MSI in order to deliver an effective and cost efficient service in South West Wales for a low incidence area of need.

<p>Wellbeing and Behaviour</p>	<ul style="list-style-type: none"> <li>• To establish an effective and rigorous consultation system for schools to access support for pupils with Social Emotional and Behavioural Difficulties (SEBD).</li> <li>• To collate and analyse data to target support and identify need, ensuring timely support and reduce risk of exclusion.</li> <li>• To map good practice approaches to wellbeing across NPT and develop the use of wellbeing measures to be piloted in a school cluster with a view to rolling out across the L.A.</li> <li>• To promote and implement an agreed approach to wellbeing and behaviour management across the L.A.</li> <li>• Develop an early identification process for young people at risk of disengagement to increase requests for support at an earlier stage of need.</li> <li>• To contribute to improving outcomes for pupils with a range of additional learning needs by reducing exclusions, improving attendance and attainment.</li> <li>• To reduce the numbers of young people at risk of becoming NEET and contribute to ensuring effective transition into post 16 provision.</li> </ul> <p>Work in partnership with other services and organisations to maximise resource and skills and create a ‘menu of support’ for children and young people.</p>
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<p>Strategic Theme for SSIP</p>	<p>Outcome Areas for NPT</p>
<p>To ensure the right school is in the right place and is fit for the 21<sup>st</sup> Century learner to support school improvement and the efficient and effective use of public resources.</p>	<p>Please see above, Strategic Theme 8, page 6.</p>

However and whatever the style, we should consider;

## **1.1 Standards**

1.1.1 results and trends in performance compared with national averages, similar providers and prior attainment

1.1.2 standards of groups of learners

1.1.3 not applicable

1.1.4 skills

1.1.5 Welsh language

## **1.2 Wellbeing**

1.2.1 development of healthy and safe attitudes

1.2.2 participation and enjoyment in learning

1.2.3 community involvement in decision-making

## **2.1 Support for school improvement**

2.1.1 local authority support, monitoring, challenge and intervention

2.1.2 the authority's work in raising standards in priority areas, including curriculum support

2.1.3 not applicable

2.1.4 support for school leadership, management and governance

## **2.2 Support for additional learning needs and educational inclusion**

2.2.1 work to meet its statutory obligations in respect of children and young people with additional learning needs (ALN)

2.2.2 work in raising standards for children and young people with ALN

2.2.3 provision for children and young people with ALN, including provision that is commissioned and/or provided by or with other agencies

2.2.4 work with parents and carers of children and young people with ALN

## **2.3 Promoting social inclusion and wellbeing**

2.3.1 work to promote social inclusion and the wellbeing of all children and young people, including behaviour, anti-bullying, preventing exclusion and education otherwise than at school (EOTAS)

2.3.2 promoting attendance and keeping children and young people in education, employment and training

2.3.3 youth support services and personal support



2.3.4 safeguarding arrangements

## **2.4 Access and school places**

This section looks at access to services and provision from early years and at all key stages

2.4.1 the provision of an appropriate range and number of school places

2.4.2 admissions to schools

2.4.3 co-ordination of early years and play to ensure sufficiency

2.4.4 co-ordination of youth support services to ensure access to entitlements

## **3.1 Leadership**

3.1.1 the impact of leadership

3.1.2 strategic direction and meeting national and local priorities

3.1.3 elected members and other supervisory boards

## **3.2 Improving quality**

3.2.1 self-evaluation, including listening to learners and others

3.2.2 planning improvement

3.2.3 involvement in professional learning communities

## **3.3 Partnership working**

3.3.1 strategic partnerships

3.3.2 joint planning, resourcing and quality assurance

## **3.4 Resource management**

3.4.1 management of resources

3.4.2 value for money

Overview and Summary of Plans and Policies effecting/ impacting on Y Cynllun

Single Integrated Plan								
Outcome 1: Healthy		Outcome 2: Feel safe and are safe		Outcome 3: Communities and environment		Outcome 4: Prosperous	Outcome 5: Learning	
Corporate Improvement plan								
Improvement Objective - Safer, Brighter, Futures – 8 measures		Improvement Objective – Better Schools, Better Prospects – 8 Measures		Improvement Objective – Improving Outcomes, Improving Lives – 7 Measures		Improvement Objective Prosperity for All – 7 Measures	Improvement Objective – Reduce, Recycle, Reuse – 1 Measure	Improvement Objective Better, Simpler, Cheaper – 5 Measures
Days lost in primary sector through fixed term exclusions	Days lost in secondary sector through fixed term exclusions	Permanent exclusions	Level 2 +	Highly effective schools	Primary attendance	Secondary attendance	Average capped points	

Y Cynllun									
Inclusion		SSIP	Finance	Education		Participation		Operations	
Additional Learning Needs Support Team	Educational Psychology and School Based Counselling Service	To ensure the right school is in the right place and is fit for the 21st Century learner to support school improvement and the efficient and effective use of public resources.	Finance and the Management Information Unit	14-19	Minority Ethnic Achievement Support	County Youth Service	Communities First	Physical Activity and Sport Service.	
						Adult Community Learning	Flying Start		
			Data Unit	Looked after Children (LAC)	Gypsy / Travellers	Families First	Early Years		Library Service
						NPT Works	Family Information Service		
Support for Learning Service	Wellbeing and Behaviour		Project Development and Funding Unit	Education through Regional Working (ERW)		Work Based Learning – Learner Outcomes action Plan/ Targets	Play Development	Access Managed Services	
ERW Business Plan									
Leading Learning	Teaching and Learning	Support for Learning	Literacy and Numeracy	Digital Learning	Poverty	Governor Support	Curriculum Support		
Teacher Assessment	Early Years and Foundation Phase	Self-Improving School System	HR	Attendance	Welsh in Education	Minority Ethnic Pupils	Schools Causing Concern		
Professional Learning and Leadership			Safeguarding		Monitoring, Support, Challenge and Intervention				