

Meeting of:	Start Well Scrutiny Committee
Date of Meeting:	Monday, 23 March 2026
Relevant Scrutiny Committee:	Start Well Scrutiny Committee
Report Title:	Learning & Skills Directorate Plan 2026/27 (outlining Year 2 activities, performance measures and associated performance targets) to deliver Vale 2030, the Council's Corporate Plan 2025-30.
Purpose of Report:	To seek Members' endorsement of the Learning & Skills Directorate Plan 2026-27 which details the planned in-year priority activities, performance measures and associated performance targets for the Directorate in line with Vale 2030.
Report Owner:	Elizabeth Jones, Director of Learning & Skills
Responsible Officer:	Elizabeth Jones, Director of Learning & Skills
Elected Member and Officer Consultation:	Vale 2030, the Corporate Plan 2025-30 is relevant to all wards. In line with the requirement to consult on our Well-being Objectives each year, we have engaged with Members via scrutiny committees, key partners, residents and staff on the development of our new Corporate Plan. This report provides an opportunity for scrutinising planned Directorate level activities and associated measures and performance targets (as outlined in Directorate Plans) that will contribute to delivering our Vale 2030 commitments.
Policy Framework:	This is a matter for Executive decision by Cabinet. Directorate Plans set out in-year contributions by Directorates to achieving the commitments in Vale 2030. These contributions will be the primary means of monitoring the Council's performance for the period 2026/27 against Vale 2030 commitments and outcomes.

Executive Summary:

- The report presents for Members' consideration the planned activities, performance measures and associated performance targets in the Learning and Skills Directorate Plan 2026-27 (**Appendix A**). The Directorate Plan aligns primarily to the remit of the Start Well Scrutiny Committee. The other Directorate Plans are being considered by relevant Scrutiny Committees, and their collective comments and recommendations are to be considered by Cabinet on 16th April 2026.
- The Directorate Plans have been informed by our 50 commitments detailed in Vale 2030 and actions and measures have been aligned to the five well-being objectives in the Council's Corporate Plan for the period 2025-30.
- Progressing the activities and associated performance targets outlined in Directorate Plans will help to meet our statutory obligations under the Local Government & Elections (Wales) Act 2021 and the Well-being of Future Generations (Wales) Act 2015 (WBFG). Both pieces of legislation place specific duties on the Council in relation to reviewing and setting objectives, keeping performance under review and reporting on performance, with a focus on improving the social, economic, environmental and cultural well-being of Vale of Glamorgan citizens.
- Scrutiny Committee Members are asked to review the Learning and Skills Directorate Plan 2026-27 (planned activities, and proposed performance measures and associated targets) and how they will support delivery of the commitments and outcomes in Vale 2030.
- Members are asked to refer any comments and recommendations with regards to the Learning and Skills Directorate Plan 2026-27 to Cabinet for their consideration and endorsement. Cabinet will consider the views and recommendations from all Scrutiny Committees alongside their review of the five Directorate Plans on 16th April 2026.

Recommendation

1. That the Scrutiny Committee endorse the Learning and Skills Directorate Plan (**Appendix A**) and associated measures and performance targets for 2026/27 contained within it and refer their endorsement and any views to Cabinet for their consideration and endorsement of the Plan.

Reason for Recommendation

2. To ensure that the planned activities, associated measures and performance targets for the Learning and Skills Directorate as detailed in the Plan are relevant and together with the other four Directorate Plans become the main means through which performance against Vale 2030 is monitored and measured during 2026/2027.

1. Background

- 1.1 Vale 2030, the Corporate Plan, is a key means of meeting our statutory obligations under the Local Government & Elections (Wales) Act 2021 and the Well-being of Future Generations (Wales) Act 2015 and directly informs the Council's key annual plans and the corporate framework of performance measures and performance targets that will enable us to demonstrate progress in achieving our Corporate Plan commitments.
- 1.2 Vale 2030, approved by Council last year (2025), sets out the Council's commitments for the next five years, including five new well-being objectives and 50 commitments.
- 1.3 The Vale 2030 well-being objectives and commitments are reflected in the Council's annual Plans together with a suite of performance measures that will show how different Council services will contribute to the delivery of the five well-being objectives.
- 1.4 The collective contributions across all five Directorate Plans, resident voice and political priorities will be used to inform the Council's Annual Statement for 2026-27. The Annual Statement will be considered by Cabinet in May 2026.
- 1.5 New performance arrangements have been introduced to strengthen delivery of our Vale 2030 commitments and outcomes. This includes a refreshed [mid-year \(Q2\) performance report](#) format that enables Members to holistically review progress through the lens of the three annual self-assessment questions. This approach aligns with the Q4 annual self-assessment report, providing both an end of year performance overview and an overall evaluation of the Council's progress against its performance requirements.
- 1.6 A new Power BI dashboard has also been developed that presents a high-level summary of progress aligned to the five well-being objectives. The dashboard enables Members to explore more detailed contextual information, including commentary on measures and actions, to support their scrutiny role. It will continue to be refined throughout the year, informed by feedback from officers

and elected Members. [Quarterly Power BI performance reports can be accessed throughout the year using this link.](#)

- 1.7** Directorate Plans contribute to a wide range of Corporate Plan commitments across all five wellbeing objectives due to the integrated nature of Vale 2030. As a result, each Directorate Plan is reported to the Scrutiny Committee with the strongest alignment, with the remaining Plans shared for information within the background papers. This approach provides Members with a holistic view, including resource implications, when considering in year Directorate priorities and associated performance targets that support delivery of the Corporate Plan. Recommendations and comments from all Scrutiny Committees are then referred to Cabinet for consideration and endorsement of the Directorate Plans.

