The Vale of Glamorgan Council

Scrutiny Committee (Lifelong Learning): 14 March 2016

Report of the Director of Learning and Skills

Quarter 3 Learning and Skills Performance Report 2015/16

Purpose of the Report

1. To present performance results for quarter 3, 1st April -31st December, 2015-16 for the Learning and Skills Directorate.

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 Outcome Agreement 2013-16 and the Improvement Plan Part 1 2015-16

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 2015 in order to identify service areas for improvement work.

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 2015-16.

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:

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

16 and the Improvement Plan Part 1 2015-16 for which the Directorate has lead responsibility. Areas of underperformance are highlighted as are the planned remedial actions 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.

- Progress is reported for all performance indicators by allocating a performance status symbol, ☺ relates to performance that has met or exceeded target, ☺ relates to performance within 10% of target and ☹ relates to performance that has missed target by more than 10%. A direction of travel arrow is also provided against each measure indicating whether current performance has improved, stayed static or declined on last year's third quarter performance. An upward arrow indicates that performance has improved on the same quarter last year, a static arrow indicates performance has remained the same and a downward arrow shows performance has declined compared to the same quarter last year.

Relevant Issues and Options

5. Overall, the department is considerably on track to achieving the objectives contributing to its service outcomes, with 90% of actions currently either completed or on track during the quarter. Of the 40 actions, 11 have been completed, 25 are on track, and 4 have slipped this quarter. 82% of Corporate Plan actions are completed or on track for completion (Of the 11 Corporate Plan actions, 2 have been completed, 7 are on track and 2 have slipped this quarter). Of the 2 actions relating to the Improvement Objectives both are on track for completion. There are 3 Outcome Agreement actions relative to this Directorate, 1 is complete and 2 are currently on track for completion.

6. Of the 67 performance indicators, 20 have met or exceeded target, 19 are within 10% of target and 5 have missed target by more than 10%, 23 performance indicators had no status applicable this quarter. There are also 35 Improvement Objective measures for this Directorate. Of the 35 Improvement Objective measures, 3 have exceeded target, 11 were within 10% of target, 1 has missed target by more than 10% this quarter and 20 indicators did not have a status applicable this quarter. Of the 7 Outcome Agreement measures, 2 have exceeded target, 3 were within 10% of target and 3 have missed target by more than 10% this quarter.

7. Against Outcome 1, 'Learners achieve their full potential in order to maximise their life opportunities', it was noted in the Estyn monitoring report of January 2016 that we have made sufficient progress in relation to the recommendations to no longer require Estyn monitoring. The Authority was adjudged to have made very good and strong progress against the 6 Estyn recommendations.

8. Overall, performance at key stage 2 and 3 has shown a consistent improvement. In 2015 the majority of schools are now in the higher 50% of the key stage 2 Welsh Government's free-school meals benchmark. The percentage of pupils achieving the key stage 3 core subject indicator has improved at a faster rate than the Wales average.

9. Since the inspection, we have worked well with headteachers, governors and the Central South Consortium to secure improvements. This has led to targeted

improvements in leadership, provision and standards in many of the Authority's schools.

10. We have used our powers well to improve schools that are underperforming and planning for improvement at both the service and team level is carried out systematically, coherently and consistently. A clear link between strategic and budget priorities is now being demonstrated by the Directorate and the well-being in education strategy is now well embedded and has been revised to provide updated direction for 2015-18.

11. Further online learning is now being offered to deliver training programmes in safeguarding and equality and diversity across Vale Adult Community Learning providers.

12. To date, 16 fixed penalty notices have been issued by Education Welfare Officers. This is part of a suite of measures in place which is contributing towards improved attendance at schools.

13. Four Actions were reported as slipped under Outcome 1:

- In relation to undertaking initial skills assessments/diagnostics with learners enrolling onto courses over 10 hours (LS/A150), the Welsh Government has delayed its implementation of the initial essential skills assessments hours. This delay has also been the cause of slippage against (LS/A151), the tracking, monitoring and recording of outcomes for adult learners using initial assessment data as baseline.

- The complexity of five different Local Authorities agreeing regional HR policies and practice and Governor Support services in the Central South Consortium Joint Education Service has resulted in a slower rate of change than desired (LS/A194a). Consultation on regional HR policies such as recruitment/selection process for headteachers continues.

- The implementation of the National Model of Regional Working, including the transfer of specialist HR, governor support and 14-19 functions has progressed at a slower rate of change than desired (LS/A194b). The new 14-19 lead meets/communicates regularly and is beginning to impact on practice. Whilst specialist functions have been taken on by the Central South Consortium, much remains within Local Authorities.

14. The five indicators that have missed target relate to:

- LS/M008: In relation to the percentage of youth workers holding relevant youth work qualifications, new staff have recently been appointed to the Youth Working team and are currently undertaking training. It is hoped that Level 3 qualifications will be completed and Level 2 qualifications will commence from February 2017.

