The Vale of Glamorgan Council

Scrutiny Committee (Lifelong Learning): 16th March 2015

Report of the Director of Learning and Skills

Quarter 3 Learning and Skills Performance Report 2014-15

Purpose of the Report

1. To present the performance results for quarter 3, 1st October - 31st December, 2014-15.

Recommendations

1. That Committee note service performance results and remedial actions to be taken to address service underperformance.

2. That Committee note progress to date in achieving key outcomes as outlined in the Corporate Plan 2013-17, the Outcome Agreement 2013-16 and the Improvement Plan Part 1 2014-15.

Reasons for the Recommendations

1. To ensure the Council is effectively assessing its performance in line with the requirement to secure continuous improvement outlined in the Local Government Measure (Wales) 2009.

2. To consider the quarter 3 Learning and Skills performance results as at 31st December 2014 in order to identify service areas for improvement.

Background

2. The Service Plans are designed to focus on the achievement of key objectives within each Directorate which in turn contribute towards the achievement of identified outcomes in the Corporate Plan 2013-17, the Outcome Agreement 2013-16 and the Improvement Plan Part 1 2014-15.

3. Quarterly performance reports have been developed to reflect these Service Plans and designed to ensure that the council reports performance in the context of progress against its objectives.

4. The performance report is structured as follows:

•   A performance overview provides a snapshot of the directorate's progress towards achieving the objectives contributing towards its service outcomes. It highlights progress towards key actions in the Corporate Plan 2013-17, the Outcome

Agreement 2013-16 and the Improvement Plan Part 1 2014-15 for which the Directorate has lead responsibility. Examples of exceptional performance during the quarter are highlighted as are key areas of slippage and the planned remedial action to bring these back on track.

- A brief evaluation is provided of each service outcome outlining overall progress (including actions and performance measures) towards achievement.

- Detailed progress is reported for each service objective looking at all actions broken down into completed, on track, slipped and not started actions.

- A progress update is provided for all performance indicators using the performance status (☺, ☻, ☹). A ☺ status relates to performance that is on or has exceeded target; ☻ relates to performance within 10% of target and ☹ to performance that has missed target by more than 10%. All areas of underperformance identified include a reason for the poor performance and proposed remedial actions.

Relevant Issues and Options

5. Overall, Learning and Skills is well on track to achieving the objectives contributing to its service outcomes with 96% of actions currently either completed or on track during the quarter and 4% (4) actions slipped. Of the 40 Corporate Plan actions within the Service Plan, 90% (36) are either completed or on track, and 10% (4) actions have slipped.

6. Of the 21 actions relating to the Improvement Objectives, 87% (18) were either completed or on track for completion. Of the remaining actions, 13% (3) have slipped. 100% (6) of Outcome Agreement actions were completed.

7. Of the 57 performance indicators, 24 met or exceeded target, 16 are within 10% of target and 4 have missed target by more than 10%. Date for the remaining 13 indicators is not collected until next quarter.

8. In terms of exceptional performance, the Directorate has successfully delivered:

- 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 to have better access to opportunities for further study and training. The gap in performance between children entitled to free school meals and that of their peers has narrowed at key stages 2 and 3.

- The Youth Engagement and Progression Implementation Plan and actions taken by the Vale have been evaluated by the Welsh Government where they identified aspects of our work as examples of good practice. Taking these action in the Youth Engagement and Progression Implementation Plan has had a positive effect on the number of young people (year 11) identified as NEET. The Welsh Government destination survey has shown that our NEET figures have reduced from 3.8% to 2.76% in the last 12 months (provisional).

- In relation to learner outcomes that have been achieved, the Cardiff and Vale Community Learning Partnership preliminary estimates show learner success rates to be at 84% which matches the national comparator figure. The report also includes other positive information about the performance of adult community learning. The progress of the partnership since the inspection in 2013 was recently monitored by

Estyn. A report elsewhere on the Committee's agenda describes the positive feedback from inspectors about the progress that has been made.

- The Penarth Learning Community providing high quality accommodation for the newly amalgamated special school, Ysgol y Deri, and for St Cyres Comprehensive School opened during the third quarter. The Schools provide excellent learning environments for students and staff. The Committee plans to hold its March meeting in the new buildings.

9.   In relation to slippage, these were as follows:

- We have developed our own IT assessment system to enable us to improve the wellbeing, attendance and attainment of pupils on Free School Meals (FSM). Staffing issues have resulted in a stalling of the process of developing our work with Sussex University to improve the attainment of pupils on free school meals [CP/LS5 (LS/A056)].

- Work to develop and introduce the consortium 'Pupil Tracking' model into secondary schools to enable more frequent monitoring of the progress of FSM pupils, early diagnosis of underachievement and effective use of Pupil Deprivation Grant (PDG) is no longer part of the Central South Consortium Joint Education Service (CSC JES) work programme and will not be implemented in schools [CP/LS5 (LS/A075)].

- Developing reading strategies through the Library and Information Service to improve standards of literacy should be completed by 31 March. An initial strategy has been written, but the strategy is awaiting approval prior to adoption [CP/LS18 (LS/A037)].

- The loss of key post has impacted on us not moving forward the extension of information literacy activities in Libraries (LS/A137) (CP/LS20) (IO1). Although this work has stalled, IT classes and job clubs continue to be supported.