2. Key Issues for Consideration

- 2.1** The five Annual Directorate Plans are the primary plans for the Council and detail Directorate level contributions to the Well-being Objectives and associated commitments in Vale 2030. The Directorate Plans will be a key means by which performance for Vale 2030 is monitored and measured in 2026/27.
- 2.2** The content of the Directorate Plans has been reviewed to further enhance our integrated approach to corporate planning cognisant of statutory requirements, ensuring closer alignment with the Annual Self-Assessment Process.
- 2.3** In the Directorate Plans, actions and measures are kept high level to further strengthen alignment with Directorate Self-Assessments and contribute to more focused performance reporting on Vale 2030 priorities. Fewer and more strategic actions alongside more outcome focused measures reduce duplication and monitoring demands on stretched Directorate resources and enable more rounded scrutiny. Additionally, development of the Plans in December through to finalisation in early March has enabled further integration with the budget setting process.
- 2.4** Progressing the activities and associated performance targets outlined in Directorate Plans will help to meet our statutory obligations under the Local Government & Elections (Wales) Act 2021 and the Well-being of Future Generations (Wales) Act 2015 (WBGFG). Both pieces of legislation place specific duties on the Council in relation to reviewing and setting objectives, keeping performance under review and reporting on performance, with a focus on improving the social, economic, environmental and cultural well-being of Vale of Glamorgan citizens.

Directorate Plans, performance measures and associated targets for 2026/27

- 2.5** Each Directorate Plan identifies key in-year contributions to the Council's Well-being Objectives, including associated actions, risks, performance measures and targets to support focused progress monitoring.
- 2.6** Service performance measures and targets identified in Directorate Plans, will complement a set of population level measures and data that has been

developed to enable us to regularly review our performance and overall progress in delivering the Vale 2030 commitments. Together, these measures will make up the Corporate Performance Measures Framework and provide the best representation of the wide range of activities being undertaken by the Council as aligned to the well-being objectives and our commitments in Vale 2030. Performance targets will be set for existing performance indicators that are continuing into 2026/2027 where appropriate to do so.

- 2.7** All five Directorate Plans have been informed by the commitments in Vale 2030, our Corporate Plan for 2025-30. The key in-year contributions identified in the Plans, including associated actions, risks, performance measures and targets will support more focused progress monitoring targeting multiple audiences and will enable effective challenge and scrutiny of the Council's progress in achieving its Vale 2030 commitments and intended outcomes.
- 2.8** The Draft Directorate Plans have been subject to moderation initially by members of the Strategy & Insight Advisory Group and then by the Chief Executive with all five Directors to ensure there is good coverage of activities at the right level that will contribute towards achievement of our Vale 2030 commitments and outcomes. Additionally, it has ensured that there is a relevant suite of performance measures (covering service outcomes, user and citizen perspectives) in place to enable us to demonstrate progress throughout the year. Relevant Cabinet Members have also had oversight of Directorate Plans prior to presenting to the Scrutiny Committee.
- 2.9** The Learning and Skills Directorate Plan 2026/27 (**Appendix A**) is the primary plan that aligns to the remit of this Committee. The Plan details the planned activities, performance measures and associated performance targets for the year ahead. The Plan will support achievement of the commitments and outcomes aligned to our five well-being objectives in Vale 2030.
- 2.10** While the Learning and Skills Directorate Plan contributes to multiple wellbeing objectives and commitments, its main focus is on the objective, 'Giving Everyone a Good Start in Life'.
- 2.11** The Directorate Plan asks a number of key questions. For the coming year:
- 'Which Well-being Objectives and Corporate Plan commitments does the Directorate contribute to and what actions will they be taking to help achieve these?'
 - 'How will the Directorate take forward the findings of its most recent Directorate Annual Self-Assessment?' and
 - 'How will the Directorate manage its resources and risks in order to achieve these actions?'
- 2.12** The structure of the Directorate Plan is as follows:
- **Who we are and what we do:** provides a brief overview of the Directorate's service areas and its broad functions.

