



Directorate Development Plan

Cynllun Datblygu'r Gyfarwyddiaeth

Neath Port Talbot – A Learning Strategy

Foreword

The local authority is committed to creating an environment that secures access to learning provision and opportunities for all children, young people and adults in order that they reach their potential and their ambition.

Our vision is to champion the needs of all learners, particularly our vulnerable and disadvantaged, and build strong relationships with families, schools and communities.

We want to ensure that learning is a safe, nurturing and fulfilling experience in all settings, where there is respect and due regard to equality, diversity and inclusion.

We will work in partnership to ensure that schools and other providers meet the learning needs of all their pupils and students, building professional capital and collective responsibility throughout the system and ensuring that literacy and numeracy are at the heart of learners' development.

We are driven by the national mission that children and young people should develop as:

- **ambitious, capable learners;**
- **enterprising, creative contributors;**
- **ethical, informed citizens; and**
- **healthy, confident individuals.**

We believe that one of our key responsibilities is to remove the barriers to learning and aspiration by convening and working in partnership with other services and agencies that touch the lives of children and young people.

In partnership, we are prioritising:

- more intensive family support services aimed at increasing educational aspiration and participation;
- early identification and support for mental illness and promoting emotional health and wellbeing;
- to build on current support mechanisms relating to domestic violence;
- to secure clear and proactive interventions to deal with alcohol and drug abuse.

We will work in partnership with schools and other key providers to deliver:

- 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.

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. Our recent focus on developing a Children's Community in Sandfields West highlights our commitment to establishing a locality based strategy that will address the specific issues faced by children and young people within a geographical area and agreeing a strategy and resource to secure improvements.

Cllr. Peter Rees

Cabinet Member for Education, Skills and Culture
Aelod Cabinet dros Addysg, Sgiliau a Diwylliant

Aled Evans

Director of Education, Leisure and Lifelong Learning,
Cyfarwyddwr Addysg, Hamdden a Dysgu Gydol Oes,

Contents

Description	Page Number
Introduction and key area descriptions	Page 5 - 11
Strategic Theme - Improve pupil attendance of all learners	Page 12
Strategic Theme - Continue to improve safeguarding practices and procedures	Page 12
Strategic Theme - Improve literacy outcomes for all learners	Page 13
Strategic Theme - Improve numeracy outcomes for all learners	Page 14
Strategic Theme - Improve end of Key Stage Results (Including FSM)	Page 15
Strategic Theme - Improve the performance of boys at Core Subject Indicator and L2	Page 16
Strategic Theme - Deliver priorities identified in the Welsh in Education Strategic Plan 2017-20	Page 16
Strategic Theme - Delivery of the Strategic School Improvement Programme	Page 17
Strategic Theme for Education	Page 19
Strategic Theme for Operations	Page 20
Strategic Theme for Participation	Page 21 - 27
Strategic Theme for Finance	Page 28 - 29
Strategic Theme for Inclusion	Page 29 - 32
Strategic Theme for SSIP	Page 33
Overarching theme for Leadership and Professional Development	Page 34
Education Leisure and Lifelong Learning Overview	Page 35 - 36

Introduction

This document sets out the local authority's priorities for learning 2017-20. It is ambitious in its expectations and acknowledges that pupil wellbeing and wider holistic support is at the heart of our strategic approach in Neath Port Talbot. Our approach seeks to make school improvement and development of learning as aerodynamic as possible by seeking to remove barriers that learners and / or deliverers may experience.

At Neath Port Talbot, senior leaders are committed to creating the optimum conditions for learners and providers of learning to thrive.

We acknowledge that high quality learning and securing the best possible outcomes for children and young people are key to our vision of championing the needs of learners. We are also clear that learning must be inclusive and must cater for the emotional wellbeing of all pupils.

Education through Regional Working

Education through Regional Working (ERW) delivers a school improvement service on behalf of Neath Port Talbot. As part of the ERW alliance, we believe that all children should benefit from high quality teaching and learning, strong school leadership and equity of opportunity to achieve. High quality support, challenge and intervention underpins this purpose by ensuring close monitoring, bespoke support according to need as well as professional learning opportunities for teachers and leaders.

Neath Port Talbot County Borough Council recognises that working collaboratively can benefit schools by sharing expertise and resources and is committed to promoting mature partnerships between schools across the ERW region. Directorate and delivery plans align with ERW's business plan 2017-2020. ERW is becoming more agile at delivering national policy at a local level through collaboration, utilising best practitioners and meeting the needs of more vulnerable learners.

School improvement officers in Neath Port Talbot have clear priorities for supporting schools according to need and engage with the Education through Regional Working (ERW) central team to maximise professional learning opportunities for staff in schools. There is a clear commitment to work in partnership to develop the capacity of schools to self-improve.

Early Years – school preparedness

Neath Port Talbot County Borough Council take a coordinated approach to ensuring the childcare market in the locality meets the needs of working families, and non-working families alike. As part of the Think Family Partnership, the Early Years and Childcare Unit, together with the Flying Start Team and Play Development Team, support a range of childcare providers across Neath Port Talbot. Flying Start focuses on supporting childcare within the most deprived 25% of the Local Authority. The Think Family Partnership provides a joint training programme for childcare and play providers, ensuring the staff are trained to deliver high quality childcare and play opportunities.

We recognise that to meet the Welsh Government's "Cymraeg 2050" target of a million Welsh speakers by 2050, a shift needs to take place at a pre-school level to create a demand for Welsh medium childcare places, rather than respond to direct requests for it. Collectively, NPTCBC endeavour to support the development of additional Welsh language childcare opportunities, and are committed to increasing the quality of Welsh used in all childcare and play settings.

NPTCBC believe that childcare is integral to school preparedness. Flying Start transition processes that include multi-disciplinary meetings are seen as good practice for all childcare, ensuring information and data collected from key screening tools such as WELCOMM is communicated to destination schools allowing for a smooth transition for all children and their families. Encouraging good attendance in childcare is seen as a good stepping-stone to excellent school attendance.

