Learning and Skills

Service Plan 2015/19

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Signed off by Cllr. Chris Elmore (Cabinet Member – Children's Services)
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Service Overview - Learning and Skills

The service areas of School Improvement and Inclusion and Strategy, Community Learning and Resources form the Learning and Skills Directorate.

The Directorate has a wide range of statutory duties and its primary role is to work in collaboration with key stakeholders to develop effective, confident and independent learners who enjoy a sense of personal well-being, enabling them to share their learning with others and to contribute to their community and society.

Our clear ambition is that education outcomes in the Vale of Glamorgan are the best in Wales and match those of the most successful authorities in England with similar socio-economic profiles.

The Directorate's broad functions are:

- To challenge, monitor and support schools, promoting excellence and intervening as necessary to ensure that underperformance, or potential underperformance, is addressed;
- To provide exciting, innovative and relevant learning opportunities for all learners in the Vale;
- To secure the best possible learning environment, safe for every child, young person and adult within the Vale in order that they can develop their full potential;
- To commission school improvement services from the Central South Consortium Joint Education Service (CSC JES).

Learning and Skills provides or commissions the following:
- Activity to challenge, monitor, support and intervene in schools;
- Budgets and financial support and advice to schools;
- Strategic planning and management of school places;
- Identifying and supporting vulnerable pupils and pupils with Special Education Needs (SEN) and determining eligibility for transport;
- Carrying out the council's responsibilities in respect of safeguarding and child protection;
- Providing catering services for schools;
- Providing a range of library and information services to promote and support life-long learning;
- Working with regulatory bodies (ESTYN, CSSIW) to secure high quality learning settings;
- Administering and authorising school admission requests from parents to community nursery, primary and secondary schools;
- Providing a programme of learning opportunities for young people to develop decision-making skills in matters which affect them and to understand and participate in the democratic process;

- Offering social and informal educational opportunities for young people in the age range of 11-25;
- Supporting and encouraging effective school governance and providing advice to governing bodies;
- Producing guidelines and targeting support programmes for teaching pupils with English as an Additional Language and promoting race equality;
- Targeting a support programme for the Foundation phase and supporting non-maintained nursery settings;
- Providing training and development for school leaders and practitioners on the implementation of the National Literacy and Numeracy Programmes;
- Working with partners to improve service delivery (Children and Young People Partnership, Local Safeguarding Children's Board, regional 14 – 19 Network, Youth Offending Service, Early Years Development Children's Partnership).

Our Service Plan 2015-19

The priorities and actions set out within this plan are aimed at ensuring that we improve the performance of the Council, through strengthened partnership working and performance management, including a strong and proactive approach to internal review and challenge to inform service development and sustainability, in line with requirements of the Local Government (Wales) Measure 2010. Through our work we continue to set and promote a culture of high standards of performance and an outward looking approach where we challenge ourselves to achieve.

The 2015/19 Service Plan for Learning and Skills is based on the financial year and is informed by and reflects:

- Welsh Government's national priorities for school improvement: reducing the achievement gap due to poverty, improving standards in literacy and numeracy and ensuring that the department effectively promotes pupils' wellbeing.
- The performance profile of schools and the results of school inspection reports.
- Our own self-evaluation processes, our previous year's work as a Directorate, emerging findings for development and self-evaluation Report which inform and underpin the work of the directorate.
- Our contribution to national ambition as set out in Welsh Government's implementation plan 'Qualified for Life' launched in 2014.
- The Directorate's budget including planned service savings and efficiencies and the implementation of the Council's Reshaping Services Change Programme.
- Our vision for education: Education 2015.
- Welsh Government's Youth Engagement and Progression Framework aimed at targeting intervention with young people at risk and those who are not in employment, education or training (NEET).
- Estyn's six recommendations for improvement of Vale of Glamorgan Education Services for Children & Young People which are to:

  - raise standards in schools, particularly in key stage 2 and key stage 3;
  - improve the rigour and the level of challenge provided to schools about their performance and quality of leadership;
  - use the full powers available to the authority to improve schools that are underperforming;
  - make sure that planning for improvement is thorough and consistent throughout all services;
  - ensure that robust systems are in place for evaluating the outcomes of initiatives and that they demonstrate good value for money; and
  - strengthen arrangements for monitoring and evaluating the wellbeing of children and young people.

Our service outcomes and their associated objectives for last year were as follows:

Service Outcome 1:	Learners achieve their full potential in order to maximise their life opportunities.
Service Objective 1 (SO1)	To support and challenge schools and settings to improve the range and quality of teaching and learning in order to increase achievement.
Service Objective 2 (SO2)	To meet the needs of all learners by providing a range of suitable and accessible learning opportunities and facilities.
Service Objective 3 (SO3)	To promote health and wellbeing and ensure the safety of our learners.

Each year we review our service plan and update it accordingly, ensuring we demonstrate continuous service improvement. The first section of this plan provides a directorate level overview over the next four years outlining what the key challenges are in relation to managing resources, equalities, sustainability, consultation, collaboration and risk. This section of the plan also provides a self-assessment of how we are doing, and what has been achieved in relation to last year's service plan (the service outcomes/objectives). The self-assessment also sets out what we intend to do this year and the next four years. It is this self-assessment that assists us in reaffirming or redefining our service outcomes and objectives going forward. The final section of this plan provides an improvement action plan of what we will do during the forthcoming year aligned to our outcomes/objectives along with how we will measure performance against these objectives and other associated appendices.

Managing Resources

Efficiencies and Savings 2015-19

During 2014/15, the service achieved planned budget savings totalling £1.051 million. The Council is facing significant budgetary pressures and requires all directorates to make substantial savings in the coming years. Over the next three years, Learning and Skills has been tasked with delivering the following savings:

Department	Annual Savings Target £000			
	2015/16	2016/17	2017/18	Total
Learning and Skills	896	1,748	400	3,044

Appendix 4 provides a breakdown of the savings required.

Workforce Planning 2015-19

Our workforce is our primary resource, and our objectives are only achievable through the hard work and flexibility which our staff consistently demonstrate. It is therefore vital to continue to support this through staff development and succession planning despite the pressures of budget and staffing reductions.

The Learning and Skills Directorate is developing services through a period of major change and innovation driven by:

- A sharpened focus on improved educational outcomes for all learners and an accelerated agenda for school improvement with a focus on school-led approaches to improvement and an increasingly robust relationship with schools.
- The on-going development of the Central South Consortium Joint Education Service providing school improvement services with the potential for further collaboration. The role of the department as a commissioner of services continues to increase.
- The need to deliver efficiencies and budget savings in the directorate and to support the Council's ambition to protect school budgets including the delivery of the Council's reshaping agenda.
- The development and implementation of major projects to invest in school buildings and to tackle surplus places, review the library service and in relation to the reshaping services review.
- A priority to secure safeguarding arrangements in all settings.
- A priority to ensure the voice of the learner and user informs the planning and provision of services and to champion the interests of parents and learners.
- Further collaboration with other local authorities, education providers, statutory and voluntary agencies and community/town councils and the potential of further structural changes, during the planning period to secure better outcomes and reduce costs.
- The potential benefits of further use of technology to improve the learning and user experience and to reduce costs.

The detailed workforce requirements for Learning and Skills, is set out in our workforce plan (**at appendix 3**). This addresses structural requirements, succession planning issues, the employee profile and employee development issues for the service. Key developmental themes for the service over 2015-19 will include the following:

- Future workforce needs to centre on securing effective commissioning of services including the statutory school improvement functions from the consortium as well as other providers of education provision.
- Increasing capacity within small specialist services through collaboration with others to deliver effective services.
- Developing staff to become staff be effective negotiators and able to be robust and challenging when appropriate.
- Leadership and management will need to continue to be exercised between Directorates in the Council including linkage with Children's Services in the Social Services Directorate, with Human Resources, Property and Legal.
- If implemented, the library strategy will require a major re-structuring of the staffing structure and the development of new skills.
- The Department will have a number of major projects underway at any one time. It will be important to ensure project management skills are well developed.
- The need to secure safeguarding arrangements, with all providers working in schools and other settings will be paramount. A lead officer for safeguarding helps to secure the necessary arrangements in school settings and across the Directorate in order to minimise the risk to the Council and ensure all learners are safe and feel secure.
- A need to re-shape services in line with the Council's strategy which will require skills and knowledge to explore, develop and implement alternative models of delivery including work with communities.
- An increased need for skills to develop and maintain shared delivery arrangements with other authorities and partners to ensure sustainable services and delivery of re-shaping strategies.

The Learning and Skills Directorate lost 8.94 days per full time equivalent to sickness absence in 2013/14 against a target of 6.6 days. This performance is just below the corporate performance of 8.75 days but within the Welsh average of 9.7 days. The Directorate complies fully with corporate absence management policies, managed at operational management level. At quarter 3 (April to December 2014/15) 6.57 days were lost per full time employee to sickness absence which is just below the quarter 3 target of 5.08 days.

Turnover of staff for 2013/14 was 8.6% and compares favourably with the corporate performance of 9.30%. This equated to 57 members of staff leaving during the year from an average headcount of 666 employees. In general, staff turnover in the service is not an issue for concern. At quarter 3 (April to December 2014/15), the number of leavers from the Directorate was 40 equating to a 6.63% turnover rate. This performance is within the corporate quarter 3 target of 7.5%.

Equalities 2015-19

Equality is an integral part of providing citizen focused services. We are committed to promoting and valuing fairness, in respect of equality and diversity and ensure that equality action planning is part of our normal day to day considerations with both our employees and our service users and when designing new services or policies.

Our service users and staff come from a range of backgrounds and cultures. We also recognise that many people face different barriers to services and employment and as a service provider and employer we have a responsibility to address these barriers. Equality impact assessments will become more important in the way that we do business.

Outlined below are the key equalities challenges that have been identified for the service over the next four years and a plan of how we intend to manage these challenges.

Equality challenges over the next four years	How will it be managed?
Narrowing the gap in attainment levels between pupils entitled to free school meals (FSM), looked after children (LAC) and their peers.	The Council, through accountability and Governance models ensure that Challenge Advisers conduct their work at school and pupil level taking full account of performance information for all pupils, particularly our most vulnerable. An officer from Pupil Support accompanies the Challenge Advisor on school visits, where particular issues have been identified. There is a dedicated member of staff to ensure appropriate plans are in place for each Looked After Child and this is regularly monitored.
Provision of Welsh medium services.	Careful prioritisation of existing resources and regular review of demand. A Welsh Education Strategic Plan is in place. The formal planning cycle is used to assess demand and monitor progress in order to deliver required changes.
Improving disabled access to our buildings.	The rolling programme of improvements to accessibility in schools to enable adjustments to accommodate pupil need,

	within the resources available. All schools maintain an Accessibility Plan which is regularly reviewed and updated. Remodelling of schools takes into account pupil need.
Promoting digital inclusion.	Continued free access for everyone who does not have access to ICT at home. Prioritise entry level taster sessions for people in need of basic ICT skills. Undertake mobile digital inclusion classes for adults in partnership with the Voluntary Sector.
Preventing NEET in protected target groups.	Continuously monitor provision to ensure it offers equality of access and opportunity for learners. Continue to work with partners including Cardiff and Vale College, Youth Offending Service, Careers Wales, Pupils Support Officers and schools, targeting and addressing areas of particular concern.
Placement of LAC children in schools.	Work closely with Social Services to ensure placements remain in the Vale where possible. Where Vale placements are not possible, dedicated staff ensure plans are in place, progress is monitored and children are visited.
Maintaining equality of access to our services when reshaping services.	Robust equality impact assessments undertaken of all proposed service changes. Continued monitoring of access to our services to identify gaps.
Bullying of pupils with protected characteristics.	Each school has a Strategic Equalities Plan and Anti-bullying Plan which is regularly monitored.

Sustainability 2015-19

Sustainable development is defined as 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs'. Sustainable development is a way in which we can improve decision making and deliver better services. It is about promoting the social, economic and environmental well-being of an area. Sustainability has become the central organising principle of our work, therefore everything the Council does should embed sustainability at the local level as well as contribute to delivering a more sustainable Wales.

Outlined below are the key sustainability challenges that have been identified for the service over the next four years and a plan of how we intend to manage these challenges.

Sustainability challenges over the next four years	How will it be managed?
Ability to successfully deliver schemes that meet the Council's energy efficiency targets.	SALIX funding will continue to be advertised to schools to reduce emissions from existing buildings. All new buildings are to meet the BREEAM Excellent standard.
Condition and suitability of some schools and public buildings.	Complete up to date surveys for schools and prepare building maintenance schedule to deal with priority issues first. Review school reorganisation and investment programme to ensure the right schools in the right place and address capacity and suitability issues. Building rationalisation and cost effective use of buildings.
Offering an appropriate range of learning opportunities balanced by need and capacity.	Identify alternative methods for delivering learning support. Gather information about learning priorities and introduce new and attractive learning opportunities where possible. Considering alternative funding sources and models of service delivery in order to ensure long term sustainability of learning opportunities.
Developing community capacity and resilience to deliver services locally that continue to meet need.	Continue working with partners including community councils and the voluntary sector to deliver outcomes. Support the development of community libraries (subject to Cabinet decision).

	Consult on a voluntary model for delivery of youth services in Penarth.
	Continue developing the Llandough volunteer youth provision scheme.
Sustaining programmes that help to identify, track and support young people who are NEET or at risk of becoming NEET to access opportunities.	Maximise the use of grants accessed through partnership working.
	Continue to use voluntary sector and training providers to increase opportunities.
Sustaining appropriate levels of service delivery and managing customer expectations in light of reduced capacity and increasing service demand.	Reshaping and reprioritisation within all service areas to ensure clarity about service entitlement within existing resources. Widely communicate this to all customers to manage expectations.
Retaining organisational knowledge, experience and leadership as a result of the reshaping of services and local government reorganisation.	Workforce development, knowledge sharing and succession planning undertaken within directorate as outlined in key actions within the Learning & Skills Workforce Plan.
Increasing the role of children and young people in the Council's service development and decision making process.	The elected Youth Cabinet and Mayor will be supported in order to ensure the views of children and young people are articulated.

Key Service Issues - Consultation

Effective consultation and engagement activities continue to be a key method by which we can gain an understanding of the views of residents and customers and address them appropriately. Consultation/ engagement activities already undertaken or coming up include:

Consultation undertaken 2014-15	Outcome of the consultation
Statutory notice on the expansion of Welsh medium education in Barry.	The statutory notice was published and no objections were received. Cabinet determined the expansion of Ysgol Gymraeg Gwaun y Nant from 210 places to 420 places from September 2015.
Statutory notice on the amalgamation of Eagleswell and Llanilitud Fawr Primary Schools, Llantwit Major.	Following consideration of an objections report on this proposal, Cabinet agreed to amalgamate the schools from September 2015.
Consult young people on the future provision of employment education and training (EET) in the Vale.	Feedback shared with training providers and colleges and this will be used to inform an appropriate curriculum going forward.
Consultation with Head teachers on the introduction of a change in Attendance Policy to include the requirement to not authorise holiday taken during term time.	A new attendance policy has been agreed and is being implemented.
Review of the Callio and Learning Support Assistant (LSA) delegation projects planned to take place in June 2014.	This review will now take place during June 2015 and will be carried forward to 2015/16.
Repeat the annual consultation to seek views on the effectiveness and quality of services provided by the Inclusion Service for academic year 2013/14.	This consultation is now being undertaken on a bi-ennial basis. The next planned consultation is scheduled to be undertaken during 2016.
Adult and Community Learning (ACL) Mori poll on Vale of Glamorgan learner satisfaction (to be conducted in January 2015 and reported March 2015).	To determine learner satisfaction. Report will be available in March 2015.
Schools service level agreement (SLA) satisfaction survey.	Carried out in January/ February to inform development of services for schools.

Consultation planned 2015-16	Purpose of the consultation
Undertake consultation about the Inclusion Service.	To determine views on the effectiveness and quality of services provided by the Inclusion Service for the academic year 2014/15.
Charted Institute for Public Finance and Accountancy (CIPFA) Plus library user survey (to be completed autumn 2015).	To sample views on the library service in order to improve services and provide evidence to Welsh Government that the service meets library standards in relation to customer satisfaction.
Review of the Callio and Learning Support Assistant (LSA) delegation projects planned to take place in June 2014.	To ensure that attendance continues to improve as funding for Callio declines.
Undertake formal consultation on Barry secondary schools transformation.	Cabinet is due to consider the outcome of work undertaken on the feasibility of co-education secondary school education in Barry during February 2015 and will decide whether to progress to statutory consultation in 2015/16.
Following implementation of 15+ schools, survey parents on their experience of using the online payment system.	Feedback received from parents was used when sourcing a new on-line payments provider. A further survey will be conducted during 2015/16.
Undertake further consultation with all partners and stakeholders on the Youth Engagement and Progression Framework (YEPF) implementation plan for the Vale of Glamorgan.	The Council will be developing the YEPF Lead Worker Network in March 2015 and including feedback from Lead Workers in the implementation of the framework by September 2015.

Key Service Issues - Collaboration

In line with our corporate priorities and Welsh Government requirement, we continue to explore and promote opportunities for working collaboratively locally and regionally in order to deliver improved services for customers and deliver savings. Our contribution to the collaboration agenda is evidenced in our participation in the following projects.

Collaboration undertaken 2014-15	Outcome of the collaboration
Further collaboration between local and national voluntary sector organisations and Careers Wales on the EPF. Involve regional partners in shaping ideas and options on delivery of the EPF.	Reduction in NEET figures for years 11 and 12, with performance exceeding target. Year 13 remains an area for focus. Year 11: A performance of 2.76% was achieved against a target of 3.2% Year 12: A performance of 1.78% was achieved against a target of 1.95%. Year 13: A performance of 4.09% was achieved against a target of 3.8%
Continue to work with Job Centre Plus and Adult Community Learning to provide work clubs for new job seekers in need of basic digital and job seeking skills and libraries.	Introduced job clubs in libraries with focus on job seeking skills and basic digital skills. Improved links between the service, Communities 2 and Adult and Community Learning to deliver learning at libraries. Increased engagement with service users. Drop-in learner assessments are being developed for the service across the Cardiff and Vale Learning Partnership.