- LS/M011: The number of accredited outcomes achieved by learners through the youth service is awaiting moderation of awards. It is expected that this target will be exceeded.

- LS/M022b: Whilst the number of pupils in secondary schools is reducing, the percentage of pupils who have school meals has increased compared to quarter 3 of 2014/15. An ambitious target was set for 2015/16 and work will continue to promote school meals to ensure performance improves.

- LS/M044: Contact made with NEET young people through the mobile provision has declined in line with a reduction in the numbers of NEETs. The provision continues to be accessed by young people who are in employment, education or training.

- LS/M049b: The number of NEET young people increases during the third quarter of the year as a result of young people dropping out of courses. The early identification system will be extended to school 6th forms in February to identify those who are at risk of becoming NEET. It is expected that the number of year 12 and 13 (16 to 18 year old) pupils who are NEET will reduce in quarter 4 as they enrol on to new courses or move into employment.

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

Resource Implications (Financial and Employment)

16. 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

17. 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)

18. 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

19. 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)

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

Corporate/Service Objectives

21. 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

22. This is a matter for Executive decision.

Consultation (including Ward Member Consultation)

23. 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 will be considered by Cabinet. Quarterly performance reports are reported to relevant Scrutiny Committees.

Relevant Scrutiny Committee

24. Lifelong Learning

Background Papers

Quarter 3 Learning & Skills Performance Report – Appendix 1

Contact Officer

Julia Archampong, Corporate Performance Manager

Officers Consulted

Corporate Management Team
Huw Isaac, Head of Performance and Development
Tom Bowring, Operational Manager Performance and Policy

Responsible Officer:

Jennifer Hill, Director of Learning and Skills

Learning and Skills Performance: Quarter 3 Overview Report

Performance Summary

- Overall, the department is well on course to achieving its Service Plan priorities, with 90% of actions currently either completed or on track. There are a total of 40 actions in the Service Plan; 10 have been completed, 26 are on track, and 4 have slipped this quarter.
- Our contribution to the Corporate Plan is also on course, with 82% of actions either completed or on track for completion. Of the 11 Corporate Plan actions, 1 has been completed, 8 are on track and 2 have slipped this quarter.
- The 2 actions relating to the Improvement Objectives are on track for completion.
- There are 3 Outcome Agreement actions relevant to this directorate, 1 has been completed and 2 are on track for completion.
- Of the 67 Performance Indicators that are measured quarterly, 20 (30%) have met or exceeded target, 19 (28%) were within 10% of target, and 5 (8%) have missed target by more than 10%, 23 (34%) had no status applicable. The five indicators that have missed target relate to LS/M008, LS/M049b, LS/M022b, LS/M044 and LS/M011. Reasons for underperformance and proposed remedial actions where appropriate are outlined in the main body of the report under the relevant objectives. There are currently 35 Performance Indicators relating to the Improvement Objectives, 3 have met/ exceeded target, 11 are within 10% of target and 1 has missed target by more than 10%. There are also 7 Outcome Agreement measures for this directorate, 2 have exceeded target, 3 are within 10% of target and 2 have missed target by more than 10% this quarter.

A summary of action plan and performance status is provided below:

Service Plan Actions 2015/16	Total number	Complete	On Track	Slipped	Not due to have started
All Actions	40	11 (27%)	25 (63%)	4 (10%)	0
Corporate Plan Actions	11	2 (18%)	7 (64%)	2 (18%)	0
Improvement Objective Actions	2	0	2 (100%)	0	0
Outcome Agreement Actions	3	1 (33%)	2 (67%)	0	0

Performance Indicators	Total number	☺	😐	☹	N/A
All Measures	67	20 (30%)	19 (28%)	5 (8%)	23 (34%)
Improvement Objective Measures	35	3 (9%)	11 (31%)	1 (3%)	20 (57)
Outcome Agreement Measures	7	2 (29%)	3 (42%)	2 (29%)	0

Understanding the Performance Symbols and referencing system

Key

Measures:	Direction of travel:	Actions:

Measures:

☺ Performance is on or above target

☺ Performance is within 10% of target

☹ Performance missed target by more than 10%

Direction of travel:

⬆ Performance has improved on the same quarter last year

⬌ Performance has remained the same as the same quarter last year

⬇ Performance has declined compared to the same quarter last year

Actions:

Completed: Completed in full by due date.

On track: Progressing and due to be completed by due date. On track actions reported at end of year relate to actions with an end date later than 31 Macrch 2015.

Slipped: Limited progress has been made and an explanation must be provided inlcuding any planned remedial action(s) where appropriate.

Not due: Action has been rescheduled for a later start date than that orginally planned.