Our special referral scheme O Gam I Gam, seeks to enable children with disabilities to be integrated within a mainstream childcare setting. The Think Family Partnership is forward thinking, and already planning for changes in area demographics, addressing CSA gaps, and the forthcoming 30-hour childcare offer.

Delivering in Partnership

We are committed to working in partnership at both a strategic and operational level in order to ensure that the most effective and efficient services are developed and delivered, to positively affect the individuals and communities of the borough. We are determined to have progressive and productive partnerships, working cohesively and remaining current.

Partnership working is increasingly a robust and dynamic principle at the heart of how we deliver services for children and young people in Neath Port Talbot. The Think Families Partnership is one example of a working partnership that has a governance structure that contains various partners including NPTCVS, Youth Service, Social Services, ABMU, schools and the Careers Service. Decisions are made collectively and funding investment is prioritised. Difficult decisions are taken regarding commissioned services based on evidence and information from best practice. Partnership working is predicated on sharing information to inform decision-making, securing effective communication between partnerships and within and across agencies and monitoring the quality and performance of our services.

We will:

- Intervene as early as possible when we identify problems to avoid them escalating
- Develop more integrated ways of working and delivering services, helping front line workers develop the skills and confidence to work closely together
- Extend the involvement and participation of children, young people and their families in planning and delivering services
- Promote fairness and equality of opportunity and access to services for all
- Develop clear, coordinated public information about all our services
- Continually challenge mainstream universal services to ensure that they address the needs of the most vulnerable children, young people and families.

Inclusion

Neath Port Talbot Local Authority aspires to an inclusive education that celebrates diversity, respects everyone's right to education and provides access to high quality learning experiences for every child and young person, including our most vulnerable learners.

We aim to achieve this through working in partnership with schools, young people and their families and with wider partner agencies in order to ensure early identification of need and effective intervention and support. The Inclusion Service has worked with schools to develop a cluster approach to planning for pupils with additional needs and a comprehensive training programme to further build capacity within schools. A multi-agency approach is essential to reducing barriers and increasing engagement and the authority is continuing to embed partnership working with outside agencies, including Health, and the third sector.

Ensuring the voice of the young person and their family is heard is integral in planning provision. The voice of young people including those with severe and complex needs is captured through a person centred approach, thus ensuring that the child remains central to the planning process and decision-making. The authority facilitates training in person centred approaches and one page profiles with the aim of developing a person centred organisation.

The authority is currently preparing for changes in legislation through statutory reform for providing for pupils with additional learning needs and is committed to successfully implementing the new ALN Bill and Code of Practice, in order to ensure the best outcomes for our most vulnerable learners.

Learning for life

Neath Port Talbot recognises the importance of engaging people in the learning process, developing their soft skills e.g. confidence, assertiveness, ensuring progression into more formal learning and /or employment. There are numerous learning for life opportunities to address the needs of citizens, which also addresses Welsh Government priorities e.g. essential, digital and employability skills. Courses also target adults of a variety of ages, which includes wider support for mental health and physical health difficulties etc., back into education and training, focusing on new skills, gaining qualifications, progressions onto further/high education and employment. Courses are flexible to the needs of the adults and are designed to offer opportunities to address gaps in knowledge and skills in a holistic way e.g. informing the development of courses and / or curriculum and meeting the needs of the local and national economy.

The authority recognises that lifelong learning has a wider implication including social inclusion, health and wellbeing, community cohesion and can act as a tool to tackle poverty. As a result, NPT understands barriers that face individuals so courses are delivered in accessible community venues across urban/rural areas. Adult learning also provides classes such as Family Learning in various schools within the borough – working with parents/carer and children. Together, these courses aim to reduce the impact and break the intergenerational cycle of poor essential skills. Many courses have reduced fees or have zero fees to cater for those with low economic status, particularly in the priority areas e.g. literacy and numeracy skills.

Neath Port Talbot County Borough Council works in partnership with a range of other learning providers and referral agencies to assure that the best possible opportunities are accessible in the area. This also includes non-accredited provision that is delivered independently offering classes to improve skills in areas such as sugar craft, music etc.

Role of the Governing Body

The relationship between the local authority and individual governing bodies in Neath Port Talbot is strong. The local authority asserts challenge and intervention when necessary to ensure standards are met, and individual governing bodies are confident to reciprocate their own level of challenge to the local authority when they feel it is justified.

The Cabinet Member for Education, Director and senior management team of the education directorate meet chair and vice-chair of governors on a termly basis to discuss key educational issues, promote best practice and partnership working and to keep governors apprised of emerging themes. This forum is generally very well attended with approximately three-quarters of schools frequently being represented.

Governors receive a comprehensive package of support and training, covering subjects such as safeguarding, safer recruitment, data, financial information, preparing for inspections, legal responsibilities, HR and the Welsh Government identified mandatory training requirements.

The local authority, working in partnership with regional colleagues and across Wales, provides governing bodies with a suite of template documentation, policies and helpful resources to assist them undertake their roles and responsibilities.

The local authority has directly contributed to a number of consultation/stakeholder sessions with Welsh Government regarding their proposals to undertake wide-scale reform of the governance structure within schools throughout Wales. When (if) the proposals are adopted by the Assembly we will ensure governing bodies are soundly supported in order to implement the Regulatory changes required of them.

School organisation & 21st Century schools

The Council is responsible for promoting high educational standards and for delivering efficient primary and secondary education. Having the right schools in the right place and ensuring that they are fit for the 21st century learner is the ongoing challenge facing the Council. Achieving this involves reviewing the number and type of schools the Council has in its area and assessing whether or not best use is being made of resources and facilities. This will include ensuring suitable provision for those pupils with special educational needs/additional learning needs.