Collaboration planned 2015-16	Purpose of the collaboration
The Directorate's key collaboration is with the Central South Consortium Joint Education Service which provides a range of school improvement services for local authorities and schools in the region on the basis of Welsh Government's National Model for Regional Working. Further functions included in the regional joint arrangements: Governor Support, aspects of 14 – 19 and specialist HR functions from April 2015.	Improved quality, consistency and cost effectiveness of service through regional delivery with improved pupil attainment and school improvement on most measures of performance.
Further collaboration between local and national voluntary sector organisations and Careers Wales on the Engagement and Progression Framework. Involve regional partners in shaping ideas and options on delivery of the EPF.	To continuously reduce NEET levels in the Vale.
Collaboration with Head teachers to identify alternative ways of delivering services in a sustainable way.	To identify and share good practice including sustainable ways of working/delivering services within limited resources.
Investigate opportunities to collaborate with other local authorities library services on the delivery of bibliography services.	To improve service efficiency across the region.
Continue to engage with the Cardiff & Vale Community Learning Partnership strategically.	To improve adult education provision across the region and complete the implementation of Estyn recommendations.

Key Service Issues - Risks

The continued pace and scale of the changes demanded of public sector organisations in recent years pose a significant risk to both the Council and the directorate in achieving its key priorities. In response the Council's Corporate Risk Register has identified the key challenges which may affect our ability to achieve these priorities and through the Corporate Risk Management Group we ensure that appropriate mechanisms are in place to reduce, eliminate or manage these risks.

It is clear that we will have to live with budgetary pressures for some time, so in order to continue to provide services to our customers at an acceptable standard we are considering alternative models of service delivery. At the same time, we continue to manage a reduction in workforce and the consequent impact of the loss of experience and knowledge within the directorate. Highlighted below are our key risks as a directorate over the next four years. In identifying these risks we have also shown how we plan to manage them.

Scoring service risks	
Likelihood score	Refers to how likely it is that the risk will occur, that is, the probability of the risk happening. The scoring ranges between 1 and 4, with 1 being very unlikely, 2 - possible, 3 - probable and 4 being almost certain to happen or has already happened.
Impact score	Refers to what the impact would be if the risk occurred. Again the scoring ranges between 1 and 4, with 1 being low, 2 - medium, 3 - high and 4 being catastrophic. Impact would include things such as financial costs, public wellbeing, environmental/ social impact, damage to reputation, health and safety etc.

Links to service outcome/objective	Risk	Likelihood score	Impact score	How will it be managed?
Service Objective 1	The Council fails to hold the Central South Consortium Joint Education Service (CSC JES) properly to account for the quality of services it provides to schools.	2	3	Staff time will be invested in effective commissioning on the CSC JES. Strong oversight of JES outputs, outcomes and quality is maintained by the Director and Head of Service for School Improvement and Inclusion via regular Directors/ Heads of Service and Operational Management Board Meetings and through the Council's scrutiny arrangements and Corporate

				Risk Management Group.
Service Objective 1	The quality of leadership and governance in schools is insufficient to deliver outcomes.	2	3	Commissioning via the Consortium of leadership programmes and governor support programmes. Support for governing bodies who are recruiting new Head teachers and deputies. The CSC JES is also proactive in ensuring new Head teachers and those of under-performing schools work with other schools to learn from them, as part of a structured mentorship programme Middle level leadership programme in all schools. Mandatory National Professional Qualification for Headship (NPQH) sessions for all Head teachers. Arrangements for the strategic appointment of governors to match need and skills. Relevant intervention when poor leadership or governance is identified.
Service Objective 1	Uncertainty and disruption caused by school reorganisation.	2	2	Robust plans in place to manage change.
Service Objective 1	School inspection outcomes are unsatisfactory.	2	2	Robust interventions are made by the Council if/when appropriate.
Service Objective 1	Identified schools fail to improve within reasonable timescales	2	2	Heads of Service and Senior Challenge Leader keep schools under close review.

	(linked to unsatisfactory outcomes above).			Accurate categorisation and appropriate intervention.
Service Objective 2	Risk of school closure due to building failure.	2	3	Long term planned maintenance programme to prioritise works and reduce risk of unplanned school closure. Contingency planning to manage emergencies.
Service Objective 2	Failure to deliver schemes to meet the Council's energy efficiency, social inclusion and community involvement targets.	2	2	Robust project management and governance systems are in place to ensure projects meet aims and objectives within the required timescale and budget.
Service Objective 2	Insufficient funding to carry out all prioritised asset renewal schemes which increase health and safety related risks.	3	3	Funding is prioritised to the schemes that address the highest health and safety risks. Additional asset renewal funding identified.
Service Objective 2	Failure to meet demand for Welsh Medium education or to comply with the requirements of the Equality Act 2010.	2	2	Continue to survey parental preference. Identify future capacity and investment requirements.
Service Objective 2	Failure to reduce surplus places impacts on effective resource management in schools.	2	2	Continuing the monitoring of pupil projections at individual schools to assess if surplus accommodation can be removed. Implementation of the School Investment Programme which includes rationalisation of the school estate and removal of surplus capacity.
Service Objective 2	Failure to deliver accessible library services in light of budget	2	2	Investigate alternative service delivery models and work with partners and

				communities to facilitate the provision of local library services.
Service Objective 3	Reduction and regionalisation of grant funding impacts negatively on the NEETs agenda.	2	2	Engage in regional planning to influence the use of reduced grant funding.
Service Objective 3	Failure to ensure safety of our learners.	2	4	Compliance with Safer Recruitment Policy which is regularly monitored with escalation in cases of non-compliance. Corporate safeguarding action plan ensuring corporate overview on all safeguarding issues. Monitoring matrix is in place across schools and the directorate to review adoption of policies and take up of training. Dedicated member of staff.
Service Objective 3	Provision of support to meet growing numbers of children with special education needs (SEN) /complex issues.	3	2	Monitoring system in place. Review SEN provision and explore different ways of delivering the service including reprioritisation of provision to meet growing demand.
Service Objective 3	Fragility of small specialist services to continue to deliver.	3	3	Joint working/collaboration with others to deliver shared services.
Service Objective 3	Local government reorganisation becomes a distraction to the delivery of services.	1	3	Deliver staff communication and engagement strategy. Ensure effective succession planning is in place within the directorate.

Our Contribution to Corporate Plan Priorities 2015-19

Our contribution to the Corporate Plan priorities last year:

- Promoted parent drop-in centres which are now well established and well attended. By increasing the numbers of parents engaging positively with schools, we are contributing to improved attendance, wellbeing and attainment of pupils in need. [LS/05] [LS/11] [CYP/04]

- Continued to develop and analyse links between attainment, attendance, exclusions, referrals and wellbeing. Data packs have been established and are being used to capture data on all of these areas on a school by school basis. This is enabling officers to monitor progress and to target schools where further support is required. In its recent monitoring visit, Estyn noted that the Vale was using these packs well to identify additional support in order to address under performance against wellbeing measures. [LS/04] [CYP/04]

- Implemented a counselling service in line with Welsh Government guidance which now includes pupils in years 6, 12 and 13 and those not in mainstream education and those up to 19 years of age. Data is continually analysed on a termly basis via the School Based Counselling Management Board to inform service delivery. Data indicates positive outcomes for pupils following receipt of counselling. [LS/11] [CYP/08]

- Youth Cabinet elections were held and completed on 31st March 2014. Each cabinet member has a portfolio and has access to council leadership as part of their development. A Youth Mayor election was successfully held in October 2014. Our work to encourage youth involvement in the democratic process has been identified as good practice by Welsh Government. [LS/01] [CYP/10]

- All schools are aware of the national youth participation standards and the youth service continues to market the Quality Kite mark and train teachers in participation and in the United Nations Convention on the Rights of the Child (UNCRC). [LS/01] [CYP/11] A web-inar in schools with the Children's Commissioner has been undertaken in order to further raise awareness. [LS/01] [CYP/11]

- Continued to raise awareness amongst young people of the opportunities available to them to undertake volunteer work through the youth service and the potential benefits of volunteering. Three junior leadership courses have been held, with one young person nominated as young volunteer of the year in Wales, and 11 young people progressed into employment. [LS/09] [CYP/11]

- Expanded capacity within the Welsh Medium Seed Schools to accommodate growing pupil numbers. Ysgol Nant Talwg was completed and opened in September 2014. Welsh Government approved funding for Ysgol Dewi Sant and construction work commenced in October 2014. Cabinet approval was given to enlarge Ysgol Gwaun Y Nant in order to expand capacity of the school subject to final funding approval from the Welsh Government expected at the end of April. [LS/09]

- Penarth Learning Community was completed to schedule and within budget in September 2014 providing high quality new accommodation for St. Cyres Comprehensive School and for the new Ysgol Y Deri (replacing Ashgrove, Ysgol Erwir Delyn and Ysgol Maes Dyfan special schools) [LS/09]

- Implemented changes to the catchment areas for Penarth primary schools. This has facilitated the management of school places in the Penarth area. [LS/12]
- Implemented changes to the admissions policy in respect of admissions to secondary schools. Changes made to the prioritisation of oversubscriptions criteria were applied to applications for admission to secondary school in September 2014. Where a school is oversubscribed, pupils in catchment are now given greater priority than pupils attending feeder schools. It is possible that this change could impact on out of county pupils attending feeder primary schools in the future in that they might not be allocated a place in the Vale secondary school of their choice. [LS/12]
- Utilised the Attendance Forum to support and challenge schools to improve attendance and achieve their individual schools attendance targets. Data from the half termly attendance reports for each school is now consistently used to monitor progress and to challenge and support schools as appropriate. As a consequence, we have seen further improvement this year in attendance at both primary and secondary levels with attendance increasing by an extra 30,000 days which is equivalent to 2 additional days on average per pupil at both primary and secondary, making us the 4th highest performing authority in Wales. [LS06]
- Introduced the 'Power Writing' scheme to address lower performance in English at Key Stage 3 for pupils in receipt of free school meals. 4 schools have been identified and the training has taken place. Initial indications are that some improvements have been made in the schools targeted as evidenced by end of year assessments. Increased percentage overall in English from 53.88% in 2011/12 to 74.4% in 2013/14. [LS/08]
- Through the Pupil Deprivation Grant we continue to ensure effective arrangements are in place to maximise learning for individual pupils in receipt of free school meals thus narrowing the gap between their achievements and that of pupils who are not in receipt of free school meals. We have secured improvements in attainment levels at all key stages with the exception of KS4 and this remains an area of focus for the service.[LS/08]
- Implemented a School Improvement Strategy setting out the Vale's contribution to the National ambition as set out in Welsh Government's 'Improving Schools' implementation plan. Standards have arisen in 2013 and 2014 at all key stages. Performance at Key Stage 4 improved with the percentage of pupils gaining 5 A*- C grades at GCSE including English/Welsh and mathematics increasing from 55.4% to 62.2%, that is by more than 100 students. [LS02] [LS/06]
- Supported all schools in Vale of Glamorgan to implement the Regional Literacy Strategy reflecting the new requirements of the National Literacy Programme and a Numeracy Strategy to reflect the National Numeracy Programme. LS/02] [LS/07]
- Improved the coordination of support from the Joint Education Service and developed the strategic lead function of System Leaders to coordinate regional moderation of assessment. Targeted support is now brokered from the Challenge Adviser. [LS/02] [LS/08]
- Ensured that our commissioned service effectively introduced a new local target of reading, writing and mathematics in combination for every pupil. As part of the local targets all schools were expected to set an individual school target for reading, writing and mathematics in combination. This combination is reported on in the All Wales Core Data Sets for individual schools. [LS/02] [LS/08]

- Increased the number and range of Welsh for adults' courses on offer. Next year, Welsh for adults programme will have a reduced and realistic target and the service will continue with the 'learning through the medium of Welsh' programme that has engaged over 50 Welsh learners this year in utilising their Welsh learning in a further learning context. [LS/04] [LS/09]

- As a result of our review of partnership arrangements for Adult and Community Learning (ACL), a full partnership structure is now in place with good operational infrastructure and working groups. Achieved a significant rise in learner outcomes, with success rates rising from 68% to 84% and provision was judged as 'good' by Welsh Government. [LS/04] [LS/09]

- Increased opportunities for adults to gain qualifications for their learning. All learning provision other than engagement and taster courses will in future be accredited, helping to raise accreditation rates to meet grant funding specifications. [LS/04] [LS/09]

- Increased education provision for children and young people on the autistic spectrum through a more streamlined approach involving the Education Psychology Service supporting early years' children pre-diagnosis of autistic spectrum disorders (ASD) and secured entry into the Early Intervention Base (EIB). The EIB also provides short term and part time placements for children with ASD in mainstream schools [L/07] [LS/10]

- Further developed the work of the 'Putting Families First Programme' which is engaging with parents and carers to support the achievement of children through a programme of activities. Based in 15 schools, the programme has increased opportunities to access activities including parenting programmes, play development, adult education, supporting children to learn to read, first aid and basic skills. We are embedding the positive developments made over the year and have put in place monitoring arrangements in order to ensure on-going progress and development. [LS/05] [LS/11]

- Utilised grant funding to improve the achievements and outcomes for looked after children (LAC) and children leaving care. We strengthened our working relationship with Social Services through the use of dedicated education staff and regular meetings between our staff and the social worker manager. As at quarter three, performance has improved significantly with 28 out of 29 PEPs (97%) completed within timescale. [LS/08] [LS/12]

- Welsh Government is currently developing a new strategy linked to an accreditation platform of assessment. On publication, our joint Essential Skills strategy for post 16 learners will mirror this strategy across the region. [LS/08] [LS/15]

- The Strategic NEET Group is involved at a strategic level in the interventions being made at an operational level. Services are working together more effectively and have been involved in developing the Youth Engagement and Progression Framework (YEPF) in partnership, resources are being shared and a Wales Accord on the Sharing of Personal Information (WASPI) accord has been agreed. This co-ordinated approach contributed significantly to the Youth Engagement Framework for identification of NEET being identified as good practice by Welsh Government. [LS/03] [LS/16]

- Continued to develop provision aimed at the prevention of NEETs which has been informed by the mapping of existing provision. Initiatives including the use of mobile provision have been introduced to engage with young people aged 18-25. The YEPF Implementation plan is being implemented as has the Early Identification model which has been adopted by all schools. [LS/03] [LS/16]

- Continued to implement strategies to further reduce the number of NEET individuals within the Vale, particularly at year 12. Provisional data from Careers Wales below indicates that we have achieved a reduction in NEET leavers for years 11 and 12. Year 13 remains an area for further improvement. [LS/03] [LS/16]
- Used monitoring data to target support and intervention towards schools that are reporting above average levels of bullying. A mandatory training programme for all school based designated staff has been established and our monitoring system indicates that 100% of designated staff have received training. We also established a central database for monitoring all reported incidents of bullying and implemented a protocol in respect of neglect and child sexual exploitation. [LS/10] [CPS/07]
- Conducted a consultation exercise to obtain the views of children and young people in relation to safeguarding issues This consultation will inform future policy on safeguarding. [LS/10] [CPS/07]
- The Library service continued to run its annual programme of activities to support literacy and promote enjoyment in reading for all ages and this included author visits, school visits, summer reading challenge, story time, children's book group (Chatterbooks), baby and toddler sign and rhyme, and clap and tap. All activities were well attended. [LS/18]

Our Service Self - Assessment

How are we doing?

How are we doing?

Performance overview

Overall the Learning and Skills Directorate has made good progress in relation to achieving our key corporate priorities as outlined in the Corporate Plan 2013-17, Improvement Plan 2014-15, Year 2 of the Outcome Agreement with Welsh Government and in relation to Estyn recommendations:

- Overall, we have completed 85% (84) Service Plan actions, with a further 11% (11) on track for completion in July 2015. Of 99 actions within the Service Plan, 4 have slipped. Of the slipped actions during 2014/15, 3 actions will be carried forward for completion in the 2015/16 Service Plan and 1 action is proposed for deletion.
- We have completed 83% (33) of Corporate Plan priorities and a further 10% of actions are on track for a later completion date. Of 40 Corporate Plan actions, 33 have been completed, 4 are on track, and 3 have slipped.
- 67% (14) of our Improvement Plan actions for 2014/15 have been completed. Of 21 actions relating to Improvement Objectives, 67% (14) have been completed, 19% (4) are on track and 14% (3) have slipped. The 3 slipped actions referred to above are also Improvement Plan actions.
- We have completed all of our Outcome Agreement actions agreed with Welsh Government. All 12 actions within the Service Plan have been completed. Of the 16 measures relating to the Outcome Agreement, 75% (12) met or exceeded target, 19% (3) were within 10% of target, and performance status was not applicable for 1 measure.
- Of 73 reported performance indicators within the Service Plan, 41 have met or exceeded target, 17 are within 10% of target, and 5 have missed target by more than 10%. 10 indicators did not have targets set for 2014/15. The 5 PIs that have missed target by more than 10% relate the percentage of surplus places in secondary schools, the number of hits on the library website, school days lost due to fixed term exclusions, unauthorised absences in secondary schools, and completions of ESOL courses. Action is being taken by the Directorate in all cases to improve performance.
- Our performance in relation to the national statutory indicator dataset is an improving one. During 2013/14, of the 11 National Strategic /Public Accountability measures for the service area, 7 were in the top quartile, 2 were in the top middle (second) quartile and 2 indicators was in the bottom middle (third) quartile. There were no indicators in the bottom quartile. In line with corporate performance management arrangements the Directorate has an action plan in place targeted at improving performance against those statutory indicators in the second, third and fourth quartiles.

- Estyn's inspection judged the Council's Education Service and capacity to improve as adequate in 2013. Since then significant work has been undertaken by the Directorate to progress the six recommendations made and this was confirmed by Estyn in its

report following its monitoring visit in October 2014, stating that overall the Vale is making good progress in addressing its recommendations in the areas evaluated. The report notes in particular that:

- The Council has worked well with head teachers, governors and the Central South Consortium Joint Education Service (SCS JES) to secure school improvements by improving the rigour and level of challenge provided to schools about their performance and quality of leadership. It highlights that where appropriate, warning notices and formal intervention is being used to address concerns about schools performance and other issues and support is being provided via the CSC JES to address shortcomings identified.

- The implementation of the Wellbeing in Education Strategy 2012-15 has progressed well since the inspection with the Monitoring and Evaluation group driving the strategy effectively through a better focus on both a thematic approach to wellbeing as well as interventions and support or schools where necessary. The Council uses the NBAR data pack to identify pupils, classes and schools which need additional support in order to address under performance against the wellbeing measures was highlighted including how well it monitors impact of the project on pupil wellbeing. Further work is being undertaken on evaluating more effectively the full impact of improvements in wellbeing on teaching and learning and on the broader outcomes for pupils in their daily lives.

- Good use is made of data to inform discussions with schools where fixed term exclusions are an issue in order to increase behaviour support initiatives. Performance is monitored closely to ensure improvements.