An explanation of the referencing used in this report:

E.g. **LS/A001**

- **LS**: This refers to the service plan, in this case, Learning & 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 unique/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:

- **CP/CL1**: The **CP** refers to the Corporate Plan. **CL1** is the reference number of the Corporate Plan objective the action links to.
- **IO/06**: The **IO** refers to the Improvement Objectives. **06,** refers to the number of the Improvement Plan objective linked to.
- **OA/01**: The **OA** refers to the Outcome Agreement with Welsh Government. **01** refers to the number of the Agreement linked to.
- **WAO:** This refers to Wales Audit Office improvement proposals related to the service area.

What have we achieved and is anyone better off?

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

Performance snapshot

- 87% of actions are currently either completed or on track. Of the 28 actions 4 have been completed, 20 are on track, and 4 have slipped.
- Of the 67 performance indicators that are measured quarterly, 20 have met or exceeded target, 18 were within 10% of target, 7 have missed target by more than 10% and 23 are not measured with a status. See relevant objective under Annex A for more detailed reasons for underperformance and proposed remedial action where appropriate.
- The Estyn monitoring report visit of November 2015 recorded that we have made sufficient progress in relation to the recommendations to no longer require Estyn monitoring. The authority was adjudged to have made very good and strong progress against the 6 Estyn recommendations.
- Overall, performance at key stage 2 and 3 has shown a consistent improvement. In 2015 the majority of schools are now in the higher 50% of the key stage 2 Welsh Government's free-school meals benchmark. The percentage of pupils achieving the key stage 3 core subject indicator has improved at a faster rate than the Wales average.
- Since the inspection, we have worked well with headteachers, governors and the Central South Consortium to secure improvements. This has led to targeted improvements in leadership, provision and standards in many of the authority's schools.
- We have used our powers well to improve schools that are underperforming and planning for improvement at both the service and team level is carried out systematically, coherently and consistently.
- A clear link between strategic and budget priorities is now being demonstrated by the directorate and the wellbeing in education strategy is now well embedded and has been revised to provide updated direction for 2015-18.
- Further online learning is now being offered to deliver training programmes in safeguarding and equality and diversity across Vale Adult Community Learning providers.
- To date, 16 fixed penalty notices have been issued by Education Welfare Officers. This is part of a suite of measures in place which is contributing towards improved attendance at schools.

What will we do to bring our slipped actions and measures back on track?

- **LS/A150 (CP/LS9)**: In relation to undertaking initial skills assessments/diagnostics with learners enrolling onto courses over 10 hours, the Welsh Government has delayed its implementation of the initial essential skills assessments hours. This delay has also been the cause of slippage against **LS/A151**, the tracking, monitoring and recording of outcomes for adult learners using initial assessment data as baseline.
- **LS/A194a:** The complexity of five different local authorities agreeing regional HR policies and practice and Governor Support services in the Central South Consortium Joint Education Service has resulted in a slower rate of change than desired. Consultation on regional HR policies such as recruitment/selection process for headteachers continues.
- **LS/A194b:** The implementation of the National Model of Regional Working, including the transfer of specialist HR, governor support and 14-19 functions has progressed at a slower rate of change than desired. The new 14-19 lead meets/communicates regularly and is beginning

to impact on practice. Whilst specialist functions have been taken on by the Central South Consortium, much remains within local authorities.

- **LS/M008:** In relation to the percentage of youth workers holding relevant youth work qualifications new staff have recently been appointed to the Youth Working team and are currently undertaking training. It is hoped that Level 3 qualifications will be completed and Level 2 qualifications will commence from February 2017.
- **LS/M011:** The number of accredited outcomes achieved by learners through the youth service is awaiting moderation of awards. It is expected that this target will be exceeded.
- **LS/M044:** Contact made with NEET young people through the mobile provision has declined in line with a reduction in the numbers of NEETs. The provision continues to be accessed by young people who are in employment, education or training.
- **LS/M022b:** Whilst the number of pupils in secondary schools is reducing, the percentage of pupils who have school meals has increased compared to quarter 3 of 2014/15. An ambitious target was set for 2015/16 and work will continue to promote school meals to ensure performance improves.
- **LS/M049b:** The number of NEET young people increases during the third quarter of the year as a result of young people dropping out of courses. The early identification system will be extended to school 6th forms in February to identify those who are at risk of becoming NEET. It is expected that the number of year 12 and 13 (16 to 18 year old) pupils who are NEET will reduce in quarter 4 as they enrol on to new courses or move into employment.

Annex A: Detailed Quarter 3 Report

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 achievement.