- **Purpose of our Directorate Plan:** sets out how the Directorate will contribute towards delivery of the Council's priorities as aligned to the Corporate Plan 2025-30 and provides a plan on a page summary of its contributions to the Well-being Objectives and outcomes.
- **Managing our resources to deliver our priorities:** provides an overview of the Directorate's budget including reshaping, efficiency and income targets and outlines the key areas of focus being taking forward by the Directorate informed by the findings of its recent Directorate Self-Assessment (2024/25). This includes planned engagement & insight activities, strategic collaborations & partnerships activities, key Directorate risks and any corporate risks that sit within Directorate's remit.
- **What will we do in 2026/27:** details the key Directorate actions for 2026/27 reflective of the Corporate Plan 2025-30, most recent Directorate Self-Assessment areas of focus, performance, engagement and risk insight as well as other emerging management information and applicable regulatory reports.
- **How will we measure success:** outlines the Directorate's key performance indicators and proposed targets for the coming year as aligned to Directorate priorities and the Council's Well-being Objectives. This includes a mix of service user/citizen perspective measures and service outcome measures that will enable the Directorate to demonstrate progress over the year towards its identified priorities and Vale 2030.

Performance Measures and Target setting

- 2.13** In line with the Council's long-standing commitment to continuously improve the services it provides to citizens of the Vale of Glamorgan, despite significant ongoing resource challenges, Directorate Plans for 2026/27 have endeavoured to set challenging but realistic service performance targets that are commensurate with the available level of resource. A rationale is provided to support proposed targets, where appropriate. Proposed, targets are informed by an assessment of performance trend data, performance against previous targets and external benchmarking data (where this is available). This is balanced against how much of a priority the indicator is to the Council and whether there is capacity to improve performance. Performance targets have been set for existing performance indicators that are continuing into 2026/2027 where appropriate to do so.
- 2.14** In response to feedback from the December 2025 Joint Performance Scrutiny Committee, this year we have significantly increased the number of measures that will be reported quarterly and at the mid-year point which will allow us to provide more meaningful in-year progress information to Members.
- 2.15** Members are asked to review the planned activities, proposed measures and associated targets detailed in the Learning and Skills Directorate Plan for 2026/2027 (**Appendix A**) in terms of their contributions to our Vale 2030 commitments and well-being objectives and recommend their endorsement and any views to Cabinet for their consideration. Directorate Plans will be the primary

means by which performance for the Corporate Plan will be monitored and measured.

3. How do proposals evidence the Five Ways of Working and contribute to our Well-being Objectives?

- 3.1** Vale 2030 details how the Council will contribute to the national Well-being Goals as required by the Well-being of Future Generations Act through the delivery of the Well-being Objectives contained in the Plan.
- 3.2** Vale 2030 has been developed in accordance with the five ways of working and they are also reflected in the content of the Plan. There is a strong emphasis on collaboration as the Council recognises the need to work with partners to deliver services and improve local well-being. The Plan reflects the importance of prevention and many of the activities in the Plan contribute to longer term issues, for example, tackling deprivation, climate change, physical and mental well-being. The development of Vale 2030 was informed by work with officers from The Future Generations Commissioner's Office who encouraged and supported a greater focus on Futures thinking.
- 3.3** The involvement of partners and stakeholders in the delivery of the Plan is critical to its success as is the need to work in a more integrated way, recognising the connections across Council services and with other partners. This is reflected in the new section added to Directorate Plans which details key collaborative activity for the Directorate.
- 3.4** Directorate Plans, through planned activities for 2025/26 also reflect an integrated approach, demonstrating the way in which services are embedding the "five ways of working" as introduced by the Act.
- 3.5** By setting consistently challenging yet realistic steps and performance targets, the Council is able to clearly demonstrate progress towards achieving its Well-being Objectives in Vale 2030 and contribute to the national goals.

4. Climate Change and Nature Implications

- 4.1** Vale 2030 and Project Zero incorporate our key commitments which aim to have a positive impact on climate change and nature overall. The inclusion of a specific well-being objective 'Respecting and Celebrating the Environment' emphasises the importance of these issues and the need for them to be embedded across the work of the Council.
- 4.2** Our commitments are reflected in Directorate Plans which detail a range of activities to help meet this challenge and these together with performance indicators will demonstrate progress.

- 4.3** Failure to deliver on these commitments will impact negatively on achieving our climate change and nature emergency priorities and overall progress against our Vale 2030 Well-being Objectives and on external regulatory assessments of the Council.

5. Resources and Legal Considerations

Financial

- 5.1** Our priorities as outlined in Vale 2030 have resources committed to their achievement and the extent and scale to which these can be delivered over the five years is dependent upon the availability of funding, with the annual budget review process being informed by the priorities the organisation is seeking to achieve.
- 5.2** Directorate Plans include information relating to the use of financial, asset, digital and people resources and how these are being deployed to support the delivery of the Council's Well-being Objectives in Vale 2030.

Employment

- 5.3** There are no direct employment implications associated with this report. However, there are a number of challenges and risks associated with the delivery of our Well-being Objectives, reflected in Vale 2030 and our performance targets, that if not effectively managed have the potential to impact on our staff establishment and performance overall. This may in turn impact adversely on achievement of our Well-being Objectives.