10. A detailed report of the directorate's overall performance is provided at **Appendix 1.**

Resource Implications (Financial and Employment)

11. There are no additional budgetary implications arising from this report although underperformance in some areas may have a negative impact on external assessments of the Council and could put certain funding opportunities at risk.

Sustainability and Climate Change Implications

12. Underperformance issues relating to sustainability will be given due consideration both corporately and within the relevant service areas.

Legal Implications (to Include Human Rights Implications)

13. The Local Government Act 1999, the Wales Programme for Improvement and the Local Government (Wales) Measure 2009 require that the Council secure continuous improvement across the full range of local services for which it is responsible.

Crime and Disorder Implications

14. Underperformance issues relating to crime and disorder will be given due consideration both corporately and within the relevant service areas.

Equal Opportunities Implications (to include Welsh Language issues)

15. Underperformance issues relating to equalities will be given due consideration both corporately and within the relevant service areas.

Corporate/Service Objectives

16. The Corporate Plan 2013-17 outlines community leadership as a priority for the Council. Improving how the Council evidences and reports achievements of its outcomes and objectives contributes towards effective community leadership.

Policy Framework and Budget

17. This is a matter for Executive decision.

Consultation (including Ward Member Consultation)

18. The information contained within the report is based on quarterly returns provided by service directorates to the Performance and Development Team, An overall Council report on performance has been considered by Cabinet. Quarterly performance reports are reported to relevant Scrutiny Committees.

Relevant Scrutiny Committee

19. Lifelong Learning Scrutiny Committee

Background Papers

Appendix 1: Learning and Skills Quarterly Performance: Quarter 3 Performance Report

Contact Officer

Julia Esseen, Corporate Performance Coordinator

Officers Consulted

Corporate Management Team
Huw Isaac, Head of Performance and Development.
Julia Archampong, Performance Manager

Responsible Officer:

Jennifer Hill, Chief Learning and Skills Officer

Learning and Skills Quarterly Performance: Quarter 3 Performance Overview

The department is well on track to achieving the objectives contributing to its service outcomes with 96% of actions currently either completed or on track. Details are provided under each objective.

Our contribution to the Corporate Plan is also well on course with 90% of actions either completed or on track for completion. Of the 40 actions within the service plan, 15 are complete, 21 are on track and 4 have slipped.

There are 21 actions relating to the Improvement Objectives, 7 of which are completed, 11 are on track and the remaining action has slipped. There are 6 Outcome Agreement actions in place for the service, all of which have now been completed. There are 13 measures relating to the Outcome Agreement in the Service Plan, 4 of which are reported quarterly. Of these, 1 has met or exceeded the target, 1 has missed the target by more than 10% and a performance status is not applicable for the remaining 2 measures. Details can be found on page 22 of this report.

Examples of exceptional performance during the quarter:

This quarter's data reports the outcomes of the 2013/14 teacher assessment and in external examinations. The Committee has received separate reports highlighting the progress that has been made on many measures of performance and including comparative information relating to performance in other authorities. There has been a significant improvement in the proportion of young people achieving the level 2+ indicator i.e. 5 A*-C GSCE 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 a 100 additional students to have better access to opportunities for further study and training. The gap between the performance of children entitled to free school meals and that of their peers narrowed at key stages 2 and 3.

The Youth Engagement and Progression Implementation Plan and the actions taken by the Vale have been evaluated by Welsh Government and aspects of our work have been identified as examples of good practice. As a result of actions in the Plan the number of young people (year 11) identified as NEET following the WG destination survey has reduced from 3.8% to 2.76% over the last 12 months. This data is currently provisional.

In relation to learner outcomes achieved by the recently established Cardiff and Vale Community Learning Partnership preliminary estimates show learner success rates to be at 84% which matches the national comparator figure. The report also includes other positive information about the performance of adult community learning. The progress of the partnership since the inspection in 2013 was recently monitored by Estyn. A report elsewhere on the committee's agenda describes the positive feedback from inspectors about the progress that has been made.

The Penarth Learning Community providing high quality accommodation for the newly amalgamated special school, Ysgol y Deri, and for St Cyres Comprehensive School opening during the third quarter. The schools provide excellent learning environments for students and staff. The Committee plans to hold its March meeting in the new buildings.

How will we bring our slipped actions on track?:

LS/A137 (CP/LS20)(IO1): To loss of a key post has had an effect in moving digital activities forward. However, we have still continued to support the same number of IT classes and job clubs and we have promoted our electronic resources.

LS/A056 (CP/LS5): We have partially developed our own IT assessment system to enable us to improve the wellbeing, attendance and attainment of pupils on FSM. Staffing issues have resulted in a stalling of the process of developing our work with Sussex University to improve the attainment of pupils on free school meals

LS/A075 (CP/LS5): Work to develop and introduce the consortium 'Pupil Tracking' model into secondary schools to enable more frequent monitoring of the progress of FSM pupils, early diagnosis of underachievement and effective use of PDG is no longer part of the CSC JES work programme and will not be implemented in schools

LS/A037 (CP/LS18): Developing reading strategies through the Library and Information Service to improve standards of literacy should be completed by 31 March.