Actions - Quarter 3 Progress Update

Completed: 12%; On Track: 63%; Slipped: 25%

Action Ref	Completion Date	% Complete	Status	Progress/ Outcomes
LS/A193c Use statutory intervention powers in order to effect change in schools when required. (Estyn R1/R2/R3)	31/03/2016	100%	Complete	Estyn monitoring visit (Nov 15) recorded that strong progress have been made in this area. Challenge to ensure as robust at primary as at secondary.
LS/A191a Work at Local Authority level to further develop key aspects of leadership such as working with Governors, tackling underperformance and effective use of grants. (Estyn R2)	31/03/2016	75%	On Track	Governor training on understanding their own school's data takes place on a termly basis. This training facilitates an increased awareness of the role of governors in asking challenging questions regarding school performance data. 17 governing bodies have achieved the Quality Bronze Award. A presentation was made to the Vale Governor Association on the effective use of PDG and narrowing the gap.
LS/A191b Develop Vale Head teacher Induction Programme, VIP. (Estyn R2)	31/03/2016	75%	On Track	A successful programme for newly appointed head teachers to the Vale of Glamorgan is embedding. Two further meetings have taken place exploring safe guarding, legal, HR and procurement issues

Action Ref	Completion Date	% Complete	Status	Progress/ Outcomes
				which HTs face on a regular basis.
LS/A192 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. (Estyn R1/R2)	31/05/2015	75%	On Track	The requirements and processes associated with this year's moderation and verification of teacher assessment have been outlined to identify cluster leads and communicated to all schools.
LS/A193a Work to ensure that fewer schools require Estyn or local authority monitoring. (Estyn R1/R2/R3)	31/03/2016	75%	On Track	National categorisation process applied to all schools so ensuring that developmental need is identified and that support and challenge is focussed on these schools/settings that need it most. Robust systems established for ensuring that identified schools make accelerated progress.
LS/A193b 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. (Estyn R1/R2/R3)	31/03/2016	75%	On Track	Schools or settings requiring follow-up are Barry Comp (significant Improvement), Bryn Hafren and Gwenfo Playgroup (Estyn Monitoring) and Albert, Y Bont Faen and Romilly Primary (LA monitoring) Barry Comp - Statement of support agreed with school, approved by Estyn, now being implemented. Bryn Hafren - Support plan, including intensive numeracy support, being implemented. Gwenfo - Associate Advisor foundation phase is currently working with the setting to develop a post inspection action plan for improvement. Y Bont Faen - local authority monitor of attendance. CA working with school to ensure outstanding issues are addressed. Albert & Romilly - regular monitoring of attendance with bespoke support provided as required.

Action Ref	Completion Date	% Complete	Status	Progress/ Outcomes
LS/A194a 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.	31/01/2016	65%	Slipped	Consultation on regional HR policies such as recruitment/selection process for head teachers continues. The complexity of five different local authorities agreeing regional policy and procedures has resulted in a slower rate of change than desired.
LS/A194b Implement the National Model for Regional Working, including the transfer of specialist HR, governor support and 14-19 functions.	31/01/2016	65%	Slipped	As above. New 14-19 lead meets/communicates regularly and is beginning to impact on practice. Whilst specialist functions have been taken on by CSC, much remains with the local authority.

PI Ref	Quarter 3 Actual 2015/16	Quarterly Target	Status	Direction of travel	Quarter 3 2014/15	Actual 2014/15	Comment
How Much?							
There are no measures applicable this quarter							
How Well?							
EDU011 The average point score for pupils aged 15 as at the preceding 31 August, in schools maintained by the local authority.	584.99	580.00	☺	↑	576.10	576.14	0.00
Better Off?							
LS/M003 Percentage of 15/16 year olds achieving 5 or more GCSEs at grades A*-C or the vocational equivalent. (IO5)	89.42	90.00	😐	↑	87.00	87.04	Schools aggregated target determined through encouraging schools to set aspirational targets to drive up standards. Difference between target and actual

7

							= 0.58
LS/M055 Percentage of 15/16 year olds achieving 5 or more GCSEs at grades A*-C or the vocational equivalent (FSM). (IO5)	74.42	N/A	N/A	N/A	N/A	72.28	
LS/M056 Percentage of 15/16 year olds achieving 5 or more GCSEs at grades A*-C or the vocational equivalent (non FSM). (IO5)	91.28	N/A	N/A	N/A	N/A	91.22	
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. (IO5)	64.94	69.00	☺	↑	62.20	62.20	Schools aggregated target determined through encouraging schools to set aspirational targets to drive up standards. Difference between target and actual = 4.06
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. (IO5)	92.12	93.00	☺	↑	90.50	90.48	
LS/M018a 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. (IO5)	77.13	N/A	N/A	↓	77.55	77.55	