Legal (Including Equalities)

- 5.4** The Well-being of Future Generations (Wales) Act 2015 requires the Council to set and publish annual Well-being Objectives that maximise its contribution to achieving the Well-being goals for Wales and report its progress in meeting these.
- 5.5** Part Six of the Local Government & Elections (Wales) Act 2021 places duties on Local Authorities to keep performance under review through self-assessment and to report on performance.
- 5.6** An integral part of both frameworks is in the development and evaluation of a plan for improvement. For the Council, Vale 2030 sets out the five-year framework, and this is translated annually into Directorate Plans and an Annual Statement.
- 5.7** Vale 2030 details a series of commitments which the Council intends to focus its attention on during 2025-30 in order to improve the well-being of Vale of Glamorgan citizens. The commitments in Vale 2030 will impact on; everyone who receives a service from the Council; Vale of Glamorgan residents;

unemployed adults; Looked After Children, vulnerable young people; adults in receipt of care; older people; children and adults with a disability, school children, housing tenants. The Equality Impact Assessment **contained in the background papers to this report** has been informed by the consultation and is shaping the delivery of Vale 2030.

- 5.8 Individual commitments and planned activities as detailed within Directorate Plans will give due consideration to the impact, directly or indirectly on Vale citizens overall, with successful completion of commitments leading to a reduction in service inequalities where they do exist.
- 5.9 In line with Council policy, any changes to services and policies across all Council services will be the subject of more detailed equality impact assessments which will need to explore any potential impact.

6. Background Papers

[All Directorate Plans 2026/27](#)

[Corporate Plan Equality Impact Assessment 2025-30](#)

Vale of Glamorgan Council
**Learning & Skills
Directorate Plan
2026/27**

Delivering our vision for the Vale of Glamorgan
'Working Together for a Brighter Future'

Director	Elizabeth Jones
Cabinet Member Cabinet Portfolio	Cllr. Rhiannon Birch Cabinet Member for Education, Arts and the Welsh Language
Date Signed Off	26/02/26

1. Who we are and what we do

The Learning & Skills Directorate comprises **3** service areas: list service areas ***e.g. Standards & Provision, Additional Learning Needs & Wellbeing, and Strategy, Community Learning & Resources.*** Each service area is led by a Head of Service. The Directorate has a wide range of statutory duties, and its primary role is to work in collaboration with key stakeholders to develop effective, confident and independent learners who enjoy a sense of personal well-being, enabling them to share their learning with others and to contribute to their community and society.

The Directorate's key function include:

- Challenging, monitoring, supporting schools to drive improvements to ensure this has a positive impact on the outcomes of all learners.
- Working with regulatory bodies (ESTYN, CIW) to ensure we maintain high quality settings and consistently high standards of teaching and learning.
- Promoting and supporting inclusive education, to ensure all vulnerable learners succeed and achieve positive outcomes.
- Promoting high standards of behaviour and excellent levels of engagement and attendance across all schools.
- Supporting the development of self-improvement systems within our LA systems and across schools.
- Providing guidance and targeted support for multi-lingual learners and promoting equalities across all school settings. Creating schools as places of sanctuary that foster a culture of inclusion where learners a sense of belonging.
- Supporting the provision of professional learning for school leaders and practitioners.
- Providing a programme of learning opportunities for young people to develop skills and participate in the democratic processes.
- Offering social and informal educational opportunities for young people in the age range of 11-25.
- Providing targeted support for learners at risk of disengagement to minimise/prevent exclusions.
- Coordination of the engagement and progression of young people to reduce those who are not in education, employment or training (NEET).
- Implementing the Additional Learning Needs and Education Tribunal (Wales) Act which supports the learning needs of children and young people (aged 0-25) with additional learning needs.
- Carrying out the Council's responsibilities in respect of safeguarding and child protection.
- Promoting and supporting inclusive education and ensuring that vulnerable learners can succeed and achieve positive outcomes.
- Working with schools to safeguard and support the well-being of pupils in our educational settings and embedding well-being through a whole school approach.

- Working with partners to develop and apply a preventative approach to service delivery, e.g. Families First.
- Supporting the Welsh Government's Employability and Skills plan through delivery of the Vale's employability service that develops skills of individuals moves them closer to employment opportunities. Provision of a wide range of adult learning opportunities to promote a love of lifelong learning.
- Providing strategic, operational and financial support to maintain and secure sufficient childcare provision.
- Providing budgetary and financial support in the form of guidance and advice to schools as defined through service level agreements.
- Strategic planning and management of school places including school reorganisation and investment.
- Providing a diverse range of library, arts and cultural activities and services that is inclusive and engaging.
- Administering and authorising school admission requests from parents to community nursery, primary and secondary schools.
- Provision of ICT technical support services and Data support across schools and the wider directorate.
- Provision of a programme of essential skills, employability, well-being and leisure courses for adults.
- Provision of support and advice for Vale governors, senior appointments and complaints.
- Strategic planning to support delivery of the Welsh Education Strategic Plan.