- Improvements have been made in tracking, identifying and supporting young people who have potential to become NEET including the use of appropriate measures and targeted intervention at school level. As a result of the work, partners are identifying more quickly those who drop out and keep better track of those young people who need help and support to remain engaged.

- The Council has strengthened its process for appointing governors to schools so that new governors bring in skills that improve the capacity of the governing body. Through the specific training from the Council and through the work of the challenge advisors, governors have a better understanding of provision and leadership and are more confident in their ability to challenge the Head teacher.

What are we doing well

- Through our work with the CSC JES, we have contributed significantly in the development of a framework to providing rigorous challenge in relation to the role of the Challenge Advisor and this has been recognised as good practice by Estyn as has our effective partnership working.

- We continue to work with the CSC JES and schools in order to improve the quality of leadership. Of the schools inspected in the academic year 2013/14, 75% were judged excellent/good for KQ3. Of the three schools inspected during the 2014/15 academic year, 100% were judged good overall for KQ3.

- One school requires 'significant improvement and three further schools are subject to Estyn monitoring; in one case the school remains in monitoring following two monitoring visits by Estyn. In most cases recommendations were promptly addressed however we have not achieved this in one school.

- The national categorisation process which determines the level of support schools need to continuously improve, has identified that a number of the Vale's schools require additional support and challenge via the CSC JES in order to improve. In relation to school standards and capacity to improve, schools will be working hard with their Challenge Adviser to challenge any areas of improvement. Schools in an amber category and red category will have additional support to ensure any identified areas for improvement are prioritised and addressed.

    - Under the recent Welsh Government's categorisation of the Vale's 60 schools, 19 (33.54%) were categorised as green (best schools), 24 (39.84%) as yellow (good schools), 15 (24.9%) as amber (schools in need of improvement) and 2 (3.32%) as red (schools in need of greatest improvement).
    - Of 54 Vale schools that were assigned to a standards group (new schools, pupil referral units and nurseries do not have a standards group as data required is not available), 20.37% (11) are in Group 1, 48.1% (26) in Group 2, 27.75% (15) in group 3 and 3.7% (2) in group 4.
    - In relation to schools capacity to improve in the Vale, 34. 86% (21) are judged to be A, 48.14% (29) are judged to be B, 16.6% (10) to be C and no schools were judged as D.

- The National Survey of Wales (2013/14) asked parents' across the Vale a number of questions about their satisfaction with schools including their experience of dealing with schools and teachers. Generally parents were satisfied with their experience when dealing with schools and teachers although parents in the CSC area were the least satisfied with the secondary schools their children attended. Key highlights include:

    - Parents in the Central South Consortium area were the least satisfied (78%) with the secondary schools their children attended. The Welsh average was 84%.
    - Across Wales, 92% were satisfied with the primary schools their children attended however no breakdown was provided by consortia.
    - In the Vale, around 86% of parents felt they were kept informed about the performance of their child's primary school, which is in line with the Welsh average of 86%.
    - Across Wales 82% felt they were kept informed about the performance of their child's secondary school. No breakdown was provided for the Vale.

- In relation secondary schools, 90% of parents agreed that when they have wanted to they were able to meet with a teacher within a reasonable period of time. This was above the Welsh average of 86%.
- 96% of parents with children agreed that when they have wanted to they were able to meet with a teacher within a reasonable period of time. No breakdown was provided for the Vale.
- In the Vale around 95% of parents agreed that primary school ensures that all child's educational needs are provided for. For secondary school, this was around 87%.

- The safeguarding of vulnerable children remains a key priority of the Council. Through partnership we continue to improve our arrangements to ensure that all vulnerable children have access to education and primary health services. Appropriate safeguarding procedures are also in place in relation to recruitment within the Council and a corporate approach is being taken to safeguarding issues which has strengthened oversight. The Directorate maintains a matrix to monitor the adoption of policies and the take up of training across schools and the directorate.

- The Vale's Youth Engagement Framework Early Identification tool and the implementation plan have been identified as good practice by Welsh Government. Provisional data from the Careers Wales Destination survey below indicates that we have successfully reduced those numbers of young people at risk of becoming NEET for school leavers for year's 11 and 12. Year 13 however remains an area for further improvement.

  - Year 11 school leavers in the Vale known to be NEET: A performance of 2.76% was achieved against a target of 3.2%,
  - Year 12 school leavers in the Vale known to be NEET: A performance of 1.78% was achieved against a target of 1.95%.
  - Year 13 school leavers in the Vale known to be NEET: A performance of 4.09% was achieved against a target of 3.8%.

- We successfully completed two major projects within the School Investment Programme to timescale and budget:

  - Nant Tawlg, a new Welsh medium primary school in Barry, was held as good practice by Welsh Government as an example of a 21st Century School scheme which has adopted an innovative and cost effective construction process.
  - Penarth Learning Community, comprising a new special school Ysgol y Deri to replace three former schools and a new building for St. Cyres comprehensive, was also held as good practice in its use of apprentices and local labour, contributing towards developing local skills and creating jobs within the local economy. Targeted recruitment and training has been a key driver in the contract and has seen many local people employed during the building phase, delivering 6402 person weeks of employment enabling 184 new entrants to construction, and 83 apprentices and trainees employed on the project.

- The Vale was the first Council in Wales to secure additional 21st Century Schools funding over and above the approved funding envelope. An additional £3 million in grant funding was awarded towards the creation of the all-age Llantwit Learning Community as part of the 21st Century Schools Programme to be delivered over the next two years.

- The regional partnership established for Adult and Community Learning following the 2013 Estyn inspection, Cardiff and Vale Community Learning Partnership, have introduced a structured and systematic approach to data monitoring and service improvement, which has resulted in improved provision and a significant rise in learner outcomes. Learner success rates have risen from 68% and are now at the national comparator of 84%. Recent classroom observations by Estyn (12) judged much of the teaching (58%) to be good with (17%) judged excellent. During the recent Estyn monitoring visit, inspectors reported that the service had made very good and strong progress.

- Successful partnership with the voluntary sector and schools to develop the Vale of Glamorgan Youth Cabinet. Over 2,500 young people were involved in the election of a Youth Mayor. Elected youth officials contribute to existing cabinet business where appropriate through one to one sessions with the Leader/Cabinet of the Council and Shadow Cabinet. The Youth Mayor attends the Youth Work Strategic Group and was involved in selection of the next Children's Commissioner for the Minister of Education. Involvement of the Youth Mayor in a key strategic group has been identified by Welsh Government as good practice.

- The Vale's Allergen menus for its schools have been cited as good practice by Welsh Government of how to balance and manage dietary requirements of pupils. The service is fully compliant with the Welsh Government's Healthy Eating in Schools Regulations (Wales) 2013 food, drink and nutrient standards. All general, breakfast club and specialist dietary menus are available to all parents advising of the presence or use of specific allergens as ingredients in any of the food served. These menus can be viewed at www.valeofglamorgan.gov.uk or at individual schools.

  - In terms of food hygiene ratings, 28 schools have achieved a 5 star rating, 18 a 4 star rating and 2 a 3 star rating.
  - 45 out of 49 primary schools offer breakfast (4 schools remain to be engaged) 39 out of 45 are free breakfast clubs.
  - All schools in the Vale provide free school meals anonymously – no stigma issues for these pupils.
  - All schools in the Vale are in the Welsh Network of Healthy Schools Scheme.
  - All staff are trained in specific food related legislation; Food Hygiene, Hazard Analysis and Critical Control Points (HACCP), and Food Allergens.
  - All staff are trained in specific health & safety related issues; Manual Handling, Pest Awareness and Fire Safety.

- In 2013/14, there were 6,819 library visits per 1,000 population in the Vale of Glamorgan. Although this is lower than the 2012/13 figure of 7,042 visits per 1,000 population, it places the Vale in the upper quartile and above the Wales average of 5,851 visits per 1,000 population. User satisfaction levels with libraries remain high:

  - 98% of library users are 'satisfied' or 'very satisfied' with the library service, compared to 96% nationally.
  - 99% of adults think the choice of books is 'very good', 'good' or 'adequate', compared to 96% nationally.
  - 99% of users under 16 think the choice of books is 'very good', 'good' or 'adequate', compared to 98% nationally.

- The Library service achieved 6 of the 9 Welsh Public Library Standards in 2013/14, which is the same number as in 2012/13. The average number of Standards being met by all authorities in 2013/14 was 6.5, the highest number achieved was 9, and the lowest 4. Vale of Glamorgan's performance is therefore now slightly below average when compared with others in Wales. There are two further requirements that have been partly achieved by the Vale.

- The Library service continues to run its annual programme of activities to support literacy and promote enjoyment in reading for all ages, especially children. During 2014 over 600 people attended an author visit, over 2,700 children attended their library on a class visit, there were 364 attendances at a children's book group (Chatterbooks), 2,300 at children's weekly storytime, 2,700 attendances at a babies and toddlers sign and rhyme activity and over 1300 at clap and tap activity. 1200 children enrolled for the Summer Reading Challenge and there were numerous other literacy related activities in libraries.

- We introduced a new pop up library service in partnership with Barry Town Council. The service which has popped up in 9 residential homes, has made 276 visits, enrolled 45 new readers, has 60 regular users and has issued over 600 books. Initial feedback from users has been very positive and many consider the service as a lifeline for them.

- The Council is making progress in reducing overall the number of surplus places in its schools in line with Welsh Government guidance, which recommends the Council retain no more than 10% surplus places overall.

  - At January 2014, 11% of primary places were empty which taken together with projections and other developments suggests that the 10.19% target agreed with Welsh Government for 2016 is on track to be achieved. This is a significant improvement from the 16.4% reported in 2012 and compares favourably with the Welsh Government recommended target.
  - At January 2014, 14.9% of secondary places were empty however, it is likely that the agreed target of 12.9% for 2016 will be met as pupil cohorts start to increase and school reorganisation schemes are undertaken. Surplus places in secondary schools was predicted to increase from 4.66% in 2012 to 12.86% in 2016 decreasing again as larger primary cohorts feed into the secondary sector.
  - Effective management of school places has been facilitated by the application of a robust admissions procedures and the reduction of surplus capacity through the School Re-organisation and Investment Programme.

- Overall, through our proactive work with schools, attendance at both secondary and primary schools is an improving picture. However this this remains an area for focus for the service in the coming year.

  - Attendance in primary and secondary schools increased by an extra 30,000 days which is equivalent to 2 additional days on average per pupil at both primary and secondary.
  - Attendance in primary schools increased by 1.1% to 95.3% in 2013/14 and was ranked 4th highest in Wales local authorities. This was above the Wales average of 93.7%.
  - Attendance in secondary schools increased by 0.8% to 94.2% in 2013/14. This level is above the Welsh average of 92.6%

and was the fourth highest in Wales LAs.
- Primary School unauthorised attendance in the Vale has dropped from 1% in 2012/13 to 0.6% in 2013/14. Secondary School unauthorised attendance in the Vale has remained consistent at 1% since 2011/12.

- Implemented a 'Wellbeing for Education' Strategy and developed robust monitoring systems in relation to wellbeing measures at school and local authority level. Over 76,000 pupils and all bar 1 school, is involved in the project. 93% of schools and in excess of 6000 children and young people completed the well-being NBAR on line assessment. The assessment identified that social and emotional wellbeing had improved on 8 out of 9 measures. Estyn has recognised that the Vale uses the National Behaviour and Attendance Review (NBAR) data pack well to identify pupils, classes and schools which need additional support in order to address underperformance against wellbeing measures. It also monitors well the impact of the NBAR project on pupil wellbeing.

- Successful implementation of the 'Managed Moves Protocol' has resulted in no permanent exclusions in 2014 for children identified as being at risk of failing due to their challenging behaviour. 4 children were transferred to different schools in the Vale and were appropriately supported.

  The Council makes good use of data to inform discussions with schools where fixed term exclusions are an issue responding with close monitoring of performance and support in appropriate behaviour support initiatives. This was recognised by Estyn at its recent monitoring visit.

  - Since 2009/10 there have been no permanent exclusions from primary schools. Rates of permanent exclusion from secondary schools remain low. In 2012/13, 4 pupils were permanently excluded, which was below the Welsh average.
  - Rates of fixed term exclusions have been consistently lower than the Wales average at 5 days or fewer. In 2012/13, the rate was 39.7 per 1,000 pupils, seventh in Wales, whilst the Welsh average is 56.5 per 1,000. The rate of fixed term exclusions of 6 days and over in secondary schools was 3.8 per 1,000 pupils. This was the tenth lowest in Wales and slightly below the Wales average of 4.
  - Rates of fixed term exclusions of 5 days or fewer in primary schools are low. The rate per 1,000 is 3.5 in the Vale compared to a Wales average of 8.9. Rates of fixed term exclusions of 6 days or more in primary schools are low. The rate per 1,000 is 0.17 compared to a Wales average of 0.8.
  - The average number of days lost in 2012/13 from all fixed term exclusions is 2.7. This places the Vale joint fourth lowest across wales, and is higher than the Wales average of 2.5 days.

- We retained our top quartile position (100%) for Special Education Needs (SEN) statements in 2014. In line with best practice, we completed 35 SEN statements which were clear, detailed and made within the prescribed time limits. All plans specified monitoring arrangements and are reviewed annually.

Pupil Attainment

- Through our proactive work with schools and via the CSC JES we are beginning to close the gap between the performance of children entitled to free school meals and their peers in all areas with the exception of KS4 which is an area for further improvement.

- There has been significant improvement in the proportion of young people achieving the level 2+ indicator i.e. 5 A*-C GCSE grades including English/ Welsh and mathematics from 55.4% last year to 62.2% this year. Although this achievement did not meet our target of 65% it does place the Vale's performance second in Wales and provided more than 100 additional students with better access to opportunities for further study and training.

- At the Foundation phase, the proportion of schools performing in the high or highest benchmarking quartiles for Language Communication Welsh (LCW) and Foundation Phase Outcome Indicator (FPOI) has increased; however, the proportion of schools performing in the high or highest benchmarking quartiles has marginally decreased for Mathematical Development (MD) to 50%.   This decline is replicated in Personal Social Development (PSD) and Language Communication English (LCE) which fall slightly below 50% of the highest and higher benchmarking quartiles at 47% and 49% respectively.

  Attainment at the higher Outcome 6, increased for all PIs with the exception of Welsh and PSD. The proportion of schools benchmarked in the high or highest quartiles has increased for LCW and PSD, however, the proportion is under 50%. The percentage of schools in the higher or highest quartiles has declined for LCE and MD, however, the proportion for MD is 50%.

- At Key Stage 2, the proportion of schools, at L4+, performing in the high or highest benchmarking quarters, has increased from 56.8% to 61.3% for English and Science, 60% to 80% for Welsh, 50% to 65.9% for Mathematics and 61.3% to 68.1% for the Core Subject Indicator. The proportion of schools, at L5+, performing in the high or highest benchmarking quarters, has increased from 63.6% to 70.5% for English and from 61.4% to 70.5% for Science. The proportion for mathematics has marginally decreased from 68% to 66%.

- At Key Stage 3, the proportion of schools performing in the high or highest benchmarking quarters, at L5+, for mathematics and the Core Subject Indicator (CSI) has improved with 75% (compared with 62.5% in 2013) of schools placed in the high or highest benchmarking quarters. For Science 62.5% of schools (compared with 50% in 2013) are placed in the high or highest benchmarking quarters. However, for English and Welsh the proportion has fallen from 75% to 62.5%. For English and for Welsh (1 school fell from quarter 2 to quarter 4).

  The proportion of schools, performing in the high or highest benchmarking quarters, at L6+ has improved for Maths from 50% to 75% and stayed at the same level for English at 37.5%, Welsh 100% and Science at 75%. The proportion of schools at L7+ performing in the high or highest benchmarking quarters has improved for maths to 62.5% and science to 62.5%, but remained static for English at 37.5%. Welsh remains below the median in the benchmarking quarters.

- At Key Stage 4, the number of schools performing in the high or highest benchmarking quarters at CSI has increased from 2 schools (25%) in 2012/13 to 5 schools (62%) in 2013/14. Performance in relation to L1 in 2013/14 recorded a decrease from 5 to 2 schools in the high or highest benchmark position. At Level 2, (5 GCSEs A*-C) the number of schools in the high or highest benchmark has increased from 4 schools in 2012/13 to 5 schools in 2013/14. This is replicated at Level 2+ (5 GCSEs A*-C including English/Welsh and mathematics) where the number of schools in the high or highest benchmark has increased from 3 schools in 2012/13 to 5 schools in 2013/14.

- All Performance Indicators (PIs) in relation to Foundation Phase - Outcome 5 improved on the previous year. The proportion of pupils achieving outcome 5 were:
  - Language, Literacy and Communication Skills in English (LLC E) = 90.9%.
  - Mathematical Development (MD) = 92.4%.
  - Language, Literacy and Communication Skills in Welsh (LLC W) = 97.1%.
  - Personal and Social Development (PSD) = 96.4%.
  - Foundation Phase Indicator (FPI) = 89.5%.

- All Performance Indicators (PIs) in relation to Foundation Phase - Outcome 6 improved on the previous year. The proportion of pupils achieving the outcome 6 were:
  - LLC E = 34.5%
  - MD = 34.5%
  - LLC W = 35.8,
  - PSD = 54.9%.

- In 2013/14, the percentage of pupils that achieved the KS2 CSI was 88% in the Vale of Glamorgan. This is higher than the 2012/13 figure and ranks the Vale in the upper quartile and above the Wales average of 84.6%.

- At Level 4+, performance in English, Welsh, Maths, Science, Core Subject Indicator, and Reading, Writing and Maths in combination (RWM) increased on the previous year. The proportion of pupils attaining level 4 were:
  - English = 92.2%
  - Welsh = 95.9%
  - Maths = 93%
  - Science = 94.2%,
  - CSI = 90.5%
  - RWM = 85.4%.

- At Level 5+, performance in Welsh, Maths and Science increased on the previous year. Performance in English decreased on

the previous year. The proportion of pupils attaining level 5 were:
- English = 40.3%
- Welsh = 48.5%
- Maths = 44.6%
- Science = 48%.

- In 2013/14, the percentage of pupils that achieved the KS3 CSI was 82.5% in the Vale of Glamorgan. This is 10% higher than the 2012/13 figure and ranks the Vale in the upper quartile above the Wales average of 77.2%.

- At Level 5+, performance in all core subjects increased on the previous year (except Welsh and RWM). The proportion of pupils attaining level 5 were:
- English = 88.7%
- Welsh = 88.3%
- Maths = 89%
- Science = 92.6%
- CSI = 84%
- RWM = 74.9%.