All Actions

	Total number	Completed	On Track	Slipped	Not due to have started
No.	99	40	55	4	0
%	100%	40%	56%	4%	0%

Corporate Plan Actions

	Total number	Completed	On Track	Slipped	Not due to have started
No.	40	15	21	4	0
%	100%	37%	53%	10%	0%

Improvement Objective Actions

	Total number	Completed	On Track	Slipped	Not due to have started
No.	21	7	11	3	0
%	100%	33%	54%	13%	0%

Outcome Agreement Actions

	Total number	Completed	On Track	Slipped	Not due to have started
No.	6	6	0	0	0
%	100%	100%	0%	0%	0%

Measures Key:

☺ – On or above target   ⬆ - Performance has improved on last quarter

☺ – Within 10% of target   ⬌ - Performance has remained the same as last quarter

☹ – Missed target by more than 10%   ⬇ - Performance has declined since last quarter

An explanation of the referencing used in this report:

e.g. LS/A001

LS – this refers to the service plan, in this case, Learning and Skills

A – this refers to the fact that this is an action. Performance indicators will have an 'M' for 'measure' here.

001 – this is the individual number reference for the action.

Where our actions link to other strategic plans, the following references may be seen in brackets after the action name:

e.g. (CP/CL1) – The CP refers to the Corporate Plan. CL1, for example, is the reference number of the Corporate Plan objective the action links to.

e.g. (IO/06) – the IO refers to the Improvement Objectives. The 06, for example, refers to the number of the objective linked to.

e.g. SEP – this refers to actions which link to the Strategic Equality Plan.

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

Performance against actions and performance indicators:

We are 96% on track towards completing the actions contributing to this outcome. Of 99 actions, 40 are completed, 55 are on track and 4 have slipped.

Of the 57 performance indicators contributing to this outcome, 24 have met or exceeded the target, 16 are within 10% of the target and 4 missed the target by more than 10%. Data for the remaining 13 indicators is not collected until next quarter. Details are available under each objective in the next section of the report.

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.

Actions

Completed Q1 & Q2: 41% ; Completed Q3: 14% ; On Track: 45% ; Slipped: 0%

Complete Actions

Action Ref	% Complete	Comment
LS/A115 Launch the new National Categorisation Model for schools based on a consistent evaluation of the standards, provision and leadership of schools and implement the Support and Challenge framework of the JES. (PIAP 2.1, 2.2). This action will be underpinned by the National Model for Regional Working. (PIAP 2.1, 2.2)	100	All schools categorised against WG criteria.
LS/A128 Ensure that improvement targets for schools, match or exceed both WG model predications and the most appropriate FFT estimates (usually Model D). (PIAP 2.1)	100	Targets are set by the schools and agreed with the individual Challenge Advisers. In most cases this is in line with FFT D.
LS/A135 Improve school based systems to secure much better 'read-across' at all levels and within all Key Stages i.e. one pupil achieving in both English and Maths in combination. (IO7)(CP/LS6)(OA)	100	62% L2+ GCSE

On Track Actions

Action Ref	% Complete	Comment
LS/A116 Commission targeted support for schools in an Estyn monitoring category and, where appropriate, identify options for federation and other interventions. (PIAP 2.4)	50	Commissioned targeted support is now brokered via the challenge advisor. Cabinet has agreed the amalgamation of Eagleswell Primary School which is in need of significant improvement (Estyn) in September 2015.
LS/A117 Undertake the following in relation to school progress meetings - Conduct the meetings with under-performing schools through Scrutiny Committee; (PIAP 3.2) Review the impact and format of the meetings; (PIAP 3.1) Issue pre-warning letters and formal warning letters as appropriate; (PIAP 3.3, 3.4) Use statutory powers where appropriate to effect change (PIAP 3.5)	75	Statutory powers initiated where appropriate.
LS/A118 Monitor and evaluate outcomes against the JES performance framework and brief Vale of Glamorgan Scrutiny Committee members appropriately.	75	Senior Officers from the Consortium attended scrutiny committee on 10th November 2014.
LS/A119 Participate in new style regional Challenge Review meetings delivered by Welsh Government.	75	The next meeting is scheduled for 10th March 2015.
LS/A120 Introduce regional approach to improved moderation of statutory teacher assessment at the end of all Key Stages.	75	This work is undertaken by the CSC JES
LS/A123 Identify underperformance in Mathematical Skills and Language, Literacy and Communication in the Foundation Phase much earlier than is currently the case, particularly for boys. (IO7)	50	Impact due at the end of the academic year.
LS/A125 Improve the quality of leadership and management in schools (PIAP 1.6)	50	Of the schools inspected in the academic year 13/14 75% were judged excellent/good for KQ3. Of the three schools inspected this academic year 100% were judged good overall for KQ3.

Action Ref	% Complete	Comment
LS/A130 Commission a Governor capacity-building programme and implement the strategic placement of LA appointed school Governors. (PIAP 2.3)	50	Consortium approach to be developed going forward. Revised LA Governor process agreed and used for the first time for autumn term appointments. Second advert due in Jan 15.
LS/A131 Promote the Governors Wales Quality Bronze Award and Chair of Governors peer reviews between identified schools (PIAP 2.3)	50	23 schools have registered with 6 achieving it to date. Consortium approach to be developed going forward.
LS/A133 Ensure the implementation of the National Model for Regional Working with the Central South Consortium Joint Education Service, including the transfer of specialist HR, governor support and 14-19 functions. (CP/LS8)	75	Hub and spoke approach to the GSU. 14-19 transfer in NFY.