2. The Purpose of our Directorate Plan

This Directorate Plan provides a framework for action to support delivery of the Council’s overarching vision, ambition and well-being objectives, as articulated in Vale 2030, its approved Corporate Plan for the period 2025-30. The Plan sets out the activities and areas for improvement the Directorate will focus on in the coming year that will contribute towards delivery of the Council’s annual commitments for 2026/27 as aligned to Vale 2030. The ‘Plan on a Page’ is a useful tool to engage with Directorate colleagues at all levels to ensure that they understand how their work contributes to delivering our priorities in Vale 2030.

Directorate Plan Summary Delivering our vision for the Vale of Glamorgan “Working together for a brighter future”				
The Well-being Objectives in our Corporate Plan				
WO1: Creating Great Places to Live, Work and Visit	WO2: Respecting and Celebrating the Environment	WO3: Giving Everyone a Good start in Life	WO4: Supporting and Protecting Those who Need Us	WO5: Being the Best Council, We Can Be
The Corporate Plan outcomes our Directorate contributes towards:				
• People can access good employment opportunities within the Vale of Glamorgan and wider region. • Residents are able to access a range of arts, leisure and cultural opportunities. • People are easily able to access local facilities and services. • People are more active and have healthier lifestyles with better physical and mental well-being.	• Council buildings including schools and homes are more energy efficient.	• Reduction in child poverty. • Improved health and well-being including reduced levels of childhood obesity, increased take up of childhood immunisations and increased levels of activity. • All schools are Community focused schools. • Increased levels of attendance at school and individual outcomes. • Learners of all ages have access to good quality education, training, skills development and support. • Learners with Additional Learning Needs have the support they need locally and in their language of choice. • Schools demonstrate improving the literacy of learners as a priority. • Children and young people feel engaged and that they have a voice	• The Vale is a County of Sanctuary. • People can access the services and support they need local to them in their communities.	• We are a customer focused organisation • Services are responsive, flexible and respect different needs. • We have robust and transparent financial management systems and processes across the organisation and are successful at attracting investment and grants. • The Council recruits and retains a quality workforce that reflects the diversity of our local communities. • The use of Welsh Language continues to grow.

		about the services and decisions that matter to them • Children and young people tell us that they are satisfied with the Vale as a place to live and feel connected to communities. • We are a child friendly organisation.		
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The Way That We Work



Long-Term

Looking to the **long term** – for us this means being aware of the well-being of current and future generations whilst addressing the needs of those we currently serve.



Prevention

Understanding the underlying causes of issues and **preventing** them – for us this means being proactive in our thinking and understanding the need to tackle problems at source.



Integration

Taking an **integrated** approach – for us this means recognising the interdependence that exists between the 7 well-being goals and our well-being objectives.



Collaboration

Working in a **collaborative** way – for us this means recognising the different roles that public bodies play in tackling long term challenges.



Involvement

Involving the population in decisions – for us this means effective involvement of people and communities is at the heart of improving well-being currently and in the future.

3. Managing our resources to deliver our Priorities

3.1 Our Financial Position

Budget and Savings for 2026/27.

The Directorate's service delivery is supported by an estimated base budget of £151.774M for 2026/27.

3.2 Reshaping Programme Priorities, Directorate Efficiency Savings, Income Targets and other Service Improvement Opportunities

The Reshaping, Efficiency and other Directorate Service Improvement Opportunities outlined in the table below reflect the key areas of focus in the coming year in relation to our workforce, physical and digital assets, and have been informed by the findings in our current Annual Directorate Self-Assessment (2024/25).

Reshaping and Efficiency Savings, Income Targets and Other Service Improvement Opportunities 2026/27.

Service area	Saving Proposal	Lead officer	Impact on residents/ Service users	Equality Impact Assessment	Saving Category	2026/27 Proposed £000's	2027/28 Proposed £000's
Learning & Skills	Enabling Pupils with ALN to remain in their local schools - Challenging the culture with regards to ALN value for money in mainstream schools through self-evaluation reform with school governance - reduction in funding for Ysgol Y Deri	Katy Williams	No	Yes	Service Transformation	102	277
Learning & Skills	Enabling Pupils with ALN to remain in their	Katy Williams	No	Yes	Service Transformation	-41	-111

Service area	Saving Proposal	Lead officer	Impact on residents/ Service users	Equality Impact Assessment	Saving Category	2026/27 Proposed £000's	2027/28 Proposed £000's
	local schools - Challenging the culture with regards to ALN value for money in mainstream schools through self-evaluation reform with school governance. The saving above from Ysgol Y Deri will result in increased costs mainstream which will partially offset the saving.						
Learning & Skills	Special school model review (including Derw Newydd, Outreach, the engagement service and early intervention base).	Katy Williams	No	Yes	Service Transformation	99	71
Learning & Skills	Use of Welsh in Education grant to facilitate meeting our commitments set out in the WESP	Matt Curtis	No	No	Tactical	160	-

3.3 Engagement & Insight

The Directorate's services proactively engage with key stakeholders including our key partners, customers, communities, and internal client departments to inform the planning and delivery of cost-effective and sustainable Council services. In line with the Council's commitment to demonstrate that we are a Council that listens and responds to residents' and community needs, we will be progressing an annual programme of engagement for 2026/27 which has been informed by the findings in our current Annual Directorate Self-Assessment (2024/25). Further details on these engagement activities including the key findings and outcomes will be available on the Participate Vale online hub throughout the year as and when activities are completed.