- At Level 6+, all core PIs increased on the previous year. The proportion of pupils attaining level 6 were:
- English = 50.3%
- Welsh = 54.7%
- Maths = 62.9%
- Science = 60.8%.

- The Vale achieved a 7% increase in level 2+ results, a key measure at KS4 (equates to 100 extra pupils.) This performance has resulted in us becoming the 2nd highest performing authority in Wales, based on latest data.

- Overall, attainment levels for LAC are improving however further improvements are needed to be made to bring attainment levels up to that of their peers (year on year comparisons can be difficult because of small cohort sizes).

  - In 2013/14, the percentage of LAC achieving the KS2 CSI was 58.3%. This places the Vale 9th in Wales and just above the national average of 51.6%. However, it is significantly lower than the 88% performance of non-LAC.
  - The percentage of LAC achieving the KS3 CSI was 40%. This places the Vale 13th across Wales and in line with the national average of 37.2%. It is also half the performance of non-LAC at 82.5%.
  - The average qualification points score for 16 year old LAC was 348. This places the Vale in the upper quartile performance and above the Wales average of 262 points. However, it is lower than the 2012/13 performance of 375 points which placed

the Vale first across Wales. This compares to the performance of non-LAC of 557.2 points.

- LAC attendance at primary schools has fallen from 95.7% in 2012/13 to 94.4% in 2013/14. This has moved the Vale down from the upper quartile to in-line with the Wales average in 2013/14.
- LAC attendance at secondary schools in 2013/14 was 87.6%. This had fallen from 89% in 2012/13 and means the Vale is one of the worst performers across Wales. This compares to the Wales average of 91.6%.
- In 2013/14, 1% of LAC were permanently excluded. This is the first time in the last five years that a LAC has been permanently excluded. The young person was attending an out of county placement, the monitoring of such placements has been increased to identify any potential threats to placements more quickly in future.
- LAC fixed term exclusions have increased from 6.6 days in 2012/13 to 14 days in 2013/14. This is the most number of days across Wales and is twice the national average of 6.8 days. We are working with schools to reduce these levels of exclusions in future. This is a service priority in the 2014/15 academic year.
- The percentage of Personal Education Plans (PEPs) completed within timescale during 2013-14 was 40%. As a result of this performance, new systems and processes were put in place including new dedicated education staff. The relationship between social services and education is an improving one as demonstrated by recent data below. The LAC manager holds regular meetings with the social worker manager, and there is good communication with social workers and regular meetings are held in relation to LAC.

  Since 1st April 2014 performance has improved: Quarter 1 = 90% PEPs completed; Quarter 2 = 96.35%; Quarter 3 = 96.55%.

- Overall, the performance of English as Additional Language (EAL) pupils in Vale schools is good and the pupils perform well in line with their level of language acquisition. The relatively small numbers of pupils with EAL may make the data unreliable.

  - At Foundation Phase in 2014, outcome 5 performance was similar to or better than the overall Vale mean. LO6+ outcomes were more variable. At KS2 in 2014, Level 4+ outcomes for EAL pupils were a little below the Vale mean. Level 5+ outcomes were more variable. At KS3 in 2014, Level 5+ outcomes for EAL pupils were similar to or above the Vale mean. Level 6+ outcomes were lower, particularly for English. EAL performance in Key Stage 4 is an area for development. The lower performance at KS4 is related to higher literacy demands of GCSE courses and as a result, 56% of EAL pupils achieved Level 2+ compared to Vale figure of 64%.
  - The data suggests that EAL pupils are not generally disadvantaged in their attainment within FPH and KS2-3. Pupils were successful in achieving qualifications in their home languages with 18 pupils achieving qualifications in 7 languages in 2014.

- The performance of Minority Ethnic (ME) (including Traveller) pupils in Vale schools is good in the foundation phase. The exception is pupils from 'any other Asian background'. The performance of ME pupils in Vale schools is good in Key stage 2, with the exception of pupils White and Black African heritage. In Key Stage 3, ME pupils perform well in comparison to the all Wales and the all Vale figures. In Key Stage 4, ME pupils out perform their peers in L2+, CSI and ACWPS.

- The Travellers in the Vale perform well at each key stage. In 2013/14, Travellers achieved GCSEs for the first time in the Vale.
- EAL and ME pupils make the anticipated progress between the key stages. ME pupils often outperform their peers.

Improvement areas

- Significant improvements have been made but there are currently too few areas where we have achieved our clear ambition that education outcomes are the best in Wales.
- Whilst completion of LAC Personal Education Plans (PEPs) is improving, attainment levels for LAC remains an area for focus for the service as they remain below that of their peers.
- Reducing NEET levels at year 13 remains an area for further improvement as current performance demonstrates. Year 13 (18 year olds) NEET levels in 2013 was 4.8% and this reduced to 4.07% in 2014. The reason for the reduction in NEET levels from the previous year has been due to the YEPF and improved communication between partners. There is a need to progress and develop provision for 18-24 year olds. The implementation of the youth guarantee in September 2015 should see an increase in engagement of 18 year olds into EET. Likewise, the passport programme in the Vale is also at the development stage and once fully implemented should contribute to an increase in numbers of entrants into apprenticeship.
- Continue to increase school attendance and reduce the number of pupils who are persistently absent from school.
- We are beginning to close the gap in all areas between FSM and Non-FSM pupils and have made improvements in all areas with the exception of KS4 which remains an area for focus for the service. To address this we have established a Secondary Group with those responsible for the Pupil Deprivation Grant (PDG) and have commenced regular meetings focused on sharing good practice. Through this approach and our work with schools we will ensure effective use of the PDG to narrow the gap modelled for all primary and secondary Head teachers.
- Our analysis of schools performance and pupil attainment data has identified a clear need to improve strategies used by primary and secondary schools and the Council through its work with schools to support and challenge more able and talented pupils to perform better.
- Currently the Council monitors well the impact of the NBAR project on pupil wellbeing as recognised by Estyn in its recent monitoring visit. However this work needs to be further developed in order to ensure that the full impact of improvements in wellbeing on teaching and learning, and on the broader outcomes for pupils, are effectively evaluated.
- Under the recent Welsh Government's categorisation of the Vale's 60 schools, 17 schools have been categorised as either amber (15) or red (2) and therefore require additional challenge and support to improve. Through our work with schools and via the CSC JES we aim to move all schools out of these categories.
- Continue to reduce surplus places in line with targets agreed Welsh Government through implementation of the Schools Investment Programme, undertaking capacity reviews and re-assignment of capacity in schools where appropriate.
- Recent performance has identified the need to reduce the number of fixed term exclusions in secondary schools.
- We will implement the Libraries Strategy aimed at delivering a comprehensive service within reduced resources. Subject to cabinet decision, key areas of focus in the coming year will include the reduction of running costs at the 4 town libraries, the

introduction of revised opening hours and the development of community led libraries.

What have we achieved?

Service Outcome/Objective	What did we do in 2014-15?	What outcomes have been achieved as a result of these actions?
Service Objective 1 (PIAP 2.1, 2.2) (LS/A115)	Launched the new National Categorisation Model for schools, underpinned by the National Model for Regional Working.	The national categorisation process which determines the level of support schools need to continuously improve, has identified that some schools in the Vale require additional support and challenge via the CSC JES. - Of the Vale's 60 schools 19 (31.54%) were categorised as green (best schools), 24 (39.84%) as yellow (good schools), 15 (24.9%) as amber (schools in need of improvement) and 2 (3.32%) as red (schools in need of greatest improvement). - Of 54 Vale schools that were assigned to a standards group (new schools, pupil referral units and nurseries do not have a standards group as data required is in not available), 20.37% (11) are in Group 1, 48.1% (26) in Group 2, 27.75% (15) in group 3 and 3.7% (2) in group 4. - In relation to schools capacity to improve in the Vale, 34. 86% (21) are judged to be A, 48.14% (29) are judged to be B, 16.6% (10) to be C and no schools were judged as D.
Service Objective 1 (PIAP 2.4) (LS/A116)	Commissioned targeted support for schools in an Estyn monitoring category and, where appropriate, identify options for federation and other interventions.	Commissioned targeted support is now brokered via the challenge advisor. Cabinet has agreed the amalgamation of Eagleswell primary school which is need of significant improvement (Estyn) in September 2015 with a stronger neighbouring primary school. Barry Comprehensive is supported by Schools Challenge Cymru. Proposals for Barry Secondary Schools Transformation were developed and will

Service Outcome/Objective	What did we do in 2014-15?	What outcomes have been achieved as a result of these actions?
		be considered by Cabinet in March 2015.
Service Objective 1 (PIAP 3.1, 3.2, 3.3, 3.4, 3.5) (LS/A117)	In line with Estyn's recommendations, we undertook the following in relation to school progress meetings: - Conducted meetings with all under performing schools through Scrutiny Committee. - Reviewed the impact and format of the meetings; - Issued pre-warning letters and formal warning letters as appropriate; - Used our statutory powers where appropriate to effect change.	Under performing schools have been issued with warning and pre-warning letters. 3 secondary schools had formal notices outlining concerns about performance and other issues. Clear targets were set for improvement and appropriate support ensured via the Central South Consortium regional service in order to address shortcomings. Regular monitoring has ensured accelerated progress in two schools. Failure to achieve targets in one school has resulted in formal intervention by the Council. The other two schools made rapid improvement and are categorised 'yellow'.
Service Objective 1 (LS/A118)	We monitored and evaluated outcomes against the Central South Consortium Joint Education Service (CSC JES) performance framework and regularly briefed Vale of Glamorgan Scrutiny Committee members appropriately.	Senior officers from the Council use fortnightly meetings with senior managers from the regional service to quality assure the work of challenge advisors and discuss links between the regional service and the services delivered by the Council. Regular reports from the Director of Learning and Skills informed by the above have also enabled more effective scrutiny of service outcomes against the CSC JES performance framework. Senior Officers from the CSC JES also attend Scrutiny Committee.
Service Objective 1 (LS/A119)	Participated in new style regional Challenge Review meetings delivered by Welsh Government, involving the Minister for Education.	Participation in these meetings held LA and CSC JES officers to account for the progress of schools and provided information about developing Welsh Government policy.
Service Objective 1 (LS/A120)	Introduced a regional approach to improved moderation of statutory teacher assessment at	Plans have been developed via the CSC JES for enhanced regional arrangements for 2015.

Service Outcome/Objective	What did we do in 2014-15?	What outcomes have been achieved as a result of these actions?
	the end of all Key Stages.	
Service Objective 1 (IO7) (LS/A123)	We proactively worked with schools to identify under performance in Mathematical Skills and Language, Literacy and Communication in the Foundation Phase, particularly for boys.	Outcome 5+ and 6+ has continued to improve for boys' Mathematical skills however, Language, Literacy and Communication skills has remained static at both O5+ and O6+. The CSC JES now plans to implement a model to better support the foundation phase.
Service Objective 1 (PIAP 2.1) (LS/A128)	Worked with schools and the CSC JES to ensure that improvement targets for schools matched or exceeded both Welsh Government model predications and the most appropriate FFT estimates (usually Model D).	Appropriate targets set by schools and agreed with individual challenge advisors with the majority of these in line with FFT, Model D.

This work is being further strengthened with the setting of new aspirational targets to meet the appropriate FFT estimates. |
| Service Objective 1 (PIAP 2.3) (LS/A130, LS/A131) | Commissioned a Governor capacity-building programme and implemented the strategic placement of LA appointed school Governors.

As part of capacity-building we promoted the Governors Wales Quality Bronze Award (GWQBA) and Chair of Governors peer reviews between identified schools. | Revised LA Governor appointment process implemented. Estyn recognised that this has strengthened the approach to appointing governors to schools with new governors bringing in skills that improve the capacity of the governing body.

Specific training from the Council and through the work of challenge advisors have ensured governors have a better understanding of provision and leadership and are more confident in their ability to challenge the Head teacher.

20 schools have registered for the GWQBA with 5 achieving it to date. |
| Service Objective 1 (CP/LS8) (LS/A133) | Worked with the Central South Consortium Joint Education Service to implement the National Model for Regional Working, including the transfer of specialist HR, governor support and 14-19 functions. | Implementation of agreed arrangements will commence from April 2015. |
| Service Objective 1 | Improved school based systems in order to | Schools are now open to this challenge and |

Service Outcome/Objective	What did we do in 2014-15?	What outcomes have been achieved as a result of these actions?
(CP/LS6) (IO7) (OA2) (LS/A135)	secure a better 'read-across' at all levels and within all Key Stages i.e. one pupil achieving in both English and Maths in combination.	recognise the importance of successful attainment of both subjects. Improved 'read across' has been observed in 2014 GCSE results, 62% L2+ GSCE.
Service Objective 1 (PIAP 1.6) (LS/A125)	Improve the quality of leadership and management in schools	During a recent monitoring visit Estyn inspectors reported that the authority is making good progress to improve the rigour and the level of challenge provided to schools about their performance and quality of leadership. 'The authority has worked well with Head teachers, governors and its regional school improvement service to secure improvements'
Service Objective 2 (CP/LS1) (LS/A082, LS/A081, LS/A139)	Successfully completed two major projects within the school Investment Programme to timescale and budget. Made appropriate arrangements for building work at Ysgol Dewi Sant, Llantwit Major and Oak Field Primary schools.	Provision of high quality new accommodation for St. Cyres Comprehensive School and for the new Ysgol Y Deri (replacing Ashgrove, Ysgol Erwir Delyn and Ysgol Maes Dyfan special schools) and the new build 210 place building for the Welsh-medium primary school for Ysgol Nant Talwg, Barry. Nant Tawlg was held as good practice by Welsh Government as an example of 21st Century school scheme which has adopted an innovative and cost effective construction process. Penarth Learning Community was also held as good practice in its use of apprentices and local labour, contributing towards developing local skills and creating jobs within the local economy. Conclusion of the work in later years at Ysgol Dewi Sant, Llantwit Major and Oak Field Primary schools will result in significant improvements to the learning environment for all pupils and will support

Service Outcome/Objective	What did we do in 2014-15?	What outcomes have been achieved as a result of these actions?
		improved outcomes.
Service Objective 2 LS/A083)	Fully refurbished Llantwit Major Library with a grant from CyMAL and match funding from the Council	Disruption was minimised for customers by the provision of a temporary library. Internal and external works were completed and the refurbished library was re-opened in January 2015.
Service Objective 2 (CP/LS20) (IO1) (LS/A136, LS/A137)	In line with the Library Strategy, we completed a review of library services and undertook further consultation with communities on the development of community libraries, a reduction in opening hours at the town libraries and the relocation of St Athan library. Additionally, we continued to promote digital inclusion by extending information literacy activities in libraries and widely publicised this both in libraries and at events such as the Vale Show.	Following a 12 week consultation exercise in December 2014, survey results were analysed and a report was prepared to go to cabinet in March 2015 with recommendations about the way forward.
Service Objective 2 (CP/LS18) LS/A037	Developed and implemented reading strategies through the Library and Information Service to support improvements in standards of literacy and promote enjoyment in reading for all ages.	The Library Service's annual programme of activities to support literacy and promote enjoyment in reading for all ages, were well attended. During 2014 over 600 people attended an author visit, over 2,700 children attended their library on a class visit, there were 364 attendances at a children's book group (Chatterbooks), 2,300 at children's weekly storytime, 2,700 attendances at a babies and toddlers sign and rhyme activity and over 1300 at clap and tap activity. 1200 children enrolled for the Summer Reading Challenge and there were numerous other literacy related activities in libraries.
Service Objective 2 (CP/LS1/CP/LS2)	Completed a feasibility study on co-educational secondary school provision in Barry.	The feasibility study which includes costed options has been completed. This will be presented to

Service Outcome/Objective	What did we do in 2014-15?	What outcomes have been achieved as a result of these actions?
LS/A140		Cabinet in February 2015 which will decide whether to proceed with consultation on the development of a new mixed sex secondary school in Barry.
Service Objective 2 (PIAP 4.5) (LS/A142	Strengthened directorate level arrangements for monitoring and reviewing services in relation to Learning and Skills plans. These arrangements supplement the corporate monitoring arrangements and the work of the Lifelong Learning Scrutiny Committee.	The Directorate's streamlined plans have ensured a clear golden thread linking its service and corporate priorities: all plans for 2015/16 relate to the financial year. Directorate plans and monitoring reports better evidence progress being made towards key corporate, directorate and service outcomes.
Service Objective 2 (PIAP 5.1) LS/A143	Provided Outcome Based Accountability training for all managers throughout the Directorate (via CoActiva) and produced and widely circulated a guidance document to support their adoption of this methodology.	Directorate plans and monitoring reports better evidence progress being made towards key corporate, directorate and service outcomes.
Service Objective 2 (PIAP 7.3) LS/A144	Reviewed performance information and reporting systems in relation to informal learning for young people.	A Welsh Government outcomes framework is being developed which follows the Principles of the Young Foundation Report on the extrinsic and intrinsic impact on young people of youth programmes. Once implemented in September 2015, this will enable the service to better evidence its progress towards and achievement of planned outcomes.
Service Objective 2 (PIAP 7.1) (LS/A146)	Completed an annual impact assessment of the loans scheme for schools.	The capital allocation for loans to schools has been fully committed and school balances continue to reduce.
Service Objective 2 (CP/LS17, CP/LS9) (IO1) (LS/A147)	Through a new targeted programme (Get Back on Track), we engaged with adult learners to improve skills and remove barriers to learning and employment.	Improved service uptake through a more targeted approach. In partnership with Communities First, Flying Start, Job Centre Plus etc. skills and employability training is free to learning priority groups and

Service Outcome/Objective	What did we do in 2014-15?	What outcomes have been achieved as a result of these actions?
		ensuring opportunities for all learners.
Service Objective 2	In response to unsatisfactory inspections of Adult Community Learning in Cardiff and the Vale of Glamorgan in 2013 Estyn returned to conduct a monitoring visit in January. The purpose of the monitoring visit was to determine the Partnership's progress.	Rec 1: Improve success rates and accreditation for all learners – very good progress. Rec 2: Improve the strategic leadership, management and co-ordination of ACL – very good progress. Rec 3: Review and revise the curriculum; Improve the provision for developing literacy and numeracy skills – strong progress. Rec 4: Analyse data robustly and improve quality processes – very good progress. Rec 5: Improve the quality of teaching – strong progress. Rec 6: Improve the support available for learners – strong progress.
Service Objective 2 (LS/A189)	Set targets for improvement in learner completion, attainment and success rates across the CAVCLP partnership to, as a minimum, meet national comparator data in 2013/14 and exceed national comparator data by 5% in 2014/15 and within 5% of the comparator in 2015/16.	Success rates have risen from 68% to 84%. The partnership is now at the national comparator of 84% and we have set a success rate of 87% for 14/15.
Service Objective 2 (CP/LS9) (IO1) (LS/A148, LS/A149, LS/A154)	As part of our work to deliver a strategic approach to curriculum planning, we developed a planning tool for partner referral organisations which we implemented through a series of partnership curriculum meetings. We continue to embed essential skills and digital literacy throughout the curriculum and have produced tutor workbooks to help in the development of lesson plans, with the support of an accreditation officer.	Our Curriculum Delivery Plan reflects the profile of the community and addresses the needs of priority learners and was well received by DFES. Learner success rates have risen from 68% to 84%. The partnership is now at the national comparator of 84%.

Service Outcome/Objective	What did we do in 2014-15?	What outcomes have been achieved as a result of these actions?
	In order to improve standards and ensure consistency in teaching across the partnership CAVCLP has delivered regular classroom monitoring through observation training to all partners.	Recent classroom observation by Estyn judged much of the teaching (58%) to be good with two sessions (17%) deemed to be excellent.
Service Objective 2 (CP/LS9) (IO1) (LS/A152)	Worked in partnership with Communities 2.0, Communities First and the Library Service to increase Universal Job-match training and develop a programme of digital inclusion.	ACL staff are trained to deliver Universal Job Match training and are working collaboratively with Communities 2.0 Workclub to deliver digital inclusion workshops.

There are currently 10 Jobclub/ Universal job match sessions running with each attracting an average of 5 learners however, there are also open access drop-in computers in the ACL learning centres where members of the public can work with support from centre staff. |
| Service Objective 2 (CP/LS13) (LS/A042) | Collaborated with partners to increase Welsh medium learning activities for adults. | Successful programme of Welsh medium learning now established in Barry and extended to the rural Vale/ Cowbridge.

Provision is widely available across the Vale with over 200 learners taking part. |
| Service Objective 2 (LS/A039) | Developed an information literacy model based on the Wales Information Literacy Framework for school pupils. As part of this work, we introduced a programme of information sessions on the use of digital services for the community. | A literacy package based on the Welsh Information Literacy project was developed to target Year 6/7 pupils and improve their library and information skills and confidence in readiness for transition to secondary school. Digital drop-in days for advice to adults using tablets, eBooks, eAudio books and eZines were arranged at most libraries and proved popular, as did regular taster sessions on internet searching, setting up emails and other IT related sessions. There were over 500 attendances at such tasters and activities per quarter, giving valuable support to people requiring beginner skills |

Service Outcome/Objective	What did we do in 2014-15?	What outcomes have been achieved as a result of these actions?
		and extra confidence.
Service Objective 2 (ACL PIAP 5.1.5/6) (LS/A190)	Developed and delivered a safeguarding and equality and diversity training programme across Vale Adult and Community Learning providers.	Consistent approach within the partnership to safeguarding and equalities issues. Increased awareness of roles and responsibilities.

All managers, supervisors and Creche workers have received training, and all tutors who require training have either had training or are due to attend. |
| Service Objective 2 (LS/A141) | Reviewed the sufficiency of School Places across in the Penarth cluster | A report on the outcome of the review is to be considered by the Lifelong Learning Directorate Management Team in February 2015 and reports will be taken to Scrutiny and/or Cabinet as appropriate. |
| **Service Objective 3** (IO5) (OA) LS/A158 | Developed and adopted an information sharing protocol WASPI with relevant partners. | The Vale of Glamorgan ISP for Progression and Engagement (NEETs) has been approved by WASPI and uploaded onto their web pages.

This has enabled information to be shared by partners resulting in effective tracking of NEETs and improved targeting of resources. This has impacted positively on the level of students leaving years 11 and 12 who are NEET. |
| Service Objective 3 (PIAP 1.5) LS/A163 | Implemented targeted support for reading via the Ethnic Minority Achievement Service. | Differentiated targeted support for reading is fully operational and successes to date include improved reading outcomes as evidenced by the national reading tests. |
| Service Objective 3 (PIAP 6.1) (LS/A169, LS/A167, LS/A168) | Established a reporting mechanism and cycle for school performance and wellbeing information which is now reported to Cabinet, Scrutiny, the Children and Young People's Partnership and the Local Service Board. | The Monitoring, Evaluation and Review protocol is fully operational. School performance and wellbeing information is well scrutinised through the reporting cycle resulting in proactive interventions and support for specific schools where necessary. |

Service Outcome/Objective	What did we do in 2014-15?	What outcomes have been achieved as a result of these actions?
Service Objective 3 (PIAP 6.2) (CP/LS4) (LS/A173)	The centralisation of the Education Welfare Service (EWS) has been completed. Systems are in place to enable the EWS to focus on attendance of pupils below 80%.	Recent data indicates that the percentage of persistent absentees in Vale secondary schools has reduced from 8.1% in 2011/12 to 5.1% in 13/14.
Service Objective 3 (LS/A087, LS/A061)	Implemented a rolling programme of Team Teach to ensure that all schools have adults trained in the use of physical intervention techniques.	100% participation by all Vale schools in training via nominated staff.

Staff are aware of what is acceptable and unacceptable behaviour and with regard to the latter, how to respond in a way that is reasonable, proportionate and necessary.

Increased staff confidence and competence, in responding to challenging behaviours. |
| Service Objective 3 LS/A178 | Approved and adopted the Neglect Protocol devised by Cardiff and Vale Local Safeguarding Children's Board. | The protocol has been improved but is now subject to revision by the LSCB prior to implementation. |
| Service Objective 3 (PIAP 6.7) (LS/A180) | Implemented a monitoring matrix across the Directorate for safeguarding which includes tools to assist professionals in both assessing the needs of children and young people and the continuing risks that they may face, and referring their case to the relevant service. | All relevant staff across the directorate have the relevant level of knowledge to allow them to comply with the Council's Safeguarding policies and procedures and consistently apply the monitoring matrix. |
| Service Objective 3 (PIAP 7.5) (LS/A183) | Used the School Sport Survey (September 2013) results diagnostically to improve participation and enjoyment in school based sport. | The proportion of children and young people participating in sport has increased and this is based on a more comprehensive sport survey carried out in the summer of 2013. As a result of active promotion by the authority, 29 schools participated in the survey compared with 4 in 2011.

The Vale was ranked 2nd in Wales with a performance of (44%) for participation by children and young people in sport and physical activity at least three times a week. Whilst we have worked |

Service Outcome/Objective	What did we do in 2014-15?	What outcomes have been achieved as a result of these actions?
		hard to encourage greater levels of physical activity there is a need for further improvement and this will continue to be an area of focus.
Service Objective 3 (CP/LS16) (IO5) (LS/A155)	Increased support available for students at the transition between primary and secondary school and at 16. Two members of the youth service team are working with young people as referrals from schools.	During the year two officers worked with 132 young people as referrals from schools and a further 84 post 16. The transitions officers have enabled young people to remain in school and to positively engage in EET post 16.
Service Objective 3 (PIAP 6.3, PIAP 6.4) (CP/LS16) (IO5) (OA2) (LS/A156, LS/A157, LS/A159)	Implemented the Engagement and Progression Framework and reviewed appropriate strategies for engaging young people, alongside our partners. An early identification steering group was established to ensure targeted services are effective, efficient and value for money. A mapping exercise of provision was undertaken which informed service improvements and addressed gaps. A single implementation plan was adopted.	The Vale's Youth Engagement Framework for identification of NEET which has been adopted by all schools and partners has been identified as good practice by Welsh Government. Increased opportunities for young people to progress into further learning or employment. This includes Princes Trust Volunteers, ACL, Get Back on track courses, work based learning (WBL) and apprenticeships. Provisional data from Careers Wales indicates that we have reduced NEET leavers for year's 11 and 12. Year 13 remains an area for further improvement. Year 11: A performance of 2.76% was achieved against a target of 3.2% Year 12: A performance of 1.78% was achieved against a target of 1.95%.
Service Objective 3 (PIAP 1.5) (LS/A160, LS/A161, LS/A162)	Through a review of ALN provision in the Vale, in partnership with the CSC JES and Service Officers and System leaders we are improving provision and tracking of achievement for our most vulnerable learners.	The Council has a strategic overview of all the additional support provided (and required in the future) for Vale schools which informs service planning. This will enable value for money provision and improve service availability through

Service Outcome/Objective	What did we do in 2014-15?	What outcomes have been achieved as a result of these actions?
	As part of this work, we developed and implemented provision maps for nurseries, primary and secondary schools at the start of the academic year.	joint management of different funding streams to better target particular needs. Reduced likelihood of over-provision and under-provision in classes/ year and groups/subjects and in children with complex needs. Improved monitoring and evaluation of SEN provision across schools. Greater transparency and consistency in identification and assessment. Improved quality of information about provision for and progress of children and young people.
Service Objective 3 (CP/LS10) (LS/A070)	Increased education provision for children and young people on the Autistic Spectrum via the Education Psychology Service which has contributed to assessment of Autistic Spectrum Disorders (ASD) and supported early-years children pre-diagnosis of ASD and secured entry into the Early Intervention Base.	A more streamlined approach involving the Education Psychology Service supporting early years' children pre-diagnosis of ASD and secured entry into the Early Intervention Base. The Early Intervention Base also provides short term and part time placements for children with ASD in mainstream schools.
Service Objective 3 (LS/A164)	We established a pilot Minority Ethnic (ME), English as Additional Language (EAL) and Traveller Forum for pupils and parents (separately) to better inform the work of the service.	A forum has been established and we are working with a small group of pupils and parents on a monthly basis. This has resulted in improved parental engagement
Service Objective 3 (LS/A165)	In collaboration with schools we devised and implemented an EAL framework to reflect the requirements in the National Literacy Framework and National Numeracy Framework, providing an enhanced package of support to KS3 EAL pupils.	Framework is being used by schools to assess the needs of EAL learners resulting improved attainment.

Service Outcome/Objective	What did we do in 2014-15?	What outcomes have been achieved as a result of these actions?
Service Objective 3 (PIAP 6.1) (LS/A166)	We incorporated RBA methodology into protocols to monitor, evaluate and review the work of the CSC JES.	Improved scrutiny of CSC JES performance through the framework. The Council is better able to demonstrate progress towards and achievement of its planned outcomes.
Service Objective 3 (LS/A170)	Closely monitored pupils referred from D2E and ALSP in order to ensure they are appropriately placed and their progress tracked.	D2E is embedded in practice and is having a positive effect on students who are not in mainstream education by enabling the early identification of needs linked to the YEPF.

Provision is being brokered and is making an impact on behaviour and attendance |
| Service Objective 3 (CP/LS4) LS/A174 | Robustly monitored, evaluated and reviewed the effectiveness of the Callio Strategy and extent of absence reduction, underpinned by an enhanced data monitoring framework and closer partnership working with regional System Leaders. | Data is now being regularly shared with regional challenge advisers and schools. Attendance rates have improved in both secondary and primary phases, ranking us 4th highest performing authority in Wales. Attendance in primary and secondary schools increased by an extra 30,000 days which is equivalent to 2 additional days on average per pupil at both primary and secondary schools. |
| Service Objective 3 (CP/CYP8) (LS/A175) | Analysis of data on a termly basis enabled us to effectively target the work of central services such as the Educational Psychology Service and maintain counselling services for children and young people. | Limited resources are better targeted via the SBC management board and through discussions with school leads. This has resulted in more targeted support. |
| Service Objective 3 (CP/LS11) (LS/A047) | As part of our work on the 'Putting Families First Programme', we delivered range of accredited course including a child development tool. A distance travelled tool was also piloted in one primary school. | Increased range of opportunities to engage with parents and carers to help both parents and their children achieve their full potential.

Increased parental confidence and engagement. |
| Service Objective 3 (CP/LS11) (LS/A049) | Continued to work closely with SNAP Cymru on developing parent forums to inform provision in the Vale and to support parents. | Service improvements continue to be informed by the Parent Forum. Attendance however remains low consequently we are working on improving this. |

Service Outcome/Objective	What did we do in 2014-15?	What outcomes have been achieved as a result of these actions?
		Parental engagement has resulted in increased understanding and low appeals against decisions.
Service Objective 3 (CP/CYP4, CP/LS11) (LS/A051)	Actively promoted parent drop in centres in order to increase participation.	Drop-in centres are established and generally well attended.
Service Objective 3 (CP/LS5) (IO7) (LS/A056)	Due to concerns about data sharing we have developed our own IT assessment system to enable us to improve wellbeing, attendance and attainment of pupils on FSM, by enabling closer evaluation of their wellbeing.	Whilst the assessment system has been developed staffing issues has prevented piloting of the system. We continue to work with schools and the CSC JES to maximise learning and improvement attainment levels of pupils in receipt of free school meals. Piloting should begin in Autumn 2015.
Service Objective 3 (IO7) (LS/A176)	We worked with the strategic lead of the CSC JES to ensure that the assessment of PSD and Wellbeing is identified much earlier in the foundation phase, particularly for FSM pupils.	Beginning to close the gap in all areas between FSM and Non-FSM pupils. Improvements have been made in all areas with the exception of KS4, which remains an area of focus for the service. Foundation Phase indicates the difference in performance of e-fsm and n-fsm pupils, in 2012 stood at 21ppt compared with the Wales average difference of 18ppt. In 2014 that gap had narrowed to 12.5ppt in the Vale of Glamorgan compared with a 16ppt average difference for Wales. A similar picture is reported in key stage 2 for the core subject indicator (CSI) with the difference narrowing from 16ppt in 2012 to 14ppt in 2014 comparing favourably with the Wales average of 18ppt in 2014. Closing the gap in performance is replicated in the key stage 3 CSI where the difference in performance in 2012 was 29ppt this decreased gap in expected level of attainment for e-fsm v n-

Service Outcome/Objective	What did we do in 2014-15?	What outcomes have been achieved as a result of these actions?
		fsm has closed considerably over the last three years to 17ppt compared with the Wales difference of 20ppt. The gap in performance in KS4 from 2009 until 2013 the Vale of Glamorgan performed well in diminishing the gap in performance between those e-fsm students and n-fsm students to 27.5ppt below the average for Wales at 33ppt; however this year the gap has widened for both the Vale and Wales to 37.6ppt and 34ppt respectively.
Service Objective 3 (CP/LS12) (LS/A079)	Effective use of grant funding to improve the achievements and outcomes for looked after children and children leaving care.	Effective use of PDG to narrow the gap modelled for all primary Head teachers. Secondary group established with those responsible for PDG and narrowing the gap in secondary school in the Vale and Bridgend with regular meetings focussed on sharing of good practice in this area.
Service Objective 3 (LS/A177)	Improved and implemented the LAC tracker and reporting mechanisms.	The LAC tracker has improved our ability to track the attainment of LAC educated both in and out of the Vale. Schools are inputting assessment information, tracking progress for their children and can readily access the latest Personal Education Plan.
Service Objective 3 LS/A086	Conducted regular checks in schools to monitor safeguarding procedures and the use of time out rooms.	A monitoring matrix is in place enabling an authority wide overview of safeguarding policies and procedures. This has resulted in improved levels of safeguarding within schools.
Service Objective 3 (LS/A179)	Offered sexual exploitation training (developed via the Cardiff & Vale LCSB) to all schools.	100% participation by all Vale schools in training via nominated staff. Increased staff awareness, confidence and competence, in identifying and responding to

Service Outcome/Objective	What did we do in 2014-15?	What outcomes have been achieved as a result of these actions?
		issues.
Service Objective 3 (LS/A181)	Monitored, evaluated and reviewed Performing and Chaperoning licences.	Difficulties in ensuring a robust and consistent approach have been identified. Exploring the potential for shared responsibility with Cardiff Council for carrying out duties related to performance licences and this action will be carried forward to 2015/16.
Service Objective 3 (LS/A106)	Achieved all six objectives outlined in the Directorate's Health and Wellbeing Strategy and the action plan completed.	Effective monitoring of wellbeing outcomes at pupil, school and class levels through established arrangements. This has contributed to improved levels of wellbeing.
Service Objective 3 (LS/A088) (CP/CPS7)	Analysed school bulling data termly in order to effectively challenge and target support.	Appropriate interventions and training provided to schools in order to reduce bulling and support vulnerable children and young people.
Service Objective 3 (CP/CYP04) (LS/A185)	Developed a system to monitor, evaluate and review achievement of young people known to the Youth Justice System.	Arrangements agreed and these will be rolled out during the spring term of 2015.
Service Objective 3 (LS/A186)	Staff within the Education Welfare Service and the Behaviour Improvement Team (BIT), were trained in restorative approaches and are working with schools and partners (Children & Young People Partnership, Youth Service and Youth Offending Service) in order to build capacity in this area.	Restorative practice introduced in schools with further training being developed for teachers. This will equip them with appropriate prevention and early intervention tools to help improve pupil attendance and behaviour in schools.

Fixed term exclusions have risen in Vale schools in comparison with the Welsh average in secondary schools. Strategies are in place to reduce this trend. |
| Service Objective 3 (PIAP 6.6) (LS/A188) | Undertook and audit of all school councils and worked with them to extend consultation and engagement with children of all ages. | The Children's Commissioner has developed the Young Ambassadors Programme, which is available to all primary schools. Currently in the Vale 18 schools are participating in the scheme.

Successfully engaged young people in elections to the Youth Forum and Youth Cabinet. 2964 young |

Service Outcome/Objective	What did we do in 2014-15?	What outcomes have been achieved as a result of these actions?
		people engaged with the Youth Service in the election of the youth cabinets and youth Mayor.

First Youth Mayor was elected during Youth Democracy Week. |
| Service Objective 3 (CP/CYP11) (LS/A006) | Continued to develop the skills of young people to work with schools and youth support services to achieve the Welsh Government's National Standards for Children and Young People's Participation. | Through engagement initiatives such as the Youth Cabinet and its contribution to the review of the Qualifications Framework with the Education Minister, Youth Forum accredited learning and Young Inspectors recruitment we have seen an increase in uptake of participation opportunities by young people. |
| Service Objective 3 (LS/A182) | Continued to extend the take-up of Nurture groups by schools and provided training. | Children and young people at risk are being identified earlier and supported to achieve their full potential.

Barriers to learning arising from social, emotional or behavioural difficulties (SEBD), are addressed in an inclusive, supportive manner. |

What do we plan to do?