The Council established a Strategic School Improvement Programme (SSIP) in 2008; a programme that has brought about significant change to the school estate during the ensuing period, including new build schools supported by Band A of the Welsh Government's 21st Century Schools programme of capital funding. The SSIP is supported by a principles paper that sets out a programme of development ensuring that schools are "fit for purpose" and capable of delivering high quality education. Proposals for change are to be based on educational standards; the need for places and the accessibility of schools; the quality and suitability of school accommodation; and effective financial management

Implementing the SSIP has led to substantial change involving opening new schools, closing existing schools, merging or amalgamating schools, federating schools, promoting new initiatives that support collaborative working between schools and developing ALN provision. School reorganisation proposals involving capital build projects have been supported by the Welsh Government's 21st Century Schools Band A capital funding programme. When complete in 2019, the Council's Band A programme of projects will have realised a £122m investment in the school estate, delivering two new build, 3-11, English-medium schools; two new build, 3-16, English-medium middle schools; and a new build/replacement accommodation, 3-18, Welsh-medium middle school on two campuses. Preparations have begun on the next tranche of school reorganisation including capital funding proposals for Band B, 2019 – 2024.

Wellbeing

Within Education, we want to enable all our pupils to be resilient active citizens who are healthy, confident individuals and ready to lead fulfilling lives as valued members of society.

The NPT Wellbeing and Behaviour continuum aims to ensure pupils receive the right support and provision to meet their needs, first time every time, leading to a more pro-active approach to addressing the needs of pupils focusing on early identification and intervention. As part of the continuum, the Wellbeing Team provide support to pupils to improve Wellbeing, raise aspirations and enable them to overcome any barriers to engagement, as well as working with schools on whole school approaches and training staff to build capacity.

Key to the success of the Continuum is working with other partners and services to ensure the holistic needs of children, young people and their families are supported, with them playing an active role in addressing their own needs.

Embedding Children's Rights and person centred approaches within our schools and services is a priority along with building on the success of LACES Attachment Aware School's Programme, the establishment of Emotional Literacy Support Assistants and Video Interaction Guidance.

A Wellbeing Conference is planned for the New Year to formally launch the Continuum, along with a training package and toolkit to support pupils and their families around wellbeing. One outcome of this will be that all schools will have a coherent and embedded Wellbeing and Behaviour policy in place.

Welsh in Education

Welsh-medium education is an integral and essential part of the learning offer in Neath Port Talbot. We believe that all children should benefit from the opportunity to learn, appreciate and understand their lives through the medium of Welsh. The authority underpins this principle by ensuring universal access to this provision; equally, we will ensure that second language provision across all schools provides pupils with the skills and ability to become confident and sustained speakers of Welsh and that the provision develops a meaningful relationship between the language and the learner.

Neath Port Talbot County Borough Council recognises that language and culture are critical parts of an individual's identity and is committed to promoting and celebrating Welsh language learning across all phases and sectors.

Our Welsh in Education Strategic Plan (WESP) 2017-2020 details how we plan to support and further develop Welsh language education in schools and in the wider communities and how we plan for future growth; a commitment that is evidenced through the secured investment of over £40m 21st Century Schools funding into Welsh-medium facilities, including a new secondary school campus in the south-east. The WESP details how we will secure further development and aligns itself to national policy and guidance in order to contribute to the Welsh Government's aim of achieving a million Welsh speakers by 2050.

Youth Provision

Neath Port Talbot Youth Service provides young people aged 11-25 with a range of educational, social and recreational opportunities delivered through a highly skilled and experienced work force. The Youth Service engages with young people in a variety of settings such as youth clubs, mobile provision, schools, community based activities, job centres and lunch clubs. The Youth Service is also responsible for the Duke of Edinburgh Award Scheme and NPT Youth Council. Youth work within NPT is delivered using various methods that are based on the needs of the young person.

The Service consists of both Local Authority and grant funding and its delivery is often required to adapt annually to satisfy funding requirement and more importantly to address the ever-changing challenges faced by young people.

The Youth Service plays a critical role in reducing the number of young people who are not in education, employment or training (NEET) and will continue to develop this area of work as set out in the Youth Engagement & Progression Framework. The Youth Service actively engages with and supports young people who are often seen as being vulnerable and the most difficult to engage with through specific targeted youth work interventions. This work includes supporting young carers, LGBT young people and other groups identified by need.

Open access and targeted work are carried out across the local authority using group work and one to one interventions and we will further develop way of increasing the number of young people engaged with and help those young people achieve positive outcomes with regards to their personal, social and educational development.

The purpose of this strategy 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. Some of the targets are quantitative and set a clear expectation in terms of improvement, others are qualitative and provide thresholds of performance that are key to a high functioning education service. The strategies needed to realise these ambitions are detailed in individual service delivery plans that sit beneath this document.

It also sets out in clear terms the role of teachers, school leaders, governors, parents, the local authority and key partners such as ERW.

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.

The Directorate Development Plan links to the ERW Business Plan 2016-19. ERW's vision is for a consistently high performing school network across the region with every school a good school offering high standards of teaching under good leadership resulting in all learners achieving their maximum potential. In order to achieve this vision, we will build school capacity through support, challenge and intervention to become self-improving, resilient organisations, which continually improve outcomes for all learners.

Strategic Theme	Outcome Areas for NPT
<p>1 Improve pupil attendance of all learners</p>	<ul style="list-style-type: none"> • 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%, 2016 94.6, 2017 – 94.8%) • 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%, 2016 – 92.6%, 2017 – 92.8%). • 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%, 2016 – 93.7% 2017 – 93.6%). • 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%, 2016 – 89.9% 2017 – 89.6%). 2017 figure is NPT figure, WG have not yet released FSM attendance data for 2016/17.
<p>2 Continue to improve safeguarding practices and procedures</p>	<ul style="list-style-type: none"> • To ensure that all schools are judged by Estyn to be at least good in safeguarding practice by the end of July 2018. • 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; • 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 • 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. • To ensure that all relevant staff are registered under the Education Workforce Council from April 2016. • To ensure that all schools and service areas comply with NPT Safer Recruitment Policy when assessed by internal and external audit.

Strategic Theme	Outcome Areas for NPT
<p>3 Improve literacy outcomes for all learners</p>	<ul style="list-style-type: none"> • 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 (2015- 82.8%, 2016 – 81%, 2017 – 82%). • 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 (2015 – 71.0%, 2016 – 69%, 2017 – 68%). • 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 (2015 – 85.3%, 2016 – 87%, 2017 – 87%). • 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 (2015 – 72.3%, 2016 – 77%, 2017 – 76%). • 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 (2015- 84.2%, 2016 – 84%, 2017 – 85.9%). • 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 (2015 – 69.7%, 2016 – 70%, 2017 – 71.1%). • 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%, 2016 69%, 2017 – 63.1%). • 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 %, 2016 – 43%, 2017 – 36.1%).

4

Improve numeracy outcomes for all learners

- 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 (2015 – 85.2%, 2016 – 84%, 2017 – 85%).
- 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 (2015 – 72.8%, 2016 – 72%, 2017 – 72%).
- 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 (2015- 85.8%, 2016 – 88%, 2017 – 88%).
- 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 (2015 – 72.9%, 2016 – 80%, 2017- 75%).
- 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 (2015 – 83.4%, 2016 – 83%, 2017 - 84.4%).
- 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 (2015 – 67.3%, 2016 -68%, 2017 – 65.8%).
- 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 (2015 – 64.9% 2016 -67%, 2017 – 59.4% (best maths)).
- 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 (2015 – 46.0%, 2016 – 44%, 2017 - 35.2%).

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"> • To ensure that at least 84% of pupils achieve FPI by the end of May 2018. (2016 – 81%, 2017 – 81% / 81.3% 3year average) • To ensure that at least 70% of pupils entitled to free school meals achieve FPI by the end of May 2018 (2016 – 68%, 2017 – 65% / 67.3% 3year average) • To ensure that at least 84% of pupils achieve CSI KS2 by the end of May 2018. (2016 – 85%, 2017 – 86% / 84.6% 3year average) • To ensure that at least 72% of pupils entitled to free school meals achieve CSI KS2 by the end of May 2018 (2016 – 75%, 2017 – 73% / 72.6% 3year average) • To ensure that at least 78% of pupils achieve CSI KS3 by the end of May 2018. (2016 – 78% / 3year average 76.3%) • To ensure that at least 60% of pupils entitled to free school meals achieve CSI KS3 by the end of May 2018 (2016 – 60% / 3year average 57%) • To ensure that at least 60% of pupils achieve L2+ KS4 by the end of May 2018. (2016 – 61% / 3year average 58.3%) 2017 51.3% (56.9% 3 year average) • To ensure that at least 40% of pupils entitled to free school meals achieve L2+ KS4 by the end of May 2018 (2016 – 36% / 3year average 33.3%) 2017 26.2% (32.2% 3 year average)

<p>6</p> <p>Improve the performance of boys at Core Subject Indicator and L2</p>	<ul style="list-style-type: none"> • Improve the performance of boys in the FPI by 2018 to 78% (2016 – 75.1%, 2017 – 76.1% / 3year average 76.5%) • Improve the performance of boys in the CSI KS2 by 2018 to 83% (2016 – 82.2%, 2017 – 82.0% / 3year average 81.1%) • Improve the performance of boys in the CSI KS3 by 2018 to 74% (2016 – 72.4%, 2017 – 73.5% / 3year average 73%) • Improve the performance of boys in L2 by 2018 to 89% (2016 – 88.2%, 2017 – 58.3%)
--	--

Strategic Theme	Outcome Areas for NPT
<p>7</p> <p>Deliver priorities identified in the Welsh in Education Strategic Plan 2015-17</p>	<ul style="list-style-type: none"> • 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 (2016 – 16.6%, 2017 – 16.2% 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. • 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 2018. (2016 - 93.1%, 2017 - 86.9%) • 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 • 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. • Improve Welsh-medium additional learning needs provision (ALN). • Ensure that there are sufficient numbers of practitioners to deliver Welsh-medium education.

8

Delivery of the Strategic School Improvement Programme

To realise by September 2017:

- The opening of Ysgol Gymraeg Ystalyfera – Bro Dur a 1773 place 3-18 Welsh-medium mainstream school (see 2018 below)
- the closure of a 262 place Welsh-medium primary school (YGG Y Wern);
- the closure of a 1285 place Welsh-medium secondary school with 6th Form (YG Ystalyfera);

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 (Brynhyfryd 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 relocation of primary age pupils to new build on the Ysgol Gymraeg Ystalyfera – Bro Dur north campus
- the establishment of Welsh-medium secondary education in the south of the County Borough at the Ysgol Gymraeg Ystalyfera – Bro Dur south campus
- 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 secure Welsh Government 21st Century School Programme Band B grant funding (2019 – 2024) to further support school reorganisation through new builds in primary and secondary sectors so as to ensure continued improvements in learning environments and facilities for pupils. Estimated cost of Band A schemes is approx. £122m.
- To respond to the demand for Welsh-medium education by establishing new schools/starter classes as needs require. Scoping report currently being undertaken.
- 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 and to ensure schools are fit for 21st Century teaching and learning. Currently there are 55 primary, 7 secondary, 2 middle schools 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% and will have removed c.£40m backlog maintenance and accessibility costs.
- 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.
- 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.

Strategic Theme for Education	Outcome Areas for NPT
14-19	<ul style="list-style-type: none"> • To support school based staff in training and development to embed the new Welsh Bacallaureate prior to it becoming a performance indicator in schools. • To assist schools with measures to reduce potential NEET pupils. The year 11 NEETs figure for 2015-16 is 3.6%, target for 2018 is 3.6% • To help develop higher ability pupils, with the potential to be part of the Seren Hub.
Minority Ethnic Achievement Support	<ul style="list-style-type: none"> • To ensure that EAL pupils continue to perform at 60% or above in L2+ outcome at KS4. • To ensure that EAL pupils achieve at least 70% in L2 language and maths.
Looked after Children (LAC)	<ul style="list-style-type: none"> • To improve capacity within all schools, supporting their development further, as ‘attachment aware’ schools. • To improve capacity of all schools to develop and embed relational specific strategies/approaches to emotional regulation and behaviour. • Improve inclusion and engagement of all pupils (looked after, adopted and subject to special guardianship order) in Foundation Phase, KS2, KS3 and KS4 by supporting schools to provide individual packages of learning support.
Gypsy / Travellers	<ul style="list-style-type: none"> • Improving attendance and engagement of all pupils in Foundation Phase, KS2 , KS3 and KS4 • Improving literacy outcomes over the next three years in Foundation Phase, KS2 , KS3 and KS4
Education through Regional Working (ERW) Note of Instruction	<ul style="list-style-type: none"> • 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. • Ensure that current rate of improvement in the performance of e-fsm pupils is accelerated, particularly at key stage 4. • Improve the performance of boys at all key stages, but particularly in English/ Welsh at key stage 4. • Broker support to further develop Welsh medium curriculum provision at all key stages. • Improve the quality and accuracy of assessment.

Strategic Theme For Operations	Outcome Areas for NPT
Library Service	<ul style="list-style-type: none"> • The number of library materials issued, during the year, per 1,000 population. Number of items issued 2015/16 - 450,318 Target 2016-17 = 450,000 issues. Actual = 417407. Target for 2017-18 = 405.000 • 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. Actual = 808966. Target for 2017-18 = 785,000 • Number of e-books viewed 2015 – 6390 Target 2016-17 = 6700 books viewed. Actual = 6137. Target for 2017-18 = 6250 • The number of publicly accessible computers per 10,000 population. • Actual - 2015/16 – 6.19 Target 2016/17 - 6.40 Actual = 6.10 Target 2017-18 = 6.10 • The percentage of library material requests supplied within seven calendar days. Actual 2015 /16 – 76 % Target 2016/17 - 78% Actual = 75% Target for 2017-18 = 75%
Access Managed Services	<ul style="list-style-type: none"> • 96.55% of schools currently offer free breakfasts - Target 2018 – 98%. • The average take up of Primary and Special school meals both paying and free per week is 26,296 meals. The take up both paying and free Primary and Special for Financial Year 2016/2017 is 1,015,025 meals. The target is to maintain the percentage of the take up of meals for 2017 • 100% of Primary and Special Schools hold a current score of four and above on the Food Hygiene Rating. Target for 2017 /2018 is to maintain 100%
Physical Activity and Sport Service / Leisure facilities.	<ul style="list-style-type: none"> • Hooked on sport overall (SSS) 2015 – 55% Target 2017 – 58% .Survey postponed by sport Wales to summer term 2018 • 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+ (Actual 8,005)

Strategic Theme Participation	Outcome Areas for NPT
Communities First	<p>Communities First</p> <ul style="list-style-type: none"> • Develop greater links with the other projects (four contacts) in the Participation portfolio by March • Ensure the Community Involvement Plan (CIP) is delivered in communities and information recorded for Welsh Government by March 2018. • Develop the new Employability Programme (five new contacts)working with other prosperity programmes both internally within the Local Authority and externally with Partners by January 2018 • 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 – 301 per annum. Number of people gaining a qualification – 140 per annum. Number of participants entering into work – 90 per annum. Number of people more positive about their mental wellbeing – 49 per annum (3/4 of the year while Communities First is still operating). <p>Communities for Work</p> <ul style="list-style-type: none"> • To provide one to one support to clients over 25+ who are economically inactive to gain employment 17/18 - 4 per cluster. • To provide one to one support to clients who are over 25+ who are long term unemployed to gain employment 17/18 - 2 per cluster. • To provide one to one support to clients who are 16-24 years who are Not in Education, Employment and Training (NEET) to gain employment 17/18 -12 per cluster. • To provide one to one support to clients over 25+ who are economically inactive to gain a training qualification 17/18 - 12 per cluster. • To provide one to one support to clients who are over 25+ who are long term unemployed to gain a training qualification 17/18 - 6. • To provide one to one support to clients who are NEET to gain a training qualification 17/18 -12 per cluster.

	<p>Rural Development Plan</p> <ul style="list-style-type: none"> • Implement projects in line with the Local Development Strategy. Number of projects supported – Five. Number of participants supported – 200 per annum. • Work with delivery partners to ensure funding is identified as planned and drawn down from WG on a quarterly basis. <p>Cognition</p> <ul style="list-style-type: none"> • 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.
<p>County Youth Service</p>	<p>Youth Engagement & Progression</p> <ul style="list-style-type: none"> • To oversee the implementation of the Youth Engagement Strategy and the Youth Engagement and Progression Framework on an annual basis. • To provide support for young people aged 16-24 who are NEET or at risk of NEET from Non- Communities First areas and help them transition into employment, education and training. Support 150 young people. <p>Youth Service Families First</p> <ul style="list-style-type: none"> • Provide one to one, group and transition support to vulnerable young people aged 8 – 24 with the aim of preventing needs from escalating (Support 300 young people). <p>Youth Service Communities First Legacy</p> <ul style="list-style-type: none"> • To provide support to young people within Secondary Schools to enable them to transition into education, employment and training and thereby reducing the yr11 NEETs figure (Engaged with 60 young people). <p>Youth Service Core Team</p> <ul style="list-style-type: none"> • Provide young people with opportunities to engage in youth work activities using various methods such as open access youth clubs, youth council, lunch clubs, mobile provision and events (Engage with 3,500 young people with 10,000 contacts). • To provide young people with opportunities to access Relationship Advice Youth Workers who will enable young people to