What we will engage on in 2026/27	Purpose of the engagement activity	Alignment to DSA areas for future focus	When this will happen (Q1/Q2/Q3/Q4)
External			
ALN Resource Base Consultation	To engage with practitioners, children and young people to influence the development of ALN provision.	Additional Learning and School Organisation	Q2
Consultation on School Admission Arrangements 2027/28	To engage parents and schools in the formation of school admission policy	School Admissions	Q4
Parental Satisfaction Survey following annual admission round	To seek feedback on parental satisfaction with school admissions and identify and inform future service improvements	School Admissions	Q3
Evaluation of support for multilingual pupils and their families in schools.	To engages families and pupils in the evaluation of local authority advice for schools.		Q2 and Q3
Informal Consultation on the development of Sully Primary School	To engage with stakeholders and residents, regarding Sully Primary school changes.	Sustainable Communities for Learning Programme	Q2
Engagement Event with stakeholders, regarding the New Ysgol Iolo Morganwg.	Promoting new school building, change of size to 2FE. Promoting Welsh Medium Education in Western Vale.	Sustainable Communities for Learning Programme	Q1

What we will engage on in 2026/27	Purpose of the engagement activity	Alignment to DSA areas for future focus	When this will happen (Q1/Q2/Q3/Q4)
Internal			
School Engagement on Sully Primary School (Design Review)	This engagement session will focus on finalising the design aspect of the school to ensure that the layout of school is suitable for delivering effective education and help finalise the changes to move forward to next steps.	Sustainable Communities for Learning Programme	Q4
L&S Directorate Self-Evaluation	To engage with school leaders on the directorate's self-evaluation to inform its findings and to facilitate the identification and prioritisation of improvement priorities for the forthcoming year.	Improvement Planning	Q3

3.4 Strategic Collaborations & Partnerships 2026/27

Key Collaborative/ Partnership activity in 2026/27?	Indicative in-year outcomes
Regional Skills Partnership – Local Authority Cluster Group	The purpose of the cluster groups is to support the Regional Skills Partnerships (RSPs) to advise Welsh Government on the strategic direction of travel for skills and employability within the region. The cluster groups are asked to consider the skills and employability needs for the region over the next 3 years and make recommendations to the RSP Employment and Skills board on areas of growth or decline, based on robust evidence and strong engagement with employers and regional stakeholders.
CCR Young Persons Guarantee (YPG) Advisory Group – SE Wales LA regional group.	The purpose of the Advisory Group is to ensure that regional stakeholder views are understood and properly considered in the delivery and development of the YPG. To provide a forum for dialogue between the regional stakeholders and the Welsh Government YPG Team. To facilitate collaboration and avoid duplication wherever possible within the wider network of regional stakeholders. To provide a channel for key stakeholders to share intelligence with the Welsh Government YPG Stakeholder Panel.

Key Collaborative/ Partnership activity in 2026/27?	Indicative in-year outcomes
Sustainable Communities for Learning Programme Review	The purpose of the quarterly review is to keep track of progress of projects all programmes, opportunity to discuss any delays, changes to costs, controversial issues. Dialogue between the VOG stakeholders (Childcare, WESP, Finance, Sustainable communities for learning) and the Welsh Government Team. To facilitate collaboration and avoid duplication wherever possible within the wider network. To provide a channel for key stakeholders to share intelligence with the Welsh Government.

3.5 Our Key Risks

The management of risk is everyone's responsibility. Through assurance provided as part of business-as-usual activity, the Directorate continues to monitor, manage and report on risks across its services including contributing to mitigating corporate risks. The Directorate's services work with key partners and stakeholders including communities and the wider public and third sectors where appropriate to mitigate identified and emerging service risks sustainably. Our key Directorate risks and proposed mitigating actions are detailed below.

What is the risk?	Residual Risk Evaluation			How are we going to mitigate this?
	likelihood	Impact	Residual	
Corporate Risks				
CR5: Additional Learning Needs	4	4	16(VH)	Risk management plan in place. Mitigating actions for the year are reflected within the plan.
CR13: School Finances	3	4	12(H)	Risk management plan in place. Mitigating actions for the year are reflected within the plan.
Directorate Risks				
LS/DR6: Impact of uncertainty of funding and cessation of grant funding on continuity of service delivery across key L&S functions/activities.	3	4	12 (H)	No further mitigations planned other than existing controls. This is monitored by DLT and DMT on a regular and frequent basis
LS/DR10: Inability to realise all the savings, potential income opportunities and intended benefits from the L&S Transformation programme to secure financial and service sustainability.	3	3	9 (M/H)	Tracking of progress against targets is regularly monitored to ensure that cost savings are realised.
LS/DR5: Capacity of school leaders to engage and collaborate effectively with the new collective partnership approach to school improvement and the LA’s transformation agenda.	2	3	6 (M)	Comprehensive governance arrangements are in place to facilitate collaboration and on-going engagement.
LS/DR8: Insufficient match funding to implement the next phase of Sustainable	4	3	12 (H)	Mitigated by effective use of Section 106 funding and liquidation of assets.