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. (IO5)	94.38	N/A	N/A	↑	92.43	92.43	0.00
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. (OA2) (IO5)	87.38	90.00	☺	↑	84.00	83.96	Schools aggregated target determined through encouraging schools to set aspirational targets to drive up standards. Difference between target and actual = 2.62
LS/M047a 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. (IO5)	74.24	N/A	N/A	↑	0.00	65.87	
LS/M047b 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. (IO5)	90.24	N/A	N/A	↑	0.00	87.46	
LS/M005 Percentage of 15/16 year olds achieving the core subject indicator. (IO5)	63.91	64.00	☺	↓	90.10	60.13	Schools aggregated target determined through encouraging schools to set aspirational targets to drive up standards. Difference

							between target and actual = 0.09
LS/M057 Percentage of 15/16 year olds in receipt of free school meals (FSM) achieving the Core Subject Indicators. (IO5)	30.81	N/A	N/A	N/A	N/A	29.21	
LS/M058 Percentage of 15/16 year olds not in receipt of free school meals (non FSM) achieving the Core Subject Indicator. (IO5)	68.01	N/A	N/A	N/A	N/A	66.10	
LS/M037a The percentage of all pupils at Key Stage 2 who achieve the expected standard in English. (IO5)	93.53	94.00	☺	N/A	N/A	92.17	Schools aggregated target determined through encouraging schools to set aspirational targets to drive up standards. Difference between target and actual = 0.47
LS/M037b The percentage of FSM pupils at Key Stage 2 who achieve the expected standard in English. (IO5)	81.91	N/A	N/A	N/A	N/A	81.63	
LS/M037c The percentage of non FSM pupils at Key Stage 2 who achieve the expected standard in English. (IO5)	95.28	N/A	N/A	N/A	N/A	93.75	
LS/M038a The percentage of all pupils at Key Stage 2 who achieve the expected standard in Maths. (IO5)	93.67	94.00	☺	N/A	N/A	92.98	Schools aggregated target determined through encouraging schools to set aspirational targets to drive up standards. Difference between target and actual

						= 0.33
LS/M038b The percentage of FSM pupils at Key Stage 2 who achieve the expected standard in Maths. (IO5)	80.85	N/A	N/A	N/A	N/A	83.67	
LS/M038c The percentage of non FSM pupils at Key Stage 2 who achieve the expected standard in Maths. (IO5)	95.60	N/A	N/A	N/A	N/A	94.38	
LS/M019a The percentage of FSM pupils achieving the expected standard in English at the end of Key Stage 3. (IO5)	83.33	N/A	N/A	↑	74.27	74.27	
LS/M019b The percentage of non FSM pupils achieving the expected standard in English at the end of Key Stage 3. (IO5)	94.20	N/A	N/A	↑	90.93	91.47	
LS/M019c The percentage of all pupils at Key Stage 3 who achieve the expected standard in English. (IO5)	92.13	92.00	☺	N/A	N/A	88.70	
LS/M020a The percentage of FSM pupils achieving the expected standard in Maths at the end of Key Stage 3. (IO5)	83.84	N/A	N/A	↑	75.24	75.24	
LS/M020b The percentage of non FSM pupils achieving the expected standard in Maths at the end of Key Stage 3. (IO5)	93.10	N/A	N/A	↑	91.23	91.85	
LS/M020c The percentage of all pupils at Key Stage 3 who achieve the expected standard in Maths. (IO5)	91.35	92.00	☺	N/A	N/A	89.03	Schools aggregated target determined through encouraging schools to set aspirational targets to drive

							up standards. Difference between target and actual = 0.92
LS/M006a The percentage of pupils at Key Stage 4 who achieve a Level 2 in English. (IO5)	76.67	82.90	☺	↑	70.90	70.94	Schools aggregated target determined through encouraging schools to set aspirational targets to drive up standards. Difference between target and actual = 6.23
LS/M006b The percentage of pupils at Key Stage 4 who achieve a Level 2 in Maths. (IO5)	70.00	74.00	☺	↑	68.00	67.99	Schools aggregated target determined through encouraging schools to set aspirational targets to drive up standards. Difference between target and actual = 4.0
LS/M059a The percentage of FSM pupils at Key Stage 4 who achieve a Level 2 in English. (IO5)	45.93	N/A	N/A	N/A	N/A	39.22	
LS/M059b The percentage of FSM pupils at Key Stage 4 who achieve a Level 2 in Maths. (IO5)	38.95	N/A	N/A	N/A	N/A	35.78	
LS/M060a The percentage of non FSM pupils at Key Stage 4 who achieve a Level 2 in English. (IO5)	80.48	N/A	N/A	N/A	N/A	77.23	
LS/M060b The percentage of non FSM pupils at Key Stage 4 who achieve a Level 2 in Maths. (IO5)	73.85	N/A	N/A	N/A	N/A	74.21	
EDU002i The percentage of all pupils (including those in local authority care) in any	0.00	0.00	☺	↔	0.00	0.00	

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.							

Performance Indicators - Quarter 3 Progress Update

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

Actions - Quarter 3 Progress Update

Completed: 14%; On Track: 72%; Slipped: 14%

Action Ref	Completion Date	% Complete	Status	Progress/ Outcomes
LS/A190 Deliver training programmes in safeguarding and equality and diversity across Vale Adult Community Learning providers. (ACL PIAP 5.1.5, 5.1.6)	31/03/2016	100%	Complete	Further online learning is now being offered. Three members of the ACL team have attended a train the trainer safeguarding course and are now able to deliver safeguarding level 2 courses. ACL staff are now able to access the CAVC online training resource 'Skills Gate' where safeguarding updates are available covering a range of safeguarding issues. This online resource is monitored to assess who has accessed training.
LS/A201b Implement operation process for the issuing of fixed penalty notices, FPNs. (OA2) (Estyn R6)	31/03/2016	100%	Complete	All EWOs process FPN requests each week during term time. Currently 16 FPNs have been issued.

Action Ref	Completion Date	% Complete	Status	Progress/ Outcomes
LS/A195 Increase opportunities for adults to gain qualifications for their learning and improve quality in the learning experience. (CP/LS9)	31/03/2016	75%	On Track	Priority learning profile is on track and cross partnership classroom observations show an increase in the % of good & excellent and a decrease in Adequate/unsatisfactory observations

Action Ref	Completion Date	% Complete	Status	Progress/ Outcomes
LS/A147 Engage with adult learners from the target groups to improve skills and remove barriers to learning and employment. (CP/LS9)	31/03/2016	90%	On Track	No progress to date this quarter. Mapping of progression delayed due to capacity of partner organisations.
LS/A196 Implement the School Investment Programme. (CP/LS1)	01/09/2017	90%	On Track	Llantwit Learning Community is on track for the agreed schedule of phased completion. Further work is being undertaken to develop a new proposal for secondary education in Barry. Work is being undertaken to identify school investment for the medium term through Band B of 21st Century Schools.
LS/A198 Collaborate with partners to increase Welsh medium learning activities for adults. (CP/LS13)	31/03/2016	90%	On Track	Mentor Bro Morgannwg delivered 4 Welsh Medium courses as planned -a review of this pilot to be done in spring term.
LS/A199 Engage with adult learners of all ages to improve skills and remove barriers to learning and employment. (CP/LS17)	31/03/2016	90%	On Track	No progress this quarter. Mapping of progression delayed due to capacity of partner organisations.

Action Ref	Completion Date	% Complete	Status	Progress/ Outcomes
LS/A200a Promote digital inclusion by extending information literacy activities in libraries. (CP/LS20)	31/03/2016	90%	On Track	The programme has been delivered to a year 6 group as planned. The Libraries Digital Development Officer has now also become involved to offer advice and to help prepare for further sessions after half term. During the next few months the programme will be evaluated and lessons learnt before extending it as a regular offer of the library service.
LS/A200b Improve reporting on support provided to job seekers and digital inclusion activities. (CP/LS20)	31/03/2016	75%	On Track	A Wales wide survey of PC use in libraries was conducted in December and the results will be analysed over the next couple of months. This together with evaluations form group sessions will add to the evidence on job seeker use at the library.
LS/A209 Establish and develop Friends Groups at main libraries.	31/03/2016	75%	On Track	Groups have organised several activities. Some have hosted activities (quiz, games night) generating a small profit which will be used to arrange fund events. Progress is steady as the groups continue to establish.
LS/A201a Ensure that school attendance continues to improve as funding for Callio declines. (OA2) (Estyn R6)	31/03/2016	85%	On Track	Vale primary attendance at 95.3% is 0.3% above the Welsh average of 95%. Vale primary attendance has been ranked 4th in Wales

Action Ref	Completion Date	% Complete	Status	Progress/ Outcomes
LS/A201c Ensure EWOservice use the full range of options in tackling persistent absences. (OA2) (Estyn R6)	31/03/2016	60%	On Track	Spreadsheet is operational. Paperwork has been drafted and is due to be shared with legal team to ensure full range of legal options can be considered for parents who are repeatedly prosecuted.
LS/A150 Undertake initial skills assessments/diagnostic with all learners enrolling for courses over 10 hours. (CP/LS9)	WG delayed implementation	0%	Slipped	Welsh Government has delayed the implementation of initial essential skills assessments with all learners enrolling for courses over 10 hours.
LS/A151 Track, monitor and record outcomes of adult learners using initial assessment data as baseline. (CP/LS9)	WG delayed implementation	0%	Slipped	Welsh Government has delayed the implementation of initial assessments.