	<p>understand what constitutes a healthy sexual relationship and to contribute to the reduction of teenage conceptions and pregnancy across NPT. 1000 contacts per annum with young people accessing the Relationship Advice Drop-in Service (RADS).</p> <ul style="list-style-type: none"> • Continue to promote and expand the participation of young people in the Duke of Edinburgh Award Scheme. 400 young people to sign up to the Duke of Edinburgh Award with 300 completers per annum.
<p>Adult Community Learning</p>	<p>To continue to improve ACL data</p> <ul style="list-style-type: none"> • To continue to improve the ACL grant funded and franchise benchmarking data (Completion (C), Attainment (A) and Success (S)) to ensure it is above the National Comparator (NC) for Adult Community Learning – Direct Funding for 16/17 – increase attainment and success by 2pp. Franchise delivery for 16/17 - increase attainment by 4% and success by 1pp <p>Increase delivery for 17/18</p> <ul style="list-style-type: none"> • Increase number of enrolments by 2pp in 2017/18, which will also increase ACL funding. <p>To assess, record and monitor learners with additional learning needs</p> <ul style="list-style-type: none"> • To ensure that 100% of learners who have additional learning needs and have enrolled onto a literacy and /or numeracy and are receiving the correct support so they can achieve to their full potential. <p>Improve literacy/numeracy outcomes for learners</p> <ul style="list-style-type: none"> • To ensure 100% of learners are screened via WEST (Wales Essential Skills Toolkit) who are enrolled on literacy/numeracy, learners who are studying more than five hrs per week and GCSE Mathematics and English courses. • To provide six non-accredited (three literacy, three numeracy) courses to encourage new learners onto literacy/numeracy classes. • To continue to improve outcomes for literacy / numeracy data by 0.5% literacy from 95% in 15/16 to 95.5% to 16/17.
<p>Play Development</p>	<p>Deliver actions as identified from the Play Sufficiency Assessment</p> <ul style="list-style-type: none"> • 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"> ○ Minimum of four accredited courses for minimum of 25 total participants ○ Minimum of four non-accredited courses/workshops for minimum 25 total participants

	<ul style="list-style-type: none"> • To support families to provide for their children’s play needs, promoting their healthy growth and development. <ul style="list-style-type: none"> ○ Supporting 100 families to improve how they play through 1:1 home-based family play sessions ○ Make 150 loans to families through the Play Takeaway, providing a range of resources for children’s play • To provide opportunities for children and young people to be involved in decisions affecting play. <ul style="list-style-type: none"> ○ Minimum of 70 children in Play Hero programme • To improve children and young people’s access to outdoor play opportunities. <ul style="list-style-type: none"> ○ Present Playing it Safe messages to 1600 children through Crucial Crew
Flying Start	<p>Flying Start Childcare</p> <ul style="list-style-type: none"> • Increase attendance figures from 87.5% to 89% by Sept 2019 implementing and monitoring more detailed attendance policies. • Maintain high standard of Safeguarding and Child Protection training levels, including ongoing training and facilitation of additional peer support structure for managers and Designated Persons at least once every term. • Increase the number of Flying Start children transitioning to Welsh Medium Primary school from 52 to 55 by 2018. • Increase the quality of Welsh used in all settings by 2018, by training at least 70 staff from a minimum of 28 settings in the use of Welsh by December 2017. • Existing three settings active on the scheme to complete Healthy Sustainable Pre School Scheme (HSPSS) in full by 2019, with any newly commissioned settings to completing Healthy Snack Award within 2 years of joining FS. An additional ten Flying Start settings to complete HSPSS in full by 2021 <p>Flying Start Parenting</p> <ul style="list-style-type: none"> • To complete 15 Family Links Parent Nurture groups (Ten week programme) by 2018 • To maintain the running of at least 12 stay and play groups across all areas, transitioning into childcare • Increase the number of fathers involved in the programme from 50 to 70 by Sept 2018

	<p>Early Language Development</p> <ul style="list-style-type: none"> • All Flying Start children screened with “WellComm” tool at home by HV or SALT around 18 months, with nearly all children screened within two months of reaching 18 months old. • All childcare settings to screen all children in entry and exit from setting with “WellComm” screening tool and utilise the ‘Big Book of Ideas’ to support children who are identified with a delay. With nearly all children to be screened within two months of starting setting, with nearly all children screened on exit from setting before transitioning into school. • Targeted home based advice sessions to be delivered to nearly all children identified with high need by “Wellcomm” screening.
<p>Early Years and Childcare Unit</p>	<p>Deliver actions identified from the Childcare Sufficiency Assessment 2014 – 2017</p> <ul style="list-style-type: none"> • Increase the number of childcare places available for families particularly out of school childcare by 10pp by March 2018 • Increase the quality of care in childcare settings. Provide at least 20 training courses by end March 2018 which will contribute to increasing the quality in childcare settings • Provide a programme of training which will enable all settings to improve the quality of Welsh used in settings. • Provide support to childcare settings and childminders through visits to support development and sustainability, identify training needs, and provide information and advice. Target of 200 support visits to end of March 2018.
<p>Family Information Service</p>	<ul style="list-style-type: none"> • Providing up to date instant information through social media portals and being flexible in delivering the information and informal, informative manner – Increase social media following by 20pp by March 2018, from 2600 ‘likes’ on Facebook to 3120 • 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 - Increase the number of visits on the NPT Family website by 10pp by March 2018, from 17,697 visitors to 19,400 • Effective partnership working to maximise resources and to promote positive, co-ordinating messages to communities by March 2018 - Engaging with a minimum of 200 professionals who work with families per annum, this would be a 20pp increase from 2015/16 • Working with schools on the ‘Family Information Service Friendly’ award and with childcare settings on the ‘Family Information Friendly Childcare’ Award - Minimum of ten schools achieving the award by March 2018 (five Schools per annum), minimum of ten childcare setting achieving the award by March 2018 (five childcare settings per annum)

<p>Families First</p>	<p>Families First Outcomes are</p> <ul style="list-style-type: none"> • Current Families First projects will continue to provide support to vulnerable families this year. Ten projects are in operation alongside Team Around the Family with an anticipated 3000 participants for 2017/18. • Commissioning processes are currently underway to develop a new Families First programme in line with the revised guidance with a specific focus on Early Intervention. Delivery will commence 1st April 2018.
<p>Work Based Learning – Learner Outcomes action Plan/ Targets</p>	<p>To further improve Framework Achievement Rates and Positive Progression Outcomes across all programmes to achieve and/or maintain at least 5pp above National Comparator (NC) figures.</p> <ul style="list-style-type: none"> • Overall framework success in the Apprenticeship programme 2016 NC= 85%, 2016/17 Skills & Training target 90%. • Overall framework success in the Foundation Apprenticeship programme 2016 NC= 82%, 2016/17 Skills & Training target 87%. • Activity success in Traineeship Engagement 2016 NC= 87%, 2016 Skills & Training target 92%. • Activity success in Traineeship Level one 2016 NC= 81%, 2016 Skills & Training target 86%. • Work Ready/Work Focus 2015/2016 NC= 57%, 2016 Skills & Training target 62%. <p>Literacy and Numeracy Skills. 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"> • 2016-2017, 100% of learners screened using Wales Essential Skills Toolkit (WEST) • CPD for the achievement of the ‘Certificate in Essential Skills Practitioners’ Course (Level 2 and/ or 3) for all staff delivering courses by 2017. <p>E-learning & Information Learning Technologies. To develop e-learning and information learning technologies to support training and assessment.</p> <ul style="list-style-type: none"> • Further develop Information Security processes to achieve IASME standards and be fully compliant by 2018. • Introduce and implement ‘born digital’ systems for sign up and delivery of Work Based Learning Programmes May 2018.

	<p>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"> • 2016-2017, increase delivery/ engagement from 800 to 900 individuals attending training courses at Skills & Training. • 2017 – 18, Pre-16 vocational options piloted, increased delivery to include four additional NPTCBC comprehensive schools.
<p>NPT Works</p>	<ul style="list-style-type: none"> • To reach DWP stretch targets of 145% for job outcomes of participants on the Work Programme in both Neath Port Talbot and Bridgend for 2017/18. • To be fiscally prudent to ensure that NPT Works’ revenue budget meets predicted income/expenditure levels set for 2017/18. • 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 2017/18 financial year.

Strategic Theme for Finance	Outcome Areas for NPT
Finance and the Management Information Unit	<ul style="list-style-type: none"> • To ensure that the EL&LL service continues to be financially viable. • 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. • To fully maximise grant funding opportunities in line with the various grant terms and conditions. • 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. • 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. • The majority of schools buy into the Authority's SLAs, which are reviewed by a working party every two years
Data Unit	<ul style="list-style-type: none"> • To manage the Education Directorates' management information system. • To work closely with schools to ensure that there is timely and accurate submission of statutory returns to Welsh Government. • To support ELLL services, NPTCBC schools, and other Data Unit customers with their information and data needs. • To respond to all ELLL FOI requests within timescale and provide advice to schools and services. • To manage complaints on behalf of ELLL.

<p>Project Development and Funding Unit</p>	<ul style="list-style-type: none"> • To prioritise funding opportunities and project proposals that will yield most in terms of monetary and social return. • To consolidate the success of all Community Benefit Funds that the PDFU has been called upon to manage for the Council. • To strengthen partnerships with other improvement teams in order to add value to community development and economic regeneration.
<p>Strategic Theme for Inclusion</p>	<p>Outcome Areas for NPT</p>
<p>1) To ensure early identification and effective intervention to secure best possible outcomes for vulnerable learners.</p>	<ul style="list-style-type: none"> • The Educational Psychology Service (EPS) will develop meaningful assessment tools to monitor and review the impact of interventions and children and young people’s progress against agreed targets. The EPS will further develop self-efficacy measures to monitor the effectiveness of Consultation Clinics upon the outcomes and well-being for pupils. • To further develop Video Interactive Guidance (VIG) within Flying Start and the LACES team, to promote positive relationships and attuned interactions between the adult and the child as an early intervention to improve outcomes. • Further develop and embed cluster ALN Planning meetings with all schools, using an evaluative template, in order to quality assure provision and outcomes for pupils with ALN, develop a ‘team around the school’ approach and ensure effective and efficient service delivery . • To develop and implement a ‘Dyslexia Pathway’ to ensure there is a graduated response and clearly defined route, which ensures pupils needs are assessed and met in a timely and efficient manner. • Roll out of the WellComm screening tool across all schools within the Early Years to improve school readiness, ensuring all staff are equipped to administer the screening, identify need and implement appropriate strategies. • To further develop the collation and analysis of data to target support and identify need, ensuring timely support and increased engagement. • Further develop early identification for pupils at risk of disengagement to increase requests for support at an earlier stage of need.

	<ul style="list-style-type: none"> • Review current arrangements for first response meetings for pupils at risk of permanent exclusion, to ensure appropriate support has been provided by schools in a timely manner through early identification and intervention for pupils with ALN. • To further reduce persistent absenteeism. Newly appointed Education Welfare Officer (EWO) to work with schools and other services to target this group of vulnerable pupils.
<p>2) To improve engagement and outcomes for our most vulnerable learners in specialist placements.</p>	<ul style="list-style-type: none"> • 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. • To further embed a ‘team around’ NPT’s Learning Support Centres (LSCs), ensuring a coordinated and collaborative approach is adopted by the professionals involved. This team will consist of an Occupational Therapist, Speech and Language Therapist, Educational Psychologist and Advisory Teacher. • The recently established Head Teacher LSC group will ensure better collaboration and communication, thus enhancing the expertise of senior leaders and informing future planning of provision. • To advise and work in partnership with LSC staff to further develop outcome based measures to record impact of effective curriculum and interventions. • To further develop use of highly experienced staff from our special schools to provide effective outreach support across all areas of need.
<p>3) To ensure the Authority continues to prepare for ALN reform and forthcoming changes to legislation.</p>	<ul style="list-style-type: none"> • To work with Helen Sanderson Associates to implement a training programme for Inclusion Service staff to ensure all are confident in embedding person centred principles in their area of work. • Continue to fully embed Pupil Centred Planning (PCP) within all schools through a rolling programme of training and audit of annual reviews for quality assurance. • To continue to work in partnership on a local and regional basis to prepare for legislative changes against agreed priorities. • To further develop clear and robust transition processes in preparation for the 0-25 agenda. This will include embedding person centred approaches across agencies and services, including Early Years providers, Health and Social Care. <p>To work with regional partners in the development of a parent partnership website and information service using Welsh Government Innovation funding.</p>

4) To further strengthen partnership working to ensure a coordinated multi-agency approach to meeting the needs of our most vulnerable learners.

- Reduce the number of parental requests for statutory assessments. A first response pupil centred meeting with parents, school and LA Officers has been introduced for the 2017/18 academic year. The success of this new process will be monitored against the number of parental request received and/or withdrawn.
- To appoint a statementing and process officer to undertake the drafting of statements of SEN and further monitor performance indicators for the EPS and ALNST. This will release E.P. time to provide further support to clusters of schools, deliver training in preparation for ALN Reform and Person Centred Planning approaches. It will also allow the EPS to work collaboratively with ALNST to reduce the number of statutory assessments and ensure appropriate transition through transitions panels.
- Further enhance the parent partnership service to continue to reduce the number of appeals lodged with the Special Educational Needs Tribunal Wales (SENTW).
- Flying Start (FS) Educational Psychologists will consistently chair multi agency transition meetings for all pupils with ALN who are leaving FS playgroups and transitioning to Nursery (within at least 3 months of the child's intended start date). This will ensure effective transition into school and planning of provision to meet individual need.
- To support pre-school pupils who have been referred to the Communication and Social Behaviour Assessment Team (CASBAT) and their families, by providing individual and group sessions.
- To develop a bespoke training package for the parents of pupils with a diagnosis of ASD in NPT, following a review of current training materials, in order to deliver quality training to meet identified need.
- To further develop meaningful engagement with C&YP and their families.

During the 2017/18 academic year, the governor support unit will promote and support individual governing bodies that choose to undertake the new Governor Wales national self-evaluation exercise.

5) To ensure a proactive, consistent approach to meeting the holistic needs of children and young people through universal, specialist and targeted provision.

- To further embed the Wellbeing and Behaviour Continuum. This will reduce barriers to learning, promote sustained engagement and build capacity.
- The EPS will work in collaboration with the Wellbeing and Behaviour Team, to develop an ‘emotional resilience toolkit’, which will be available to all schools in NPT by April 2018.
- Looked After Children Education Service (LACES) EPs are currently working to build capacity within schools to better meet the individual needs of pupils who have experienced relational trauma through the delivery of a comprehensive training programme. The aim is to improve staff awareness on the effects of trauma and attachment issues and an improved awareness of strategies to meet the needs of all pupils, including LAC. This will be evidence by evaluation of the training and a staff pre and post self-efficacy measure to monitor their knowledge and competence to implement the appropriate strategies and interventions.
- The EPs will review and audit how schools have been utilising their Emotional Literacy Support Assistants (ELSAs) and how they perceive the future role of ELSA within the school.
- Following an analysis of School Based Counselling Service (SBCS) data, new targets will be set to reduce waiting times and inform service delivery.
- To further develop therapeutic interventions to meet the wide ranging and complex needs of vulnerable learners. This will reduce barriers to engagement and increase participation in learning.

Strategic Theme for SSIP	Outcome Areas for NPT
<p>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.</p>	<p>Please see above, Strategic Theme 8, page 6.</p>
<p>Overarching theme</p>	
<p>Leadership and Professional Development</p> <p>To ensure that we develop leadership capacity, accountability and support for all officers.</p>	<ul style="list-style-type: none"> • Ensure that the new framework for Professional Development Review is rolled out according to corporate policy in order to understand staff’s needs, aspirations and challenges. • Continue to develop cross-service working in order to reduce duplication, increase efficiency and resilience. Ensure that through regular staff engagement, we promote innovative and progressive ways of delivering services. • Establish a strategic programme of continuous professional development that will allow all staff to acquire new knowledge and skills relevant to the priorities identified by the Directorate. • Continue to develop monitoring arrangements that engage directly with service users to evaluate impact and value for money. • Continue to develop self-evaluation processes that are complement strategic planning and draw on an appropriate evidence that will allow us to deliver services in an increasingly more intelligent and insightful way.

Head of Participation

Education						
Mike Daley – Education Coordinator						
14-19 Karen Thomas	MEAS Jan Hoggan	Looked After Children Nicky Sneezum	Gypsy /Travellers Heather Thomas	Music Wayne Pedrick	WESP Meirwen Watts	Challenge Advisers and TDOs Mike Daley
Participation						
Angeline Spooner Cleverly – Participation Coordinator						
NPT Works Gareth Jones	Work Based Learning Paul Williams Nicola Bray	Adult Community Learning Joy Khaghanian	Youth Service Jason Haeney	Communities 1 st Kerry Jones	Play Allison Harris	Flying Start / Childcare Places Families 1 st / FIS Lisa Clement Jones
Operations						
Paul Walker – Operations Coordinator						
Margam Park Orangery Michael Wyn	PASS Derek Jones	Community Facilities	Theatres Leigh Dennis	Libraries Wayne John	Access Managed Services Jayne Dennis Shirley Freeguard	School Transport Gill John
Additionality / Shared						
Safeguarding Amanda Baker	Data Carl Glover			ERW Betsan O'Connor (Managing Director) Helen Morgan Rees (Education Improvement Officer for Eastern HUB)		

Head of Transformation

Inclusion				
Hayley Lervy – Inclusion Coordinator				
ALNST Jeff Thomas	Educational Psychologist School Based Counselling Zoe Ashton	Support for Learning SALT / OT/ LD Sian Thomas/ Sophie Davies	Wellbeing Team Senior Wellbeing Manager Liz Dennis	School and Family Support EWO / EOTAS / Governor / Admissions John Burge
Strategic School Improvement Programme				
Richard Gordon - SSIP Coordinator				
SSIP officer Rhiannon Crowhurst	SSIP officer Debra Holder		SSIP officer Roger Bowen	
Finance				
Claire Darracott – Finance Coordinator				
Project Development and Funding Paul Hinder			MIU Bursar & PSO service Julie Merrifield	