What is the risk?	Residual Risk Evaluation			How are we going to mitigate this?
	likelihood	Impact	Residual	
Communities for Learning and Asset Renewal schemes resulting a deterioration of existing assets and learning environments.				
LS/DR1: Failure to effectively maximise and mobilise our existing workforce, resources, assets and investment in new ways to deliver sustainable and resilient services.	3	4	12 (H)	Regular monitoring through DLT and DMT
LS/DR11: Barriers to data sharing with our key partners and schools' impact on their ability to interrogate and use their data to actively drive school improvement.	3	3	9 (M/H)	No further directorate mitigations planned other than increased engagement with corporate ICT to help define appropriate pathways to access data outside of the corporate centre.
LS/DR9: Capacity to meet requirements of the new Welsh Language (Education) Bill.	2	3	6 (M)	Robust monitoring through the WESP
LS/DR2: Failure to reduce fixed term and permanent exclusions across our schools resulting in higher levels of disengaged learners.	3	4	12 (H)	Support schools to develop their own local delivery practice to meet the changing and complexity of needs of learners.
LS/DR3: Failure to accelerate the improvement in standards of educational attainment amongst our eFSM (eligible for free school meals) learners as a mechanism to close the gap.	4	4	16 (VH)	Comprehensive governance arrangements are in place to facilitate collaboration, on-going engagement and data sharing to accelerate improvements.
LS/DR12: Failure to respond to and implement the required improvements outlined in Our Bravery Bought Justice, resulting in compliance, safeguarding, and reputational vulnerabilities.	2	2	4 (M)	Proactively support and contribute to delivering the Council's improvement actions in response to Our Bravery Bought Justice, ensuring that recommendations are implemented effectively and sustainably.

4.0 What we will do in 2026/27: (Directorate Action Plan)

Ref	Vale 2030 action	DP Action (What will we do in 2026/27?)	Key milestones (What are the key steps?)	Expected outcomes (What difference will this make?)	Officer responsible	Resources required/ budget implications	Alignment to Vale 2030 Well-being Objective	Corporate /Directorate risk mitigation
CP/26	Support our schools and communities to work together and deliver improved outcomes and opportunities for learners and the wider community.	LS/A01: Make our data and intelligence accessible and meaningful by improving access to Power BI dashboards and strengthening the evidence base.	Agree data standards and access requirements with Corporate ICT Implement the technical changes required to ensure secure access to Power BI dashboards. Develop and provide training/ guidance to schools and internal teams on how to use the Power BI dashboards. Support schools to apply insights to	Schools and council teams are consistently utilising data insights to actively plan for and achieve improvements in engagement, attendance, behaviour and minimising exclusions across our schools as far as possible. Reduction in persistent absenteeism, improved engagement, and fewer behaviour related incidents and exclusions	Matt Curtis	Within existing resources	Giving Everyone a Good Start in Life	Digital LS/DR2 LS/DR11

Ref	Vale 2030 action	DP Action (What will we do in 2026/27?)	Key milestones (What are the key steps?)	Expected outcomes (What difference will this make?)	Officer responsible	Resources required/ budget implications	Alignment to Vale 2030 Well-being Objective	Corporate /Directorate risk mitigation
			improve attendance, engagement behaviour and minimise exclusions.	across participating schools. Stakeholders have enhanced and standardised access to school data intelligence. Increased efficiency and prioritisation of budgets, supporting deficit reduction. Medium-term reduction of schools' budget deficits.				
CP/26	Support our schools and communities to work together and deliver improved	LS/A02: Implement a structured programme of change through the School	Confirm all schools' participation in vertical and horizontal SIPP clusters focusing	School Development Plans demonstrate a clear focus on high quality	Morwen Thomas	Within existing resources	Giving Everyone a Good Start in Life	Additional Learning Needs LS/DR2 LS/DR5 LS/DR3

Ref	Vale 2030 action	DP Action (What will we do in 2026/27?)	Key milestones (What are the key steps?)	Expected outcomes (What difference will this make?)	Officer responsible	Resources required/ budget implications	Alignment to Vale 2030 Well-being Objective	Corporate /Directorate risk mitigation
	outcomes and opportunities for learners and the wider community.	Improvement Partnership Programme (SIPP) to strengthen inclusive teaching, enhance leadership collaboration and ensure early identification and support for learners at risk of disengagement, displacement or exclusion.	on the collaboration themes of leadership, inclusive practice, differentiation. Schools undertake peer review sessions focusing on teaching quality, inclusive provision and early intervention approaches. Provide targeted professional learning to schools identified as having higher exclusion risk. Evaluate impact of SIPP activity.	learning and teaching and inclusive practice. More effective use of existing staff and resources through shared expertise across schools. Improved early-identification of learners at risk of disengagement or exclusion. Data insight shows a decrease in the percentage of displaced learners, and improved learner experience. Medium-term reduction of				