Performance Indicators - Quarter 3 Progress Update

PI Ref	Quarter 3 Actual 2015/16	Quarterly Target	Status	Direction of travel	Quarter 3 2014/15	Actual 2014/15	Comment
How Much?							
LCL001 The number of visits to Public Libraries during the year, per 1,000 population.	4278.81	4125.00	☺	↓	4689.14	6260.41	
LS/M012a The number of books issued to customers in English.	294341.00	262500.00	☺	↓	318092.00	418928.00	
LS/M012b The number of books issued to customers in Welsh.	8351.00	7500.00	☺	↑	7836.00	10790.00	
LS/M010b The number of successful completions on accredited Adult Literacy and Numeracy courses.	633.00	81.00	☺	↑	0.00	207.00	
LS/M029 Number of hits on the library website.	95873.00	61165.50	☺	↓	106758.00	145042.00	
How Well?							
LCL003 The percentage of library material requests supplied within 7 calendar days.	74.85	67.00	☺	↑	67.00	66.93	0.00
LS/M028 The percentage of admissions applications processed within 10 days.	100.00	95.00	☺	↑	86.50	93.96	All 183 admissions applications received during quarter 3 were processed within 10 days excluding 1 exception.

LS/M017 The percentage of school days lost to fixed term exclusions of six days or more in secondary schools.	0.00	0.01	☺	↑	0.03	0.03	0.00
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.	12.03	12.10	😐	↑	11.55	11.55	Schools aggregated target determined through encouraging schools to set aspirational targets to drive up standards. Difference between target and actual = 0.07
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.	8.79	9.00	😐	↓	8.90	8.90	Schools aggregated target determined through encouraging schools to set aspirational targets to drive up standards. Difference between target and actual = 0.21
Better Off?							
There are no measures applicable this quarter							

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

Actions - Quarter 3 Progress Update

Completed: 10%; On Track: 90%; Slipped: 0%

Action Ref	Completion Date	% Complete	Status	Progress/ Outcomes
LS/A212 Work with partners to implement the Engagement and progressions Framework and reduce NEETS pre and post 18. (CP/LS16) (IO4) (PIAP 6.3, 6.4)	31/03/2016	100%	Complete	The annual destination survey carried out in October shows that the number of NEET young people has reduced in years 11, 12 and 13. The percentage of year 11 leavers was 1.68% compared to 2.76% in 2014/15. Year 12 was 1.5% compared to 1.78% in 2014/15 and Year 13, 2.9% compared to 4.07% last year.

Action Ref	Completion Date	% Complete	Status	Progress/ Outcomes
LS/A205 Further develop work of the Putting Families First programme to increase engagement with parents.	31/10/2016	80%	On Track	Two Community Groups have been set up to support referrals from Social Services, FACT, Flying Start Health Visitors etc. These groups are well attended. A rolling programme has been set up that will enable parents to access Supporting Family Life, Steps and Family Nurture interventions. Families in the Community Groups and school groups are reporting progress into work or further learning as a result of attending the programmes.

Action Ref	Completion Date	% Complete	Status	Progress/ Outcomes
LS/A206 Review the Directorate's Catering service as part of the Council's Reshaping Services Programme (Tranche one).	31/07/2016	75%	On Track	During quarter 3, we have continued to review the options appraisal and now consider the Arms Length Trading Company which is a form of co-operative to be a more favourable option than a mutual model, due to legal implications. Work has commenced with Bridgend Council on a collaborative Business Case. Cardiff Council did not engage in the collaborative working arrangements. Officers from the Vale and Bridgend will attend an APSE Seminar at the end of January on both models. Financial appraisals from both Councils will be available from early February 2016.
LS/A207a Further enhance the safeguarding of learners through addressing identified developmental need including chaperoning, safer recruitment and safeguarding procedures. (Estyn R6)	31/08/2015	75%	On Track	Significant progress with Safer Recruitment compliance but work continues towards achieving 100% compliance for all recruitment activity. New CIEE process in place since implementation of amended Child Performance Licensing Regulations on 31 October 2015, with all licensing activity compliant with regulations and associated guidance. Continuing activity to support school and Directorate safeguarding practice through development of DSP model, training, written guidance and advice. New safeguarding policies and written guidance to be released in January 2016.

Action Ref	Completion Date	% Complete	Status	Progress/ Outcomes
LS/A207b Work with schools to develop the use of safeguarding SER as a tool for improvement. (Estyn R6)	31/08/2015	75%	On Track	Continuing support for schools in development of Safeguarding SER, including written guidance and training, with particular emphasis on schools facing imminent inspection. School SER compliance is monitored via Safeguarding Audit

Performance Indicators - Quarter 3 Progress Update

PI Ref	Quarter 3 Actual 2015/16	Quarterly Target	Status	Direction of travel	Quarter 3 2014/15	Actual 2014/15	Comment
How Much?							
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	0.01	
EDU010b The percentage of school days lost due to fixed-term exclusions during the academic year, in secondary schools.	0.03	0.04	☺	↑	0.11	0.11	
LS/M041 Number of young people actively engaged with transition support workers. (IO4)	319.00	177.00	☺	↑	0.00	177.00	Numbers increased and NEETs supported and overall figures decreasing
LS/M042 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. (IO4)	100.00	100.00	☺	↑	0.00	100.00	
LS/M050 Number of NEETs who are in contact with NEET Support Officers. (OA2)	209.00	214.00	☺	↑	84.00	214.00	The number of Tier 2 NEET young people who have been in contact with a learning coach from Careers Wales is slightly below target at this point in the year it is expected that numbers will exceed the target by the end of the year.

How Well?							
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.	29.47	28.00	☺	↑	26.19	25.59	Intermittent IT access has resulted in issues with the recording of young people's information resulting in recorded performance being lower than anticipated. This has now been resolved and it is expected that there will be a further improvement in Quarter 4. Full IT access has been available in all outlying provisions since September 2015.
LS/M008 Percentage of youth workers holding relevant youth work qualifications at all levels.	75.81	90.00	☹	↓	82.09	83.08	New staff appointed and staff currently undertaking training. Level 3 completed February 2017. Level 2 commencing February 2017
LS/M015a The percentage of unauthorised absence in primary schools.	0.92	1.00	☺	↓	0.70	0.69	
LS/M015b The percentage of unauthorised absence in secondary schools.	1.15	1.50	☺	↓	1.00	0.99	
EDU015a The percentage of final statements of special education need issued within 26 weeks, including exceptions.	100.00	100.00	☺	↔	100.00	100.00	

EDU015b The percentage of final statements of special education need issued within 26 weeks, excluding exceptions.	100.00	100.00	☺	↔	100.00	100.00	
LS/M022a The percentage of pupils in primary schools who have school meals.	42.21	45.00	😐	↓	42.75	41.76	It is expected that the percentage of pupils who have a school meal will increase as a result of the introduction of kitchens at Llangan, Llanfair, Llancarfan and Llansannor primary schools, although this will not impact significantly on the percentage for 2015/16 as 3 have been opened during the third quarter and one is due to be open during the fourth quarter.
LS/M022b The percentage of pupils in secondary schools who have school meals.	39.19	45.00	☹	↑	32.11	43.02	Whilst the number of pupils in secondary schools is reducing, the percentage of pupils who have school meals has increased compared to quarter 3 of 2014/15. An ambitious target was set for 2015/16 and work will continue to promote school meals to ensure performance improves.
LS/M024a The percentage take up of free school meals in primary schools.	76.05	79.00	☺	↓	76.60	77.71	The uptake of FSM has started to increase due to the numbers eligible increasing and the encouragement of FSM uptake.

LS/M024b The percentage take up of free school meals in secondary schools.	65.95	72.00	😐	↓	68.03	69.68	The take up of free school meals (FSM) is dependent on the numbers of pupils who are eligible which fluctuates from one term to the next. Schools and the Council's Benefits Section will continue to promote FSM to ensure those who are eligible claim this benefit.
Better Off?							
LS/M011 The number of accredited outcomes achieved by learners through the youth service.	1126.00	1650.00	☹	↓	2280.00	2817.00	Awaiting moderation of awards. It is expected that this target will be exceeded.
EDU016a Percentage of pupil attendance in primary schools.	95.33	95.40	😐	↑	95.29	95.29	Primary attendance remained at 95.3% for the last 2 years. Vale continued to be ranked 4th in Wales during this time so our comparative performance nationally has been sustained
EDU016b Percentage of pupil attendance in secondary schools. (OA2)	94.71	94.30	😊	↑	94.25	94.25	
LS/M043 Percentage of 16-18 year olds who are in education, employment or training. (OA2) (IO4)	89.73	92.80	😐	↓	92.80	92.80	The percentage of 16-18 year olds who are in education, employment or training often dips during the third quarter as young people drop out of courses. This is expected to increase in quarter 4.

LS/M044 Percentage of contact made through mobile provision who consequently engage with the service in improving their employment prospects. (IO4)	20.00	40.00	☹	↑	0.00	33.00	Contact made with NEET young people through the mobile provision has declined in line with a reduction in numbers of NEETS. The provision continues to be accessed by young people who are in employment, education or training.
LS/M049b Number of Year 12/13 pupils known not to be in education, training or work-based learning (NEET). (OA2)	90.00	52.00	☹	↑	493.00	52.00	The number of NEET young people increases during the third quarter of the year as a result of young people dropping out of courses. The early identification system will be extended to school 6th forms in February to identify those who are at risk of becoming NEET. It is expected that the number of year 12 and 13 (16 to 18 year old) pupils who are NEET will reduce in quarter 4 as they enrol on to new courses or move into employment.

| LS/M051 Percentage of 16-18 year olds who are NEET. (OA1) | 2.84 | 2.78 | 🙂 | N/A | N/A | 2.78 | The number of NEET young people increases during the third quarter of the year as a result of young people dropping out of courses. The early identification system will be extended to school 6th forms in February to identify those who are at risk of becoming NEET. It is expected that the number of year 12 and 13 (16 to 18 year old) pupils who are NEET will reduce in quarter 4 as they enrol on to new courses or move into employment. |