Service Outcome/Objective	What do we plan to do in 2015-16?	How will we know if we're achieving our objective?
Service Objective 1 (LS/A191) (Estyn R2	Work at LA level to further develop key aspects of leadership such as working with Governors, tackling underperformance and effective use of grants.

Develop Vale Head teacher Induction Programme, VIP. | Decrease in the number of schools at which Estyn judge leadership (KQ3) to be less than good/excellent. Aim is that leadership is at least good in all schools. |
| Service Objective 1 (LS/A192) (Estyn R1/R2) | Work with the CSC to develop a regional approach to improved moderation of statutory teacher assessment at the end of all Key Stages. Implement external verification. | The Council, schools and parents have good quality information on the progress of their children and the success of schools. |

Service Outcome/Objective	What do we plan to do in 2015-16?	How will we know if we're achieving our objective?
		Consistency in use and interpretation of reliable performance information in making judgements. Increased transparency and accountability at school, Council and regional levels.
Service Objective 1 (LS/A193) (Estyn R1/R2/R3	Work to ensure that fewer schools require Estyn or local authority monitoring. Ensure that any school placed in a follow up category is supported and challenged to make accelerated progress so that it can be taken out of monitoring promptly. Use statutory intervention powers in order to effect change in schools when required.	Fewer schools requiring Estyn or local authority monitoring. Schools removed from monitoring more quickly. Local authority uses its statutory powers of intervention appropriately to ensure accelerated improvement.
Service Objective 1 (LS/A133)	Work with the Central South Consortium Joint Education Service to develop highly effective regional HR policies and practice and Governor support services that support Governors in holding schools to account. Implement the National Model for Regional Working, including the transfer of specialist HR, governor support and 14-19 functions.	A range of regional HR policies and procedures are developed and implemented effectively. A new structure is developed to ensure a regional approach to supporting and developing Governors to fulfil all aspects of their role.
Service Objective 2 (CP/LS9) (LS/A193)	Increase opportunities for adults to gain qualifications for their learning and improve quality in the learning experience.	99% of learners are on accredited learning courses.
Service Objective 2 (CP/LS9) (LS/A150)	Undertake initial essential skills assessments/ diagnostic with all learners enrolling for courses over 10 hours.	The Welsh Government diagnostic tool is implemented once defined and informs all essential skills assessments. This will enable the Council to determine a base line measure against which we will be able to map the progress of learners with very low basic skills
Service Objective 2 (CP/LS9) CP/LS17)	Engage with adult learners from the target groups to improve skills and remove barriers to learning and employment.	Increased take up of courses from targeted adult learner groups and improved learner success rates.

Service Outcome/Objective	What do we plan to do in 2015-16?	How will we know if we're achieving our objective?
(LS/A147)		The Get Back on Track (GBOT) learning programme achieves a positive inspection rating from Estyn. (Awaiting results of ESTYN monitoring visit).
Service Objective 2 (CP/LS9) (LS/A148, LA/A149)	Embed a strategic curriculum planning approach that reflects the Vale's profile and addresses the needs of priority learners (including essential skills and digital literacy).	Completions and success rates of adult learners in targeted groups increase. A 5% increase is anticipated in success rates for priority learners. Essential skills improve across priority learners.
Service Objective 2 (CP/LS9) (LS/A151)	Track, monitor and record outcomes of adult learners using initial assessment data as baseline.	Completions and success rates of adult learners continue to improve. Performance data is monitored on a quarterly basis by the CAVLP Strategic group and by the Quality and Data partnership. Regular course performance reports are also available for SMT and DMT to monitor progress of learners.
Service Objective 2 (LS/A189)	Set targets for improvement in learner completion, attainment and success rates across to CVCLP partnership, to exceed the national comparator by 15% in 2015/16.	Learner success rates continue to improve in line with targeted performance. A success rate of 87% set for 2014/15.
Service Objective 2 (CP/LS9) (LS/A153, LS/A154)	Improve standards in teaching (CAVLP) through regular classroom monitoring and course improvement programmes. Train development staff and tutors in the use of social media.	High percentage of teaching is judged to be good or excellent by Estyn. CAVLP have implemented a schedule of classroom observations and have a partnership approach to moderating results and action planning for improvements. Most tutors have received training and there is an ongoing plan for continuous professional development (CPD) of tutors is in place.
Service Objective 2 (ACL PIAP 3.6.3) (LS/A213)	Review the future of the Cardiff and Vale College franchised provision delivered by the Council.	The franchise is effectively monitored by the CAVLP Strategic group and further by the Quality and Data partnership.
Service Objective 2	Implement the School Investment Programme.	Plans set out in the School Investment Programme

Service Outcome/Objective	What do we plan to do in 2015-16?	How will we know if we're achieving our objective?
(CP/LS1) (LS/A196)		will be implemented on time and within budget. In 2015/16 we plan to deliver new school buildings for Ysgol Dewi Sant in Llantwit and Oakfield Primary School in Barry which will open in September 2015. Work will also commence on the LLantwit Learning Community. Rationalisation of the school estate and removal of surplus capacity.
Service Objective 2 (CP/LS2) (LS/A197)	Develop and consult on a School Reorganisation Programme and School Investment Programme.	Eagleswell and Llanilltud Fawr Primary Schools will amalgamate from September 2015. Ysgol Gyfun Bro Morgannwg and Ysgol Gymreag Nant Talwg will amalgamate from September 2015. Support will be provided to the diocesan authority to support an amalgamation of two schools in Barry. Proposals will be put forward to create a nursery at Wenvoe Primary School. Proposals will be put forward to transform Secondary Schools in Barry. Proposals will be put forward in respect of establishing a new primary school in Rhoose.
Service Objective 2 (CP/LS13) (LS/A198)	Collaborate with partners to increase Welsh medium learning activities for adults.	Approved programme of Welsh medium learning activities rolled out. Increased take up of learning activities, completions and success rates. 647 learners currently achieve a success rate of 84% across the partnership.
Service Objective 2	Engage with adult learners of all ages to	The Get Back on Track programme gives learners

Service Outcome/Objective	What do we plan to do in 2015-16?	How will we know if we're achieving our objective?
(CP/LS17) (LS/A199)	improve skills and remove barriers to learning and employment	of all abilities opportunities to engage in taster and full course provisions to improve their skills and preparedness for employment. A comprehensive programme is delivered in job centres and in ACL learning premises with increased take up of opportunities.
Service Objective 2 (CP/LS20) (LS/A200, LS/A137)	Promote digital inclusion by extending information literacy activities in libraries. Improve reporting on support provided to job seekers and digital inclusion activities.	There will be a range of activities available in all libraries, including online resources and ebooks. Clear data made available on numbers supported and the range and take up of digital inclusion activities.
Service Objective 2 (LS/A208)	Develop a marketing strategy for Library Services with a particular focus on on-line resources.	Improved uptake of e-books, e audio books and magazines. Increased visitors to the library website. Increased income generated through room hire and activities.
Service Objective 2 (LS/A209)	Establish and develop Friends Groups at main libraries.	Active Friends Groups running at four main libraries and supporting branch libraries through promotion work, activities and fundraising.
Service Objective 2 (LS/A201)	Subject to Cabinet agreement, the Vale of Glamorgan's Library Strategy will be implemented: • Running costs at the 4 town libraries will be reduced. • New opening hours will be introduced for the town libraries. • Work will be carried out with Community groups to establish Community led libraries.	A comprehensive library service will be provided within reduced funding. High customer satisfaction rates will be maintained.
Service Objective 2 (LS/A211)	Restructure transport services for pupils with additional learning needs.	A new Integrated Transport Unit will be established.

Service Outcome/Objective	What do we plan to do in 2015-16?	How will we know if we're achieving our objective?
		Procurement and administrative efficiencies are realised as a result of streamlined, effective operations.
Service Objective 2 (ACL PIAP 5.1.5, 5.1.6) (LS/A190)	Deliver training programmes in safeguarding and equality and diversity across the Vale ACL providers.	All relevant tutors and providers have received training and are aware of their roles and responsibilities under the Vale of Glamorgan Safeguarding Policy.
Service Objective 2 (LS/A201) (Estyn R6)	Ensure that school attendance continues to improve as funding for Callio declines. Implement operation process for the issuing of fixed penalty notices, (FPNs). Ensure the EWO service use the full range of options in tackling persistent absences.	Attendance increases. Level of persistent absence (defined as attendance <80%) is reduced.
Service Objective 2 (LS/A202, LS/A161, LS/A056) (Estyn R1)	Track the performance of groups of learners and where necessary adjust provision to improve attainment. Groups to include: +1 learners, LAC, FSM and pupils within youth justice system /known to the Youth Offending Service.	Attainment and achievement of identified groups of learners improve.
Service Objective 2 (LS/A203)	Review the Directorate's Additional Learning Needs service as part the Council's Reshaping Services Change Programme (Tranche one).	Service efficiencies delivered whilst sustaining high quality services.
Service Objective 2 (LS/A204) (Estyn R1)	Further develop the role played by Inclusion staff in school improvement work, including the raising of standards. Track the performance of different groups of SEN pupils to determine emerging need and address as appropriate.	A holistic approach to school improvement is evident with all staff working together to improve pupil outcomes. The attainment and achievement of identified groups of SEN pupils improves.
Service Objective 2 (LS/A214) (IO5)	Work with those responsible for the Pupil Deprivation Grant (PDG) to ensure effective use of the PDG to narrow the gap modelled for all primary and secondary Headteachers.	Systematic, coherent, whole-school approach to identifying, supporting and monitoring the progress of disadvantaged learners in order to improve attainment.

Service Outcome/Objective	What do we plan to do in 2015-16?	How will we know if we're achieving our objective?
Service Objective 3 (PIAP 6.3, PIAP 6.4) (CP/LS16) (LS/A21) (IO4)	Work with partners to implement the Engagement and Progression Framework and reduce NEETs pre and post 18.	The YEPF strategic group, Lifelong Learning Scrutiny Committee and the Children and Young People's Partnership effectively monitor progress of the YEPF in reducing NEET levels. Continued targeted reduction in NEET levels in the Vale.
Service Objective 3 (LS/A205, LS/A164)	Further develop work of the Putting Families First programme to increase engagement with parents.	The work of Families First is well understood within the Directorate and its impact on learners evaluated. Parental engagement is extended and purposeful.
Service Objective 3 (LS/A206)	Review the Directorate's Catering service as part of the Council's Reshaping Services Change Programme (Tranche one).	Service efficiencies delivered whilst sustaining a high quality service.
Service Objective 3 (LS/A207) (Estyn R6)	Further enhance the safeguarding of learners through addressing identified developmental need including chaperoning, safer recruitment and safeguarding procedures. Work with schools to develop the use of the safeguarding SER as a tool for improvement.	Compliance with established safe recruitment procedures continues to improve. Chaperoning/ child performance/ child employment licences ensure that young people are safe. They are robust, meet regulatory require and managed within appropriate timeframes. Procedures for identifying, recording and reporting safeguarding concerns are well understood and followed consistently. School's SER are used effectively as an improvement tool.

Appendix 1 details all Service Plan actions aligned to outcomes and objectives to be delivered during 2015-16

What do we plan to do in 2016-19?

1. Review the Strategy and Resources service as part the Council's Reshaping Services Change Programme (Tranche two).

Our Service Outcomes and Objectives

Having considered the self-assessment and the key issues and risks identified by the Directorate we have agreed the following service outcomes and objectives:

Service Outcome 1:	**Learners achieve their full potential in order to maximise their life opportunities.**
Objective 1 (SO1)	**To support and challenge schools and settings to improve the range and quality of teaching and learning in order to increase achievement.**
Corporate Plan Outcomes:	***Citizens of the Vale of Glamorgan have the skills, knowledge and abilities required to maximise their opportunities.*** ***Children and young people are engaged and supported and take full advantage of life opportunities available in their local community and beyond.***
Corporate Plan priorities undertaken as part of this objective:	**Corporate priorities under this objective have been completed.**
Linked to Improvement Objective:	**IO5: Reduce the achievement gap between pupils in receipt of free schools meals and those who are not.**
Linked to Outcome Agreement Objective:	**OA2: Increasing school achievement**

Service Outcome 1:	**Learners achieve their full potential in order to maximise their life opportunities.**
Objective 2: (SO2)	**To meet the needs of all learners by providing a range of suitable and accessible learning opportunities and facilities.**
Corporate Plan Outcome:	**Citizens of the Vale of Glamorgan have the skills, knowledge and abilities required to maximise their opportunities.**
Corporate Plan priorities undertaken as part of this objective:	
LS1	**Implement the School Investment Programme including Penarth Learning Community, the phased remodelling of Llantwit Major High School, the expansion of Ysgol Dewi Sant and Ysgol Nant Talwg and schemes in relation to the Barry cluster of schools. (2017/18)**
LS2	**Develop, consult on and implement a School Reorganisation Programme to ensure the right schools are provided in the right places. (2017/18)**
LS9	**Increase opportunities for adults to gain qualifications for their learning and to improve quality in the learning experience. (2016/17)**
LS13	**Collaborate with partners to increase Welsh medium learning activities for adults. (2016/17)**
LS17	**Engage with adult learners of all ages to improve skills and remove barriers to learning and employment. (2016/17)**
LS20	**Promote digital inclusion by extending information literacy activities in libraries. (2014/15)**
Linked to Improvement Objective:	**IO5: Reduce the achievement gap between pupils in receipt of free schools meals and those who are not.**
Linked to Outcome Agreement Objective:	**OA2: Increasing school achievement**

Service Outcome 1:	**Learners achieve their full potential in order to maximise their life opportunities.**
Objective 3: (SO3)	**To promote health and wellbeing and ensure the safety of our learners.**
Corporate Plan Outcome:	**Citizens of the Vale of Glamorgan have the skills, knowledge and abilities required to maximise their opportunities.**
Corporate Plan priorities undertaken as part of this objective:	**Corporate priorities under this objective have been completed.**
Linked to Improvement Objective:	**IO4: To reduce the number of young people who are not in employment, education or training (NEET).**
Linked to Outcome Agreement Objective:	**OA2: Increasing school achievement**

Appendix 1 details the Directorate's service improvement actions that are aligned to the service outcomes and objectives to be delivered during 2015-16

Appendix 1: Learning and Skills Improvement Action Plan 2015/16

Learners achieve their full potential in order to maximise their life opportunities.

Objective 1: To support and challenge schools and settings to improve the range and quality of teaching and learning in order to increase achievement.							
Ref	Action	Success criteria	High/Medium/ Low priority	Officer responsible	Start date	Finish date	Resources required
LS/A191 (Estyn R2)	Work at Local Authority level to further develop key aspects of leadership such as working with Governors, tackling underperformance and effective use of grants. Develop Vale Head teacher Induction Programme, VIP.	Decrease in the number of schools at which Estyn judge leadership (KQ3) to be less than good/ excellent. Aim is that leadership is at least good in all schools.	High	Mike Glavin	1/4/15	31/3/16	Time at HT meetings. HOS/HR Officer Two volunteer HTs, Officer time/ Grant
LS/A192 (Estyn R1/R2)	Work with the CSC to develop a regional approach to improved moderation of statutory teacher assessment at the end of all Key Stages and implement external verification.	The Council, schools and parents have good quality information on the progress of their children and the success of schools. Consistency in use and interpretation of reliable performance information in making judgements. Increased transparency and accountability at school, Council and regional levels.	High	Mike Glavin	1/4/15	31/5/15	Lead officer form CSC (Tim Britton) Training days and moderation days for Eng/Welsh/Mat hematics and Science.

Objective 1: To support and challenge schools and settings to improve the range and quality of teaching and learning in order to increase achievement.							
Ref	Action	Success criteria	High/Medium/ Low priority	Officer responsible	Start date	Finish date	Resources required
LS/A193 (Estyn R1/R2/R3)	Work to ensure that fewer schools require Estyn or local authority monitoring. Ensure that any school placed in a follow up category is supported and challenged to make accelerated progress so that it can be taken out of monitoring. Use statutory intervention powers in order to effect change in schools when required.	Fewer schools requiring Estyn or local authority monitoring. Schools removed from monitoring more quickly. Local authority uses it statutory powers of intervention appropriately to ensure accelerated improvement.	High	Mike Glavin	1/4/15	31/3/16	Challenge Advisors via CSC. Officer time for progress reviews each half term/term. Various depending on powers used from additional Govs to officers to administer finance.
LS/A194	Work with the Central South Consortium Joint Education Service to develop highly effective regional HR policies and practice and Governor support services that support Governors in holding schools to account. Implement the National Model for Regional Working, including the transfer of specialist HR, governor support and 14-19 functions.	A range of regional HR policies and procedures are developed and implemented effectively. A new structure is developed to ensure a regional approach to supporting and developing Governors to fulfil all aspects of their role.	High	Mike Glavin	1/4/15	31/1/16	Lead officer employed by CSC for 1.5 days each week. Rest delivered through existing Gov Support officers.

Objective 2: To meet the needs of all learners by providing a range of suitable and accessible learning opportunities and facilities.							
Ref	Action	Success criteria	High/Medium/ Low priority	Officer responsible	Start date	Finish date	Resources required
LS/A195 (CP/LS9)	Increase opportunities for adults to gain qualifications for their learning and improve quality in the learning experience.	99% of learners are on accredited learning courses.	Low	Phil Southard	1/4/15	31/3/16	No additional resources required.
LS/A150 (CP/LS9)	Undertake initial essential skills assessments/ diagnostic with all learners enrolling for courses over 10 hours.	The Welsh Government diagnostic tool is implemented once defined and informs all essential skills assessments. This will enable the Council to determine a base line measure against which we will map progress of learners with very low basic skills.	Medium	Phil Southard	1/4/15	WG have delayed implemen -tation	A user licence will be required with costs based on overall usage – explore joint licence with CAVC and pass some costs on to referral agencies.
LS/A147 (CP/LS9)	Engage with adult learners from the target groups to improve skills and remove barriers to learning and employment.	Increased take up of courses from targeted adult learner groups and improved learner success rates. The Get Back on Track (GBOT) learning programme achieves a positive inspection rating from Estyn.	High	Phil Southard	1/4/15	31/3/16	Provision to be targeted at Communities First and regeneration wards.

Objective 2: To meet the needs of all learners by providing a range of suitable and accessible learning opportunities and facilities.							
Ref	Action	Success criteria	High/Medium/ Low priority	Officer responsible	Start date	Finish date	Resources required
LS/A148 (CP/LS9)	Embed a strategic curriculum planning approach that reflects the Vale's profile and addresses the needs of priority learners (including essential skills and digital literacy).	Completions and success rates of adult learners in targeted groups increase. A 5% increase is anticipated in success rates for priority learners. Essential skills improve across priority learners.	Medium	Phil Southard	1/4/15	1/5/15	Maintain current funding level.
LS/A151 (CP/LS9)	Track, monitor and record outcomes of adult learners using initial assessment data as baseline.	Completions and success rates of adult learners continue to improve.	Medium	Phil Southard	1/4/15	WG have delayed implemen -tation	A user licence will be required with costs based on overall usage – explore joint licence with CAVC and pass some costs on to referral agencies.
LS/A189	Set targets for improvement in learner completion, attainment and success rates across to CVCLP partnership, to exceed the national comparator by 15% in 2015/16.	Learner success rates continue to improve in line with targeted performance. (A success rate of 87% is set for 2014/15.)	Low	Phil Southard	1/4/15	31/3/16	Cross partnership resources will be utilised

Objective 2: To meet the needs of all learners by providing a range of suitable and accessible learning opportunities and facilities.							
Ref	Action	Success criteria	High/Medium/Low priority	Officer responsible	Start date	Finish date	Resources required
LS/A154 (CP/LS9)	Improve standards in teaching including the use of social media within the Cardiff & Vale Learning Partnership through regular classroom monitoring and course improvement programmes.	High percentage of teaching is judged to be good or excellent by Estyn. Most tutors have received training and there is an ongoing plan for continuous professional development (CPD) of tutors is in place CAVLP have implemented a schedule of classroom observations and have a partnership approach to moderating results and action planning for improvements.	Medium	Phil Southard	1/4/15	31/3/16	Cross partnership resources will be utilised
LS/A213 (ACL PIAP 3.6.3)	Review the future of the Cardiff and Vale College franchised provision delivered by the Council.	The franchise is monitored by the CAVLP Strategic group and further by the Quality and Data partnership.	High	Phil Southard	1/4/15	31/7/15	Funding cuts in the FE sector make this a priority.

Objective 2: To meet the needs of all learners by providing a range of suitable and accessible learning opportunities and facilities.							
Ref	Action	Success criteria	High/Medium/ Low priority	Officer responsible	Start date	Finish date	Resources required
LS/A196 (CP/LS1)	Implement the School Investment Programme.	Plans set out in the School Investment Programme will be implemented on time and within budget. In 2015/16 we plan to deliver new school buildings for Ysgol Dewi Sant in Llantwit and Oakfield Primary School in Barry which will open in September 2015. Work will also commence on the Llantwit Learning Community. Rationalisation of the school estate and removal of surplus capacity.	High	Paula Ham	1/4/15	1/9/17	Officer time: Property, school organisation , snr mgt and schools Capital funding: Vale and WG

Objective 2: To meet the needs of all learners by providing a range of suitable and accessible learning opportunities and facilities.							
Ref	Action	Success criteria	High/Medium/ Low priority	Officer responsible	Start date	Finish date	Resources required
LS/A197 (CP/LS2)	Develop and consult on a School Reorganisation Programme and School Investment Programme.	Eagleswell and Llanilltud Fawr Primary Schools will amalgamate from September 2015. Ysgol Gyfun Bro Morgannwg and Ysgol Gymreag Nant Talwg will amalgamate from September 2015. Proposals will be put forward to create a nursery at Wenvoe Primary School. Proposals will be put forward to transform Secondary Schools in Barry. Proposals will be put forward in respect of establishing a new primary school in Rhoose.	High	Paula Ham	1/4/15	31/4/1	Officer time: school organisation team, property team and snr mgt Capital funding

Objective 2: To meet the needs of all learners by providing a range of suitable and accessible learning opportunities and facilities.							
Ref	Action	Success criteria	High/Medium/ Low priority	Officer responsible	Start date	Finish date	Resources required
LS/A198 (CP/LS13)	Collaborate with partners to increase Welsh medium learning activities for adults.	Approved programme of Welsh medium learning activities rolled out. Increased take up of learning activities, completions and success rates.	Medium	Phil Southard	1/4/15	31/3/16	Funded from Welsh Government ACL grant
LS/A199 (CP/LS17)	Engage with adult learners of all ages to improve skills and remove barriers to learning and employment	The Get Back on Track programme gives learners of all abilities opportunities to engage in taster and full course provisions to improve their skills and preparedness for employment. A comprehensive programme is delivered in job centres and in ACL learning premises with increased take up of opportunities.	High	Phil Southard	1/4/15	31/3/16	Funded from Welsh Government ACL grant

Objective 2: To meet the needs of all learners by providing a range of suitable and accessible learning opportunities and facilities.							
Ref	Action	Success criteria	High/Medium/ Low priority	Officer responsible	Start date	Finish date	Resources required
LS/A200, LS/A137 (CP/LS20)	Promote digital inclusion by extending information literacy activities in libraries. Improve reporting on support provided to job seekers and digital inclusion activities.	A range of activities on offer at all libraries to support digital inclusion and promote online resources, ebooks etc. Improved information on the resource input by libraries and impact of these activities.	Medium	Chris Edwards	1/4/15	31/3/16	Existing revenue budgets
LS/A208	Develop a marketing strategy for Library Services with a particular focus on on-line resources.	Increase in take up of e-books, e-audio and magazines. Increased visitors to library website. Increased income generated through room hire and activities.	Medium	Chris Edwards	1/4/15	1/9/15	Officer time Possible external specialist support
LS/A209	Establish and develop Friends Groups at main libraries.	Active groups running at four main libraries and supporting branch libraries through promotion work, activities and fundraising.	Medium	Chris Edwards	1/4/15	31/3/16	An on-going allocation of Library Managers' time.

Objective 2: To meet the needs of all learners by providing a range of suitable and accessible learning opportunities and facilities.							
Ref	Action	Success criteria	High/Medium/ Low priority	Officer responsible	Start date	Finish date	Resources required
LS/A210	Implement the Vale of Glamorgan Library Strategy (subject to Cabinet approval)	Reduction in running costs at the four town libraries. Introduction of new opening hours for the town libraries. Establishment of community led libraries with community groups. High customer satisfaction levels maintained.	High	Paula Ham	1/4/2015	1/6/16	Officer time External support for community groups. Start-up funding for community libraries. Revenue funding to meet potential redundancy costs.
LS/A211	Restructure transport services for pupils with additional learning needs.	Integrated transport unit established. Procurement and administrative efficiencies realised as a result of streamlined, effective operations.	High	Paula Ham	1/4/15	31/3/16	Officer time: L&S and Regen. Directorates. Possible external specialist support on electronic tendering procedures

Objective 2: To meet the needs of all learners by providing a range of suitable and accessible learning opportunities and facilities.							
Ref	Action	Success criteria	High/Medium/ Low priority	Officer responsible	Start date	Finish date	Resources required
LS/A190 (ACL PIAP 5.1.5, 5.1.6)	Deliver training programmes in safeguarding and equality and diversity across Vale Adult Community Learning providers.	All relevant tutors and providers have received training and are aware of their roles and responsibilities under the Vale of Glamorgan Safeguarding Policy.	high	Phil Southard	1/4/15	31/3/16	Funded from Welsh Government ACL grant
LS/A201 (OA2) (Estyn R6)	Ensure that school attendance continues to improve as funding for Callio declines. Implement operation process for the issuing of fixed penalty notices, FPNs. Ensure EWO service use the full range of options in tackling persistent absences.	Attendance increases. Level of persistent absence (defined as attendance <80%) is reduced.	Medium	Nicky Sturges	1/4/15	31/3/16	Officer time. Implication for school resources but not LA resources.
LS/A202, LS/A161, LS/A056 (Estyn R1)	Track the performance of groups of learners and where necessary adjust provision to improve attainment. Groups to include: +1 learners, LAC, FSM and pupils within the youth justice system /known to the Youth Offending Service.	Attainment and achievement of identified groups of learners improve.	High	David Davies	1/4/15	31/5/15	Range of officers depending on the group of learners. Some grant funding e.g. LAC. Potential costs of any new tracking system, currently unknown.

Objective 2: To meet the needs of all learners by providing a range of suitable and accessible learning opportunities and facilities.							
Ref	Action	Success criteria	High/Medium/ Low priority	Officer responsible	Start date	Finish date	Resources required
LS/A203	Review the Directorate's Additional Learning Needs service as part the Council's Reshaping Services Change Programme (Tranche one).	Service efficiencies delivered whilst sustaining high quality services.	Medium	Mike Glavin and David Davies	1/4/15	31/7/16	Significant amount of officers' time. Scale currently unknown but targeted saving of £500K
LS/A204 (Estyn R1)	Further develop the role played by Inclusion staff in school improvement work, including the raising of standards. Track the performance of different groups of SEN pupils to determine emerging need and address as appropriate.	A holistic approach to school improvement is evident with all staff working together to improve pupil outcomes. The attainment and achievement of identified groups of SEN pupils improves.	Medium	Mike Glavin	1/4/15	1/9/15	SLG and team meeting time. Potential costs of any new tracking system, currently unknown.
LA214 (IO5)	Work with those responsible for the Pupil Deprivation Grant (PDG) to ensure effective use of the grant.	Systematic, coherent, whole-school approach to identifying, supporting and monitoring the progress of disadvantaged learners in order to improve attainment.	High	Mike Glavin	1/4/15	31/3/16	Inclusion Service, CSC support for schools and the PDG grant.

Objective 3: To promote health and wellbeing and ensure the safety of our learners.							
Ref	Action	Success criteria	High/Medium/ Low priority	Officer responsible	Start date	Finish date	Resources required
(PIAP 6.3, PIAP 6.4) CP/LS16) LS/A212 (IO4)	Work with partners to implement the Engagement and progressions Framework and reduce NEETs pre and post 18.	Continued targeted reduction in NEET levels in the Vale. Sustained engagement of tier 4 young people in EET through an effective Lead Worker Network. Maximised the use of grants accessed through partnership working to target and address areas of concern (including post 16 high risk young people). Increased opportunities/ provision through use of voluntary sector and training providers.	High	Andrew Borsden	1/4/15	31/3/16	Current revenue budget and grant funding. There are risks associated with securing adequate grant funding in the future due to rationalisation of 10 grant funding streams to form the Education Improvement Grant
LS/A205, LS/A164	Further develop work of the Putting Families First programme to increase engagement with parents.	An increase in the number of parents / carers achieving accredited qualifications. Pupils of parents who attend the project show improved outcomes e.g. increased attendance and attainment at school.	Medium	Meryl Plummer	1/4/15	31/10/16	WG funding to cover the schools where the project is implemented
LS/A206	Review the Directorate's Catering service as part the Council's Reshaping Services Change Programme (Tranche one).	Service efficiencies delivered whilst sustaining a high quality service.	Medium	Paula Ham	1/4/15	31/7/16	Officer time HoS & Catering Mgr. to support Reshaping project team

Objective 3: To promote health and wellbeing and ensure the safety of our learners.							
Ref	Action	Success criteria	High/Medium/ Low priority	Officer responsible	Start date	Finish date	Resources required
LS/A207 (Estyn R6)	Further enhance the safeguarding of learners through addressing identified developmental need including chaperoning, safer recruitment and safeguarding procedures. Work with schools to develop the use of the safeguarding SER as a tool for improvement.	Compliance with established safe recruitment procedures improves. Chaperoning/child performance/child employment licences ensure that young people are safe. They are robust, meet regulatory require and managed within appropriate timeframes. Procedures for identifying, recording and reporting safeguarding concerns are well understood and followed consistently. School's SER are used effectively as an improvement tool.	High	Dorian Davies	1/4/15	31/8/15	Officer time and training time.

Appendix 2: Learning and Skills Performance Indicators 2015/16

Please note that the direction of travel compares 2014/15 performance with the previous year's performance (2013/14) for all Local measures. National measures will be compared with the 2014/15 Welsh Average performance, available in August 2015.

Outcome 1: Learners achieve their full potential in order to maximise their life opportunities
Objective 1: To support and challenge schools and settings to improve the range and quality of teaching and learning in order to increase student achievement.

PI Ref	PI Description	Performance 2013/14 (Academic year 2012/13)	Wales Average 2013/14 (Academic year 2012/13)	Target 2014/15 (Academic year 2013/14)	Performance 2014/15 (Academic year 2013/14)	Wales Average 2014/15 (Academic year 2013/14)	Direction of travel	Target 2015/16 (Academic year 2014/15)
LS/ M003 (IO5)	Percentage of 15/16 year olds achieving 5 or more GCSEs at grades A*-C or the vocational equivalent.	82.61%	77.80%	84.00%	87.04%	82.30%	⬆	86.00%
LS/ M055 (IO5)	Percentage of 15/16 year olds achieving 5 or more GCSEs at grades A*-C or the vocational equivalent (FSM).	71.70%	57.80%	72.00%	72.28%	65.34%	⬆	Not set
LS/ M056 (IO5)	Percentage of 15/16 year olds achieving 5 or more GCSEs at grades A*-C or the vocational equivalent (non FSM).	85.60%	83.00%	91.00%	91.22%	87.40%	⬆	Not set
EDU/ 017 (IO5) (NSI/ PAM)	The percentage of pupils aged 15 at the preceding 31 August, in schools maintained by the local authority who achieved the Level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics.	55.42%	52.50%	60.00%	62.20%	55.4%		65.00%

PI Ref	PI Description	Performance 2013/14 (Academic year 2012/13)	Wales Average 2013/14 (Academic year 2012/13)	Target 2014/15 (Academic year 2013/14)	Performance 2014/15 (Academic year 2013/14)	Wales Average 2014/15 (Academic year 2013/14)	Direction of travel	Target 2015/16 (Academic year 2014/15)
EDU/ 003 (IO5) (NSI/ PAM)	The percentage of pupils assessed at the end of Key Stage 2, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment.	87.97%	84.60%	90.00%	90.48%	86.13%		92.00%
LS/ M018a (IO5)	The percentage of FSM pupils assessed at the end of Key Stage 2, in schools maintained by the local authority achieving the Core Subject Indicator, as determined by teacher assessment.	72.73%	69.80%	77.00%	77.55%	71.90%	⬆	Not set
LS/ M018b (IO5)	The percentage of non FSM pupils assessed at the end of Key Stage 2, in schools maintained by the local authority achieving the Core Subject Indicator, as determined by teacher assessment.	90.46%	88.10%	92.00%	92.43%	89.60%	⬆	Not set
EDU/ 004 (IO5) (OA2) (NSI/ PAM)	The percentage of pupils assessed at the end of Key Stage 3, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment.	82.54%	77.20%	85.00%	83.96%	81.02%		78.00%
LS/ M047a (IO5)	The percentage of FSM pupils assessed at the end of Key Stage 3, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment.	55.72%	53.80%	Not set	65.87%	61.30%	⬆	Not set

PI Ref	PI Description	Performance 2013/14 (Academic year 2012/13)	Wales Average 2013/14 (Academic year 2012/13)	Target 2014/15 (Academic year 2013/14)	Performance 2014/15 (Academic year 2013/14)	Wales Average 2014/15 (Academic year 2013/14)	Direction of travel	Target 2015/16 (Academic year 2014/15)
LS/ M047b (IO5)	The percentage of non FSM pupils assessed at the end of Key Stage 3, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment.	86.58%	82.30%	Not set	87.46%	85.60%	⬆	Not set
LS/ M005 (IO5)	Percentage of all 15/16 year olds achieving the core subject indicator.	50.21%	49.20%	55.00%	60.13%	52.60%	⬆	60.00%
LS/ M057 (IO5)	Percentage of 15/16 year olds in receipt of free school meals (FSM) achieving the Core Subject Indicator.	27.60%	23.20%	29.00%	29.21%	26.56%	⬆	Not set
LS/ M058 (IO5)	Percentage of 15/16 year olds not in receipt of free school meals (non FSM) achieving the Core Subject Indicator.	54.60%	55.30%	60.00%	66.10%	58.99%	⬆	Not set
LS/ M037a (IO5)	The percentage of all pupils at Key Stage 2 who achieve the expected standard in English.	90.54%	85.13%	92.00%	92.17%	88.42%	⬆	94.00%
LS/ M037b (IO5)	The percentage of FSM pupils at Key Stage 2 who achieve the expected standard in English.	77.54%	74.30%	Not set	81.63%	75.70%	⬆	Not set
LS/ M037c (IO5)	The percentage of non FSM pupils at Key Stage 2 who achieve the expected standard in English.	92.54%	90.50%	Not set	93.75%	91.60%	⬆	Not set
LS/ M038a (IO5)	The percentage of all pupils at Key Stage 2 who achieve the expected standard in Maths.	93.39%	87.50%	92.00%	92.28%	88.93%	⬇	94.00%

PI Ref	PI Description	Performance 2013/14 (Academic year 2012/13)	Wales Average 2013/14 (Academic year 2012/13)	Target 2014/15 (Academic year 2013/14)	Performance 2014/15 (Academic year 2013/14)	Wales Average 2014/15 (Academic year 2013/14)	Direction of travel	Target 2015/16 (Academic year 2014/15)
LS/ M038b (IO5)	The percentage of FSM pupils at Key Stage 2 who achieve the expected standard in Maths.	75.40%	75.30%	Not set	83.67%	77.30%	↑	Not set
LS/ M038c (IO5)	The percentage of non FSM pupils at Key Stage 2 who achieve the expected standard in Maths.	92.80%	90.14%	Not set	94.38%	91.80%	↑	Not set
LS/ M019c (IO5)	The percentage of all pupils at Key Stage 3 who achieve the expected standard in English.	87.91%	82.90%	90.00%	88.70%	85.90%	↑	92.00%
LS/ M019a (IO5)	The percentage of FSM pupils achieving the expected standard in English at the end of Key Stage 3.	69.15%	64.20%	74.00%	74.27%	69.50%	↑	Not set
LS/ M019b (IO5)	The percentage of non FSM pupils achieving the expected standard in English at the end of key Stage 3.	90.59%	87.10%	92.00%	91.47%	89.70%	↑	Not set
LS/ M020c (IO5)	The percentage of all pupils achieving the expected standard in Maths at the end of Key stage 3.	88.03%	83.90%	90.00%	89.03%	86.50%	↑	92.00%
LS/ M020a (IO5)	The percentage of FSM pupils achieving the expected standard in Maths at the end of Key Stage 3	67.16%	65.00%	72.00%	75.24%	70.70%	↑	Not set
LS/ M020b (IO5)	The percentage of non FSM pupils achieving the expected standard in Maths at the end of Key Stage 3.	91.27%	88.10%	93.00%	91.85%	90.20%	↑	Not set
LS/ M006a (IO5)	The percentage of all pupils at Key Stage 4 who achieve a level 2 in English.	65.58%	62.90%	71.00%	70.94%	66.20%	↑	73.00%

PI Ref	PI Description	Performance 2013/14 (Academic year 2012/13)	Wales Average 2013/14 (Academic year 2012/13)	Target 2014/15 (Academic year 2013/14)	Performance 2014/15 (Academic year 2013/14)	Wales Average 2014/15 (Academic year 2013/14)	Direction of travel	Target 2015/16 (Academic year 2014/15)
LS/ M059a (IO5)	The percentage of FSM pupils at Key Stage 4 who achieve a level 2 in English.	39.91%	36.60%	39.00%	39.22%	39.80%	⬇	Not set
LS/ M060a (IO5)	The percentage of non FSM pupils at Key Stage 4 who achieve a level 2 in English.	70.58%	68.63%	77.00%	77.23%	72.29%	⬆	Not set
LS/ M006b (IO5)	The percentage of all pupils at Key Stage 4 who achieve a level 2 in Maths.	62.34%	60.30%	71.00%	67.99%	61.70%	⬆	73.00%
LS/ M059b (IO5)	The percentage of FSM pupils at Key Stage 4 who achieve a level 2 in Maths.	42.54%	33.70%	36.00%	35.78%	34.54%	⬇	Not set
LS/ M060b (IO5)	The percentage of non FSM pupils at Key Stage 4 who achieve a level 2 in Maths.	66.26%	65.87%	70.00%	74.21%	67.73%	⬆	Not set
EDU/ 011	The average points score for pupils aged 15 as at the preceding 31 August, in schools maintained by the local authority.	557.17	505.30	570.00	576.14	524.50		580.00
EDU/ 002i (OA2)	The percentage of all pupils (including those in local authority care) in any LA maintained school, aged 15 as at the preceding 31 August who leave compulsory education training or work based learning without an approved external qualification.	0.24%	0.30%	0.10%	0.00%			0.05%
LS/ M021a (OA2)	The percentage of schools inspected by Estyn during the financial year where the quality of leadership was judged to be good or better.	72.73%		77.00%	87.50%		⬆	88.00%

PI Ref	PI Description	Performance 2013/14 (Academic year 2012/13)	Wales Average 2013/14 (Academic year 2012/13)	Target 2014/15 (Academic year 2013/14)	Performance 2014/15 (Academic year 2013/14)	Wales Average 2014/15 (Academic year 2013/14)	Direction of travel	Target 2015/16 (Academic year 2014/15)
LS/ M021b (OA2)	The percentage of schools inspected by Estyn during the financial year where the quality of provision was judged to be good or better.	72.73%		77.00%	87.50%		⬆	88.00%
LS/ M021d	The number of schools requiring Estyn/local authority follow-up activity as a result of inspection during the financial year.	New indicator for 2015/16						10.00
LS/ M048 (OA2)	Percentage of schools judged good or better by Estyn in both main judgements.	78.57%		87.00%	79.19%		⬆	88.00%
LS/ M033	Percentage of pupils at Key Stage 2 achieving in Reading, Writing and Maths (RWM) in combination.	83.30%	78.30%	85.00%	85.41%	80.60%	⬆	87.00%
LS/ M034 (OA2)	Percentage of all pupils at Key Stage 3 achieving in Reading, Writing and Mathematics (RWM) in combination.	76.30%	71.10%	78.00%	74.87%	75.10%	⬇	78.00%

Outcome 1: Learners achieve their full potential in order to maximise their life opportunities

Objective 2: To meet the needs of all learners by providing a range of suitable and accessible learning opportunities and facilities.

PI Ref	PI Description	Performance 2013/14	Wales average 2013/14	Target 2014/15	Performance 2014/15	Wales Average 2014/15	Direction of travel	Target 2015/16
LS/ M001a	Customer satisfaction with adult education services.							86.00%
LS/ M002a	Adult users overall satisfaction with Library services (surveyed on a three year cycle).							60.00%
LS/ M002b	Average overall rating out of 10 awarded by users aged 16 or under for the library they use.							9.00
LS/ M012a	The number of books issued to customers in English	459,546.00		450,000.00	418,928.00		↓	350,000.00
LS/ M012b	The number of books issued to customers in Welsh.	10,746.00		10,300.00	10,790.00		↑	10,000.00
LCL/ 001	The number of visits to Public Libraries during the year, per 1,000 population.	6,819.11	5,851.00	6,600.00	6,275.95			5,500.00
LCL/ 003	The percentage of library material requests supplied within 7 calendar days.	62.42%	69.00%	67.00%	66.93%			67.00%
LS/ M029	Number of hits on the library website.	163,109.00		168,000.00	145042.00		↓	81,554.00
LS/ M010b	Percentage success rate on accredited Adult Literacy and Numeracy courses.	224.00		150.00	207.00		↓	81.00

PI Ref	PI Description	Performance 2013/14	Wales average 2013/14	Target 2014/15	Performance 2014/15	Wales Average 2014/15	Direction of travel	Target 2015/16
LS/ M039	Number of successful completions on accredited adult literacy and numeracy courses.	224.00		81.00	207.00		⬇	250.00
LS/ M040	Percentage of successful completions on accredited Adult Literacy and Numeracy courses.			75.00%	86.00%			80.00%
LS/ M046	Percentage of successful completions on ESOL courses.	81.00%		70.00%	80.00%		⬇	81.00%
LS/ M013	Percentage of adult tutors holding an initial teacher training qualification.	75.86%		80.00%	100.00%		⬆	100.00%
LS/ M030	Number of enrolments on accredited courses for priority learners.			300.00				Not set
LS/ M031	Percentage success rate on accredited courses for priority learners.			81.00%				86.00%
LS/ M025	Percentage of schools with 25% of places unfilled.	12.50%		12.50%	12.73%		⬇	11.32%
LS/ M026a	The percentage of surplus places in primary schools.	11.04%		10.50%	10.08%		⬆	9.70%
LS/ M026b	The percentage of surplus places in secondary schools.	14.89%		13.90%	16.06%		⬇	12.90%
LS/ M027	The percentage of pupils who get into their first preference school.	97.05%		90.00%	94.43%		⬇	95.00%
LS/ M028	The percentage of admissions applications processed within 10 days.	85.32%		90.00%	93.96%		⬆	95.00%

PI Ref	PI Description	Performance 2013/14 (Academic year 2012/13)	Wales Average 2013/14 (Academic year 2012/13)	Target 2014/15 (Academic year 2013/14)	Performance 2014/15 (Academic year 2013/14)	Wales Average 2014/15 (Academic year 2013/14)	Direction of travel	Target 2015/16 (Academic year 2014/15)
LS/ M017	The percentage of school days lost due to fixed term exclusions of six days or more in secondary schools	0.051%	0.095%	0.01%	0.03%		⬆	0.01%
EDU/ 006i	The percentage of pupils assessed, in schools maintained by the local authority, receiving a Teacher Assessment in Welsh (first language) at the end of Key Stage 2.	8.80%	20.00%	11.50%	11.55%			12.10%
EDU/ 006ii	The percentage of pupils assessed, in schools maintained by the local authority, receiving a Teacher Assessment in Welsh (first language) at the end of Key Stage 3.	9.16%	17.00%	8.50%	8.90%			9.00%

Outcome 1: Learners achieve their full potential in order to maximise their life opportunities

Objective 3: To promote health and wellbeing and ensure the safety of our learners.

PI Ref	PI Description	Performance 2013/14	Wales average 2013/14	Target 2014/15	Performance 2014/15	Wales Average 2014/15	Direction of travel	Target 2015/16
LS/ M007	Percentage of the youth population aged 11-25 years in the Vale of Glamorgan who make contact with the Youth Service during the year.	26.94%		27.00%	25.59%		⬇	28.00%
LS/ M008	Percentage of youth workers holding relevant youth work qualifications.	94.20%		90.00%	83.08%		⬇	90.00%
LS/ M011	Number of accredited outcomes achieved by learners through the youth service.	622.00		2200.00	2817.00		⬆	2200.00 (full year)
LS/ M041 (IO4)	Number of young people actively engaged with transition support workers.	109.00		45.00	177.00		⬆	50.00
LS/ M016a (IO4)	The percentage of young people who are known not to be in education, employment or training at year 11.	3.80%	3.70%	3.25%	2.75%		⬆	2.60%
LS/ M016b (IO4)	The percentage of young people who are known not to be in education, employment or training at year 12.	2.02%	2.10%	1.95%	1.78%		⬆	1.90%
LS/ M016c (IO4)	The percentage of young people who are known not to be in education, employment or training at year 13.	0.08%	4.7%	4.20%	4.08%		⬇	4.20%
LS/ M049a (OA2)	Number of Year 11 pupils known not to be in education, employment or work-based learning (NEET).	63.00		60.00	43.00		⬆	55.00

PI Ref	PI Description	Performance 2013/14	Wales average 2013/14	Target 2014/15	Performance 2014/15	Wales Average 2014/15	Direction of travel	Target 2015/16
LS/ M049b (OA2)	Number of Year 12/13 pupils known not to in education, employment or work-based learning (NEET).	39.00		110.00	52.00		⬇	100.00
LS/ M050 (OA2)	Number of NEETs who are in contact with NEET Support Officers.	109.00		45.00	214.00		⬆	50.00
LS/ M051 (OA1)	Percentage of 16-18 year olds who are NEET.	6.78%	6.80%	4.20%	2.78%		⬇	4.10%
LS/ M052 (OA2)	Percentage of Year 11 pupils that continue in full time education.	92.70%	86.40%	86.00%	89.26%		⬇	89.26%
LS/ M022a	The percentage of pupils in primary schools who have school meals.	43.11%		45.00%	41.76%		⬇	45.00%
LS/ M022b	The percentage of pupils in secondary schools who have school meals.	38.58%		38.00%	43.02%		⬆	45.00%
LS/ M024a	The percentage take up of free school meals in primary schools.	78.37%		79.00%	77.71%		⬇	79.00%
LS/ M024b	The percentage take up of free school meals in secondary schools.	64.38%		64.00%	69.68%		⬆	72.00%
LS/ M054 SCC/0 33f (IO5)	Percentage of young people formerly looked after with whom the authority is in contact, who are known to be engaged in education, training or employment at the age of 19.	44.40%	54.80%	52.00%	57.14%		⬆	60.00%

PI Ref	PI Description	Performance 2013/14	Wales average 2013/14	Target 2014/15	Performance 2014/15	Wales Average 2014/15	Direction of travel	Target 2015/16
LS/M042 (IO4)	Of the top 10 wards in the Vale most affected by youth unemployment, the percentage that have been visited by learning coaches through mobile provision.	100.00%		100.00%	100.00%		↔	100.00%
LS/M043 (IO4) (OA2)	Percentage of 16-18 year olds who are in education, employment or training.	95.65%		81.00%	92.80%		↓	82.00%
LS/M044 (IO4)	Percentage of contacts made through mobile NEET provision who consequently engage with the service in improving their employment prospects.	40.00%		40.00%	33.00%		↓	40.00%
EDU/002ii	The percentage of pupils in local authority care in any local authority maintained school, aged 15 as at the preceding 31 August, who leave compulsory education, training or work based learning without an approved external qualification.	0.00%	0.20%	0.00%	0.00%			0.00%
LS/M015a	Percentage of unauthorised absence in primary schools	1.03%	0.90%	1.00%	0.69%	1.00%	↑	1.00%
LS/M015b	Percentage of unauthorised absence in secondary schools.	0.95%	1.30%	0.90%	0.99%	1.30%	↓	1.50%
EDU/016a	Percentage of pupil attendance in primary schools	94.17%	93.70%	94.60%	95.29%	94.80%		95.40%
EDU/016b (OA2)	Percentage of pupil attendance in secondary schools.	93.38%	92.60%	93.00%	94.25%	93.60%		94.00%
EDU/010a	The percentage of school days lost due to fixed-term exclusions during the academic year, in primary schools.	0.01%	0.01%	0.01%	0.01%			0.01%

PI Ref	PI Description	Performance 2013/14	Wales average 2013/14	Target 2014/15	Performance 2014/15	Wales Average 2014/15	Direction of travel	Target 2015/16
EDU/ 010b	The percentage of school days lost due to fixed term exclusions during the academic year, in secondary schools.	0.05%	0.10%	0.05%	0.11%			0.04%
EDU/ 015a	The percentage of final statements of special education need issued within 26 weeks, including exceptions.	100.00%	69.60%	100.00%	100.00%			100.00%
EDU/ 015b	The percentage of final statements of special education need issued within 26 weeks, excluding exceptions.	100.00%	96.60%	100.00%	100.00%			100.00%
LS/ M053 (OA2)	The percentage of pupils achieving the Level 2+ threshold. (Key indicator at KS4)	55.42%	52.70%	56.00%	62.20%	55.40%	⬆	65.00%

Appendix 3: Learning and Skills Workforce Plan 2015/19

Ref	Actions	Outcomes	Milestones	Lead Officer	By when	Resources required
1	Succession planning for headteachers	Stronger fields for vacant posts and no re-advertisements	• List of possible retirement dates of headteachers. • Proactive recruitment to NPQH and other leadership programmes. • Vale Induction Programme (VIP) for headteachers developed.	SA MG MG	May 2015 On-going Sept 2015	Within existing resources
2	Review of library staff structure (subject to Cabinet decision)	New structure supports Library Strategy and redundancies are avoided	• Draft structure published for consultation • Recruitment to new structure	PH AB/CE	May 2015 July 2015	Within existing resources
3	Review of ACL tutor contracts	Greater 'professionalisation' of workforce to improve standard of teaching and learning	• Complete classroom observations. • Deliver training programme. • Review JDs • Consultation about new contracts. • Use of new contracts	AB/PH	July 2015 Fr. Sept 2015 Sept 2015 Oct 2015 April 2016	Within existing resources
4	Review of Youth Service staffing	Greater 'professionalisation': fewer part time contracts	• Review JDs • Consultation about new contracts. • Use of new contracts	AB/TS	Sept 2015 Oct 2015 April 2016	Within existing resources

Ref	Actions	Outcomes	Milestones	Lead Officer	By when	Resources required
5	Support governing bodies of amalgamated schools to establish staffing structures	Effective staffing arrangements are established	• Ysgol y Ddraig • Possible amalgamation of Bro Morgannwg/Nant Talwg • Possible amalgamation of Barry Comp and Bryn Hafren	SA SA AU/SA	September 2015 September 2015 September 2017	Within existing resources
6	Review of Directorate Management Team	More efficient structure	• Develop draft structure for consultation • Implement changes	JH	For 2016/17	Within existing resources
7	Appoint Operational Manager (Strategy and Resources)	Vacancy filled by strong candidate	• Appointment made	PH	May 2015	Within existing resources
8	Analysis of training requirements identified in PDRS	Align training with needs	• Analysis compiled • Training in place	HS DMT	July 2015 Fr. Sept 2015	Within existing resources
9	Collate data from exit questionnaires	Identify opportunities to reduce turnover	• Questionnaires developed • Analysis complete	HS HS	July 2015 March 2016	Within existing resources
10	Implement any staffing implications of the review of SEN resource bases	Any staffing changes are managed effectively with the retention of skilled staff	• To be developed	DD	TBC	Within existing resources
11	Implement any staffing implications of re-shaping programme: • ALN • Catering • Strategy and Resources	TBC	• TBC	TBC	TBC	Within existing resources

Appendix 4: Learning & Skills Savings

Title of saving	Description of saving	Saving		
		15/16 £000	16/17 £000	17/18 £000
Education and Schools				
Schools Split Site Allowance	Penarth Learning Community based on one site and will no longer be in receipt of the split site allowance	26	0	0
Review Education Finance	Review staffing structure in Education Finance Service	20	0	0
Alternative Curriculum Placement Review	Review of current provision and evaluation of alternative service providers	20	0	0
Out of County Placements Review	Review of school and residential placements in other authorities and Independent schools	63	0	0
Partnership Review	Deletion of vacant post	34	0	0
Primary School Reorganisation	Future Primary School reorganisations/amalgamations	100	130	0
Cognitive Teachers Review	Review of provision exploring alternative options of service delivery	54	0	0
Review of Specialist Resource Units	Review of non-delegated Specialist Resource Units	50	0	0
Early Retirement & Voluntary Redundancy Scheme	Review of the schools Early Retirement and Voluntary Redundancy Scheme	80	0	0
Car Mileage	Changes to Car Mileage scheme	8	0	0
Procurement	Procurement savings for service	90	90	0
Management Review	Review of the Education Management Structure	0	80	0
Hearing and Visual Impairment Review	Review of provision exploring alternative options of service delivery	0	38	0
Education Welfare Service & Callio Attendance Review	Review to explore alternative options for service delivery	0	40	0
Educational psychologist & Complex Needs Assessment Team Review	Review of provision exploring alternative options of service delivery	0	45	0

Transport Review	Savings resulting from a review of the management of transport, largely with regard to retendering	0	178	0
Reshaping services – Tranche 1	Additional Needs	0	500	0
Reshaping Services –Tranche 2	Strategy & Resources	0	0	400
Total Education & Schools		**545**	**1,101**	**400**
Libraries				
Review of Library Provision	Review of Library Provision	215	265	0
Energy	Review of energy costs	8	0	0
Procurement	Procurement savings for service	6	6	0
Library Resources	Expenditure on Library resources reduced	0	15	0
Total Libraries		**229**	**286**	**0**
Adult Community Learning				
Procurement	Procurement savings for service	2	2	0
Adult Community Learning	Collaborative working between Adult Community Learning with Cardiff and Vale College	0	10	0
Total Adult Community Learning		**2**	**12**	**0**
Youth Services				
Youth Service Relocation	Relocation of Youth Service Staff	23	0	0
Energy	Review of energy costs	16	0	0
Car Mileage	Changes to Car Mileage scheme	2	0	0
Procurement	Procurement savings for service	2	2	0
Total Youth Services		**43**	**2**	**0**

Ref	Title of saving	Description of saving	Saving 15/16 £000	Saving 16/17 £000	Saving 17/18 £000
	Catering				
	Price Increase	Price increase by 5 pence per meal	23	23	0
	Supplies and Services	Review of general supplies and services	20	0	0
	Energy	Review of energy costs	20	0	0
	Procurement	Procurement savings for service	14	14	0
	Primary Recharge Savings	Transfer of administration on implementation of the Cashless catering system	0	10	0
	Reshaping Services – Tranche 1	Catering	0	300	0
	Total Catering		**77**	**347**	**0**
	TOTAL LEARNING & SKILLS		**896**	**1,748**	**400**