Quarterly Performance Indicators

PI Ref	Actual	Quarterly Target	Status	Direction of travel	Actual 2013/14 (Academic year 2012/13)	Comment
LS/M003 Percentage of 15/16 year olds achieving 5 or more GCSEs at grades A*-C or the vocational equivalent. (IO7)	87.00	84.00	☺	N/A	82.61	
LS/M004 Percentage of 15/16 year olds achieving 1 or more GCSEs at grades G or above or vocational equivalent. (IO7)	94.00	97.00	☺	N/A	97.92	
LS/M005 Percentage of 15/16 year olds achieving the core subject indicator. (IO7)	90.10	55.00	☺	N/A	50.21	
LS/M006a The percentage of pupils at Key Stage 4 who achieve a Level 2 in English. (IO7)	70.90	71.00	☺	N/A	65.58	
LS/M006b The percentage of pupils at Key Stage 4 who achieve a Level 2 in Maths. (IO7)	68.00	71.00	☺	N/A	62.34	

PI Ref	Actual	Quarterly Target	Status	Direction of travel	Actual 2013/14 (Academic year 2012/13)	Comment
EDU003 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. (IO7)	90.50	90.00	☺	⬆	87.97	
EDU004 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. (IO7)(OA2)	84.00	85.00	😐	⬆	82.54	
EDU011 The average point score for pupils aged 15 as at the preceding 31 August, in schools maintained by the local authority.	576.10	570.00	☺	N/A	557.17	
EDU017 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. (IO7)	62.20	65.00	😐	N/A	55.42	
EDU002i 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. (OA2)(IO5)	0.00	0.10	☺	N/A	0.00	

PI Ref	Actual	Quarterly Target	Status	Direction of travel	Actual 2013/14 (Academic year 2012/13)	Comment
LS/M029 Number of hits on the library website.	106758.00	126000.00	☹	⬆	163109.00	The reasons for missing this target are being investigated. We exceeded the target last year but look on course to fail this year by 25k hits. Each Quarter has been fairly similar in terms of hits however IT issues and changes at Llantwit Major will have had some impact on in-library users. The service continues to investigate this and will report on progress next quarter.

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

Actions

Completed Q1 & Q2: 17% ; Completed Q3: 0% ; On Track: 76% ; Slipped: 7%

On Track Action

Action Ref	% Complete	Comment
LS/A083 Refurbish the library in Llantwit Major (subject to a successful grant application).	95	Library to re-open on 19 Jan. Final preparations in place. Grant claims and other admin arrangements required to complete the scheme in Q4.

Action Ref	% Complete	Comment
LS/A136 Complete the review of the library service and implement the outcome of the review.	80	Consultation on 3 recommendations completed December 14, Analysis of results in hand and awaiting cabinet decision on reduced opening hours, relocation of services in St Athan and the development of Community Libraries.
LS/A139 Start building work at Ysgol Dewi Sant, Llantwit Major and Oak Field Primary schools (if approved). (CP/LS1)	75	Works commenced on Ysgol Dewi Sant site in October 2014 and Oakfield site in November 2014.
LS/A140 Undertake a feasibility study on co-educational secondary school provision in Barry. (CP/LS1)(CP/LS2)	95	Report scheduled for Cabinet meeting of the 23 February 2015 requesting consultation with stakeholders.
LS/A141 Develop proposals for the Penarth cluster of schools.	75	Draft report submitted to Head of Service.
LS/A142 Develop a system for monitoring and reviewing the delivery of services in relation to plans. (PIAP 4.5)	75	
LS/A143 Implement Outcome Based training throughout the Directorate with guidance document and training for all managers. (PIAP 5.1)	75	
LS/A144 Review performance information and reporting systems in relation to informal learning. (PIAP 7.3)	75	Welsh Government are developing a NOF for youth work in Wales to be implemented in September 2015
LS/A146 Undertake an annual impact assessment of the loans scheme for schools. (PIAP 7.1)	75	Capital allocation fully committed for 2014/15. Will not know effect on school balances until accounts are closed at year end (May 2015).
LS/A147 Engage with adult learners from the target groups to improve skills and remove barriers to learning and employment. (CP/LS17)(IO1)(CP/LS9)	30	This GBOT Learning Programme was recently inspected by Estyn who fully endorsed the split programme approach-report to follow
LS/A189 Set targets for improvement in learner completion, attainment and success rates across the CVCLP partnership to, as a minimum, meet national comparator data in 2013/14 and exceed national comparator data by 10% in 2014/15 and 15% in 2015/16.	50	Preliminary estimates show learner success rates to be at 84% on par with the national comparator
LS/A148 Develop a strategic approach to curriculum planning that reflects the profile of the community and addresses the needs of the priority learners. (IO1)(CP/LS9)	25	The Curriculum planning process was recently inspected by Estyn who fully endorsed the approach-report to follow

Action Ref	% Complete	Comment
LS/A149 Embed essential skills and digital literacy throughout the curriculum. (IO1)(CP/LS9)	50	A training schedule has been developed by the Cardiff and Vale Community Learning Partnership to deliver ESW to all tutors across the partnership over the next 12 months and a senior Tutor is attending intensive Digital Literacy training in order to cascade this Learning
LS/A150 Undertake initial essential skills assessments/ diagnostic with all learners enrolling for courses over 10 hours. (IO1)(CP/LS9)	50	WG have delayed the implementation of the assessment & diagnostic tool and this will not now be available until summer 2015.
LS/A151 Track, monitor and record outcomes of learners using initial assessment data as baseline. (IO1)(CP/LS9)	50	WG have delayed the implementation of the assessment & diagnostic tool and this will not now be available until summer 2015.
LS/A152 Work 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. (IO1)(CP/LS9)	50	Workclub delivering Digital inclusion, universal jobmatch and essential skills was highlighted as best practice by Estyn Inspection team.
LS/A153 Train Development staff and Tutors in the use of social media. (IO1)(CP/LS9)	50	First training session planned for Friday 23/1/2015
LS/A154 Improve standards in teaching through regular classroom monitoring and course improvement programmes. (IO1)(CP/LS9)	50	Cross partnership class observations utilised to develop appropriate CPD programme
LS/A042 Collaborate with partners to increase Welsh medium learning activities for adults. (CP/LS13)	50	Welsh medium programme endorsed by ESTYN team roll out of programme to continue.
LS/A039 Develop an information literacy model based on the Wales Information Literacy Framework for school pupils (and introduce a programme of information sessions on the use of digital services for the community).	65	Further work completed on lesson plans. Next Quarter will see further progress.
LS/A189 Review the future of the Cardiff and Vale College franchised provision delivered by the Council. (ACL PIAP 3.6.3)	50	Review underway 1st meeting took place in December14 and action plan drafted.
LS/A190 Develop and deliver training programmes in safeguarding and equality and diversity across Vale ACL providers. (ACL PIAP 5.1.5/6)	50	Training programme planned with safeguarding Officer.

Slipped Actions

Action Ref	% Complete	Comment
LS/A137 Promote digital inclusion by extending information literacy activities in libraries. (CP/LS20)(IO1)	75	The loss of a key post has had an effect in moving digital activities forward. However we have still continued to support the same number of IT classes and job clubs and we have promoted our electronic resources.
LS/A037 Develop reading strategies through the Library and Information Service to support improvements in standards of literacy and promote enjoyment in reading for all ages. (CP/LS18)	90	A written reading strategy will complete this task. A strategy has been written but the process of agreeing and adopting it for the service has not yet been undertaken. This will take a few more months and should be completed by 31 March.

Quarterly Performance Indicators

PI Ref	Actual	Quarterly Target	Status	Direction of travel	Actual 2013/14 (Academic year 2012/13)	Comment
LS/M013 Percentage of adult tutors holding an initial teacher training qualification.	-	80.00	N/A	N/A	75.86	Reported at quarter 4.
LCL001 The number of visits to Public Libraries during the year, per 1,000 population.	4689.14	4950.00	☺	⬆	5533.07	Llantwit Major library was temporarily relocated during the whole of this period and footfall and book issues dropped considerably. We expect visits to increase during Q4
LCL003 The percentage of library material requests supplied within 7 calendar days.	67.00	67.00	☺	N/A	62.42	Target Reached
LCL004 The number of library materials issued, during the year, per 1,000 population.	2724.86	2850.00	☺	⬆	3949.37	Llantwit Major library was temporarily relocated during the whole of this period and footfall and book issues dropped considerably. We expect visits to increase during Q4

PI Ref	Actual	Quarterly Target	Status	Direction of travel	Actual 2013/14 (Academic year 2012/13)	Comment
LS/M017 The percentage of school days lost to fixed term exclusions of six days or more in secondary schools.	0.03	-	N/A	⬇	0.01	Work is in hand to reduce the number of days lost to fixed term exclusions (all lengths) in secondary schools.
EDU006i 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.	11.55	11.50	☺	⬇	8.80	
EDU006ii 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.	8.90	8.50	☺	⬇	9.16	
LS/M028 The percentage of admissions applications processed within 10 days.	86.50	90.00	☺	⬇	85.32	All applications during this period that took longer than ten days were either managed moves/ delayed to allow for investigation by school or Inclusion or delayed at parental request. Therefore in terms of the actions of the Access Team, the results are considered to be 100%.Of the 30 applications that took over 10 days to process this quarter, 17 of them were for one comprehensive school. The service is working with Inclusion and the school concerned to ensure that this response rate improves.
LS/M009a The number of enrolments on all Adult (Post 16) Literacy and Numeracy courses	-	183.75	N/A	N/A	363.00	Not available until Q4
LS/M009b The number of enrolments on accredited Adult Literacy and Numeracy courses	-	150.00	N/A	N/A	285.00	Not available until Q4

PI Ref	Actual	Quarterly Target	Status	Direction of travel	Actual 2013/14 (Academic year 2012/13)	Comment
LS/M009c The number of enrolments on ESOL courses	-	75.00	N/A	N/A	107.00	Not available until Q4
LS/M009d The number of enrolments on Income Generating courses	-		N/A	N/A	0.00	Not available until Q4
LS/M009e The number of enrolments on all ACL courses	-		N/A	N/A	0.00	Not available until Q4
LS/M009f The number of enrolments to accredited ACL provision	-		N/A	N/A	0.00	Not available until Q4
LS/M010a The number of successful completions on accredited ACL provision. (IO1)	-	89.00	N/A	N/A	0.00	Not available until Q4
LS/M010b The number of successful completions on accredited Adult Literacy and Numeracy courses. (IO1)	-	81.00	N/A	N/A	224.00	Not available until Q4
LS/M010c The number of successful completions on ESOL courses. (IO1)	-	81.00	N/A	N/A	81.00	Not available until Q4
LS/M012a The number of books issued to customers in English. (IO1)	318092.00	337500.00	☺	⬆	459546.00	Despite a much reduced footfall at the temporarily relocated Llantwit Major in the Q3 the quarter still saw an improvement over Q1&2. It is possible that figures will rally in Q4 as Llantwit reopens and services are publicised widely.
LS/M012b The number of books issued to customers in Welsh.	7836.00	7725.00	☺	⬆	10746.00	Target achieved.
LS/M014 Expenditure per 1,000 population on books and other materials	1212.90	1350.00	☺	⬆	2164.36	Target achieved.

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

Actions

Completed Q1 & Q2: 28% ; Completed Q3: 23% ; On Track: 45% ; Slipped: 4%

Completed Actions

Action Ref	% Complete	Comment
LS/A156 Implement the Engagement and Progression Framework and review or develop appropriate strategies for engaging young people, alongside our partners. Develop a single Youth engagement and progression framework implementation plan. (CP/LS16) (IO5) (PIAP 6.3) (OA)	100	The YEPF Implementation plan and the actions taken by the Council have been evaluated by WG. The VOG has been held up as example of good practice as a result. The number of young people predicted to be NEET following WG Destination survey has reduced from 3.8 to 2.76% over the last 12 months
LS/A157 Conduct a mapping exercise of all available provision and develop the mix of provision to ensure young people are offered progression into further learning or employment. (IO5) (PIAP 6.5) (CP/LS16) (OA)	100	Directory of provision produced and shared with WG, schools, training providers and voluntary sector. YEPF page developed for Vale f Glamorgan Council Web page and practice identified in WG YEPF evaluation as good practice.
LS/A159 Develop an Early Identification steering group to ensure targeted services are effective, efficient and value for money. (IO5) (PIAP 6.4) (CP/LS16) (OA)	100	The Early identification tool in embedded in schools and is being used by the LA schools and partners to broker effective provision for students at risk of becoming NEET
LS/A165 Devise and implement an EAL framework to reflect the requirements in the NLF and NNF, providing an enhances package of support to KS3 EAL pupils.	100	The tool is operational.
LS/A167 Provide effective monitoring of Wellbeing outcomes through the Wellbeing Steering Group at LA level, as well as at individual school, class and pupil level. (PIAP 6.1)	100	Project complete. A useful analysis of individual school data which impacts on Wellbeing. Reports shared with Estyn and judged as a very good document for use in schools
LS/A168 Provide all schools with a wellbeing data pack and ensure this provides a baseline and summative information to underpin impact evaluations. (PIAP 6.1)	100	Complete.

Action Ref	% Complete	Comment
LS/A170 Secure the close monitoring of pupils referred to D2E and ALSP and ensure effective transference of information to Careers Wales.	100	D2E is embedded in practice and is having an effect on students who are not in mainstream education. It is an effective tool in identifying provision and is linked to YEPF
LS/A079 Utilise grant funding to improve the achievements and outcomes for looked after children and children leaving care. (CP/LS12)	100	The grant funding processes and procedures are in place to improve outcomes for LAC and those leaving care.
LS/A177 Fully implement the improved LAC tracker.	100	The tracker is operational.
LS/A188 Engage with School councils to extend consultation and engagement with children of all ages. (PIAP 6.6)	100	School council events held to update schools on UNCRC, Youth Cabinet actions and the young ambassador's programme/Children's commissioners' initiative. The Youth Mayor is in place and has been involved in several high profile events with cabinet members and AMs.
LS/A006 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, increasing opportunities for their involvement in decisions that affect them and giving them a voice. (CP/CYP11)	100	Youth Cabinet receiving training package. Young inspectors recruitment begun, Youth Forum engaged in accreditation of learning. Youth Cabinet have engaged with Education Minister with the review of the Qualifications Framework.

On Track Actions

Action Ref	% Complete	Comment
LS/A155 Introduce more support for students at the transition between primary and secondary school and at 16. (CP/LS16) (IO5)	75	The transition team are currently in contact with 136 young people and have developed parenting training and have started an out of schools club for identified young people.
LS/A160 Implement effective provision mapping for Special Educational Needs Co-ordinators and develop the SEN/ALN Professional Learning Community. (PIAP 1.5)	75	Provision maps are being used by schools that have adopted them. This will be checked at the SENCo Day on 17th of March. Impact of this work will be measured July 2015

Action Ref	% Complete	Comment
LS/A161 Improve provision and tracking of achievement for most vulnerable learners via a programme of Council led reviews, underpinned by the regional categorisation model and partnership working between Service Officers and System leaders.	60	The review of the resource based provision is progressing and is due to report in March 2015.
LS/A061 Provide training in Assertive Discipline, Emotional Literacy Support and the Social and Emotional Aspects of Learning Programme.	90	ELSA training is provided through the CSC. Implementation of SEAL training is checked through use of capacity building tools, where there is concern about social and emotional wellbeing.
LS/A070 Increase education provision for children and young people on the Autistic Spectrum. (CP/LS10)	75	EPS have contributed to assessment of ASD and more streamlined system is being piloted. EPS have supported early-years children pre-diagnosis of ASD and secured entry into EIB, Ashgrove. Demand for service is presently very high.
LS/A162 Review resource base provision for pupils with SEN/ALN.	70	Meetings have been held with HTs of schools with SRBs. Data gathering process is underway and good progress is being made.
LS/A164 Set up a pilot ME, EAL and Traveller Forum for pupils and parents (separately) to better inform the work of the service.	35	The team are continuing to work with a small group of pupils and parents to progress this piece of work.
LS/A166 Appraise options to meet analysis requirement and formative report needs in order to inform future planning and evaluations of impact of projects and initiatives. (PIAP 6.1)	75	New HoS. System in place to monitor the impact of the JES
LS/A174 Monitor, evaluate and review 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. (CP/LS4)	75	Attendance data shared with regional system leaders. Attendance data monitored each half term. Reasons for absence of pupils with attendance below 80% are investigated.

Action Ref	% Complete	Comment
LS/A175 Maintain access to counselling services for children and young people, extending the use of data to inform the work programme of the service. (CP/CYP8)	75	Data continues to be analysed on a termly basis within the SBC management board, both Educational Psychology service and AFC discuss these with identified school leads. The National Benchmarking exercise has ceased due to funding restrictions.
LS/A047 Further develop the work of the Putting Families First Programme. (CP/LS11)	75	The Putting Families First Team is now unable to work with Family Leaning due to the Family Learning grant ceasing from March 2015. Alternative basic skills provision will now be sourced to fill the gap. A bespoke Distance Travelled Tool has been developed to measure the impact of Nurture from January 2015 onwards. The Child Development course has been planned to be delivered from April 2015, and will include the use of a Distance Travelled Tool to measure impact. Work with the Transition Project has been planned to commence from April 2015 onwards. 10 LSAs will be trained to deliver STEPS to excellence from March 2015.
LS/A049 Continue to work closely with SNAP Cymru to further develop parent forums to inform the development of provision in the Vale and to support parents. (CP/LS11)	75	The Parent Forum held in November 2014 had low attendance. A view of this could be that parents did not attend as they are happy with the service provided. However the VOG SIIS is working closely with SNAP to invite parents on the SNAP data base to the forum in the summer term on the basis that personal contact will increase attendance.
LS/A051 Continue to promote parent drop in centres. (CP/LS11)(CP/CYP4)	75	This action is ongoing.
LS/A176 Improve pupil wellbeing and assessment of PSD and wellbeing much earlier in the Foundation Phase and particularly for FSM pupils. (IO7)	50	Schools supported for assessment of PSD by the CSC JES.

Action Ref	% Complete	Comment
LS/A086 Conduct ongoing checks in schools to monitor safeguarding procedures and the use of time out rooms.	75	Checks on schools have continued. A reporting matrix has been sent to all schools with the bullying return in order to further monitor the use of time out and physical restraint.
LS/A092 Conduct a consultation exercise to obtain the views of children and young people in relation to safeguarding issues.	40	Appointment made to discuss safeguarding with a further School Council
LS/A179 Secure implementation of Sexual Exploitation training being developed by Cardiff and the Vale.	50	Sexual exploitation training has been developed and is now be made available to all schools.
LS/A181 Monitor, evaluate and review the chaperoning and performing licences.	60	Meeting arranged to share responsibility for carrying out the duties related to performance licences with Cardiff LA.
LS/A106 Embed the principles of the new Health and Wellbeing Strategy and complete the actions outlined in the action plan.	75	The final two objectives are currently being addressed and will be completed by March 2015
LS/A182 Extend take up of Nurture groups.	50	Nurture training on-going.
LS/A088 Use data from schools to develop appropriate interventions and training to reduce bullying and support vulnerable children and young people. (CP/CPS7)	85	Guidance from ESTYN related to bullying and protected characteristics has been shared with Head Teachers and Governors. Bullying information in relation to protected characteristics has been included in the Wellbeing Data Packs for schools and also on the bullying incident recording form that schools send to the SIIS termly for analysis and action
LS/A185 Implement a system to monitor, evaluate and review achievement of those young people known to the Youth Justice System.	75	Consultation about the monitoring system will be undertaken during Spring 2015
LS/A186 Continue to reduce the number of days lost through fixed-term exclusions by developing school capacity and developing restorative approaches in partnership with YOS, CYP and YS.	75	BIT modelling restorative practice in schools and developing a training package for teachers.

Slipped Actions

Action Ref	% Complete	Comment
LS/A056 Develop our work with Sussex University to improve the attainment of pupils on free school meals. (IO7)(CP/LS5)	50	We have partially developed our own IT assessment system to enable us to improve the wellbeing, attendance and attainment of pupils on FSM. Staffing issues have resulted in a stalling of the process and the potential to slip.
LS/A075 Introduce the consortium 'Pupil Tracking' model into secondary schools to enable more frequent monitoring of the progress of FSM pupils, early diagnosis of potential underachievement and effective use of the PDG. (IO7)(CP/LS5)	0	This work is no longer part of the CSC JES work programme and will not be implemented in schools.

Quarterly Performance Indicators

PI Ref	Actual	Quarterly Target	Status	Direction of travel	Actual 2013/14 (Academic year 2012/13)	Comment
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.	26.19	27.00	😐	⬆	26.94	Progress on track to be equivalent to 13/14 performance
LS/M008 Percentage of youth workers holding relevant youth work qualifications at all levels.	82.09	90.00	😐	⬇	94.20	The service has lost some grant funding and a number of staff have left the service. We are continuing to train staff and are trying to recruit numbers of qualified staff.
LS/M015a The percentage of unauthorised absence in primary schools	0.7	1.00	🙂	⬇	1.03	
LS/M015b The percentage of unauthorised absence in secondary schools	1.00	0.90	☹	⬆	0.95	

PI Ref	Actual	Quarterly Target	Status	Direction of travel	Actual 2013/14 (Academic year 2012/13)	Comment
EDU002ii 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. (IO5)	0.00	0.00	☺	N/A	0.24	
EDU016a Percentage of pupil attendance in primary schools.	95.29	94.60	☺	⬆	94.17	The implementation of the Callio Strategy appears to have driven improved performance.
EDU016b Percentage of pupil attendance in secondary schools. (OA2)(IO5)	94.25	93.00	☺	⬇	93.38	The implementation of the Callio Strategy appears to have driven improved performance.
EDU009a The average number of school days that permanently excluded pupils did not receive an offer of full time appropriate education provision during the academic year.	-	0.00	N/A	N/A	0.00	There were no pupils permanently excluded in the academic year 2013/14
EDU009b The average number of school days that permanently excluded pupils did not receive an offer of part time appropriate education provision during the academic year.	-	0.00	N/A	N/A	0.00	There were no pupils permanently excluded in the academic year 2013/14
EDU010a The percentage of school days lost due to fixed-term exclusions during the academic year, in primary schools.	0.01	0.01	☺	⬆	0.01	
EDU010b The percentage of school days lost due to fixed-term exclusions during the academic year, in secondary schools.	0.11	0.05	☹	⬆	0.05	Action is being taken to reduce this figure.
EDU015a The percentage of final statements of special education need issued within 26 weeks, including exceptions.	100.00	100.00	☺	N/A	100.00	

PI Ref	Actual	Quarterly Target	Status	Direction of travel	Actual 2013/14 (Academic year 2012/13)	Comment
EDU015b The percentage of final statements of special education need issued within 26 weeks, excluding exceptions.	100.00	100.00	☺	N/A	100.00	
LS/M018a The percentage of FSM pupils, assessed as the end of Key Stage 2, in schools maintained by the Local Authority, achieving the Core Subject Indicator, as determined by teacher assessment. (IO7)	77.55	77.00	☺	N/A	72.73	
LS/M018b 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. (IO7)	92.43	92.00	☺	N/A	90.46	
LS/M019a The percentage of FSM pupils achieving the expected standard in English at the end of Key Stage 3. (IO7)	74.27	74.00	☺	N/A	69.35	
LS/M019b The percentage of non FSM pupils achieving the expected standard in English at the end of Key Stage 3. (IO7)	90.93	92.00	😐	N/A	90.59	
LS/M020a The percentage of FSM pupils achieving the expected standard in Maths at the end of Key Stage 3. (IO7)	75.24	72.00	☺	N/A	67.34	
LS/M020b The percentage of non FSM pupils achieving the expected standard in Maths at the end of Key Stage 3. (IO7)	91.23	93.00	😐	N/A	91.24	
LS/M022a The percentage of pupils in primary schools who have school meals.	42.75	45.00	😐	⬆	43.11	The trend is for numbers to increase in the Autumn Term.
LS/M022b The percentage of pupils in secondary schools who have school meals.	32.11	38.00	☹	⬆	38.58	The trend is for numbers to increase in the Autumn

PI Ref	Actual	Quarterly Target	Status	Direction of travel	Actual 2013/14 (Academic year 2012/13)	Comment
LS/M023a The percentage of pupils entitled to free school meals in primary schools.	14.48	15.00	😐	⬇	14.96	RAG (Red Amber Green) status not applicable Target figure 15%.
LS/M023b The percentage of pupils entitled to free school meals in secondary schools.	16.77	14.00	🙂	⬇	14.50	RAG status not applicable. Target figure 14%.
LS/M024a The percentage take up of free school meals in primary schools.	76.60	79.00	😐	⬆	78.37	The trend is for numbers to increase in the Autumn Term.
LS/M024b The percentage take up of free school meals in secondary schools.	68.03	64.00	🙂	⬆	64.38	Reports from the cashless catering system can identify pupils eligible for FSM who do not take up the meal. This information can by confidential cover be given to the Head teacher who can identify and encourage take up. Autumn term generally sees an increase uptake due to the cold weather.
LS/M011 The number of accredited outcomes achieved by learners through the youth service	2280.00	550.00	🙂	⬆	622.00	Improved completion of courses and attainment has been a priority for the curriculum team. More targeted work and success rates have also contributed to rise in figures

Outcome Agreement Measures

PI Ref	Actual	Quarterly Target	Status	Direction of travel	Actual 2013/14 (Academic year 2012/13)	Comment
OA2/M20 Number of year 12/13 pupils known not to be in education, training or work-based learning (NEET).	493.00	110.00	☹	⬇	39.00	Good progress being made by NEET partnership and YEPF is having an impact.
OA2/M13 Number of NEETs who are in contact with NEET support officers.	84.00	45.00	🙂	⬇	109.00	NEET support officer to 16-18 year olds.

PI Ref	Actual	Quarterly Target	Status	Direction of travel	Actual 2013/14 (Academic year 2012/13)	Comment
OA2/M21 Percentage of 16-24 year olds who are in education, training or work-based learning.	93.00	N/A	N/A	↑	N/A	This is based on the tier 4 and 5 data for 16 to18 year olds. 37% of JCP Claimants 18-24 year olds who found work.
OA1/M11 Percentage of 16-18 year olds who are NEET.	4.5	N/A	N/A	N/A	N/A	Tier 3 of 16-18 year olds.