Ref	Vale 2030 action	DP Action (What will we do in 2026/27?)	Key milestones (What are the key steps?)	Expected outcomes (What difference will this make?)	Officer responsible	Resources required/ budget implications	Alignment to Vale 2030 Well-being Objective	Corporate /Directorate risk mitigation
				schools' budget deficits.				
CP/25	Deliver a new School Improvement Service which empowers schools to deliver better outcomes for learners.	LS/A03: Embed the Vale's School Improvement Service model to strengthen leadership, improve teaching and learning quality and enhance curriculum provision across all schools to meet the needs of all learners.	Embed the new school improvement service model including accountability and governance. Establish a Service Level Agreement (SLA)/Memo of understanding (MOU) across schools and the LA outlining appropriate use of information and expectations for data sharing. Report on progress against key indicators (attendance, exclusions, persistent absence,	Evidence that schools are better able to meet the needs of pupils with an appropriate curriculum. New model supports improvements in teaching, learning and curriculum through strong leadership, including that of governing bodies, who understand their role in holding school leaders to account. Improved trajectory of the following metrics:	Morwen Thomas	Within existing resources	Giving Everyone a Good Start in Life	Additional Learning Needs LS/DR5 LS/DR3 LS/DR 2 LS/DR 11

Ref	Vale 2030 action	DP Action (What will we do in 2026/27?)	Key milestones (What are the key steps?)	Expected outcomes (What difference will this make?)	Officer responsible	Resources required/ budget implications	Alignment to Vale 2030 Well-being Objective	Corporate /Directorate risk mitigation
			KS4 outcomes, referrals, reading, eFSM outcomes) with recommendations for refinement.	KS4 outcomes, attendance, persistent absence Full time equivalents (FTEs), Permanent exclusions (PEX), referrals to panels, reading data, eFSM outcomes. Increased mainstream schools' ability to meet growth in ALN and SEMH needs. Increased efficiency and prioritisation of budgets, supporting deficit reduction. Medium-term reduction of				

Ref	Vale 2030 action	DP Action (What will we do in 2026/27?)	Key milestones (What are the key steps?)	Expected outcomes (What difference will this make?)	Officer responsible	Resources required/ budget implications	Alignment to Vale 2030 Well-being Objective	Corporate /Directorate risk mitigation
				schools' budget deficits.				
CP/26	Support our schools and communities to work together and deliver improved outcomes and opportunities for learners and the wider community.	LS/A04: Develop the LA-wide approach, linking schools, Community Focussed Schools and libraries to deliver the new National Reading Strategy.	Agree Vale approach and pilot Regional Community Reading Strategy. Launch targeted reading programmes via libraries and community hubs including opportunities for families, eFSM learners and vulnerable groups. Monitor pilot programme uptake and produce recommendations for full roll out across the Vale.	Increased use of libraries and engagement with reading programmes outside of school hours. Evidence of identifying and supporting mechanisms in how communities support their schools. Stronger community mechanisms supporting schools. All learners including eFSM show improved levels of	Matt Curtis	Grant funded	Giving Everyone a Good Start in Life	Workforce and Organisational Change LS/DR3

Ref	Vale 2030 action	DP Action (What will we do in 2026/27?)	Key milestones (What are the key steps?)	Expected outcomes (What difference will this make?)	Officer responsible	Resources required/ budget implications	Alignment to Vale 2030 Well-being Objective	Corporate /Directorate risk mitigation
				engagement, attendance and progress. Enhanced access to reading, enrichment and early help delivered collaboratively across schools and community partners.				

Ref	Vale 2030 action	DP Action (What will we do in 2026/27?)	Key milestones (What are the key steps?)	Expected outcomes (What difference will this make?)	Officer responsible	Resources required/ budget implications	Alignment to Vale 2030 Well-being Objective	Corporate /Directorate risk mitigation
CP/28	Improve the availability, consistency and quality of local provision for learners with complex Additional Learning Needs and for Social, Emotional and Mental Health.	LS/A05: Identify the enablers to support a strategic approach to building capacity for addressing Additional Learning Needs (ALN) and Social Emotional and Mental Health (SEMH) needs.	Enhance ability of schools to meet the needs of ALN learners through a curriculum that meets the needs of all learners. Through the Secondary Task and Finish Group develop adaptive provision that is appropriate for each school to meet the needs of SEMH (Social Emotional and Mental Health) learners Work with schools to enhance quality of teaching and learning, differentiation and Inclusion within classroom.	Schools can demonstrate improvements in quality of provision. Earlier resolution of ALN disputes. Reduction in the number of pupils awaiting specialist placements, demonstrating improved sufficiency and earlier intervention. Appropriate adaptive provision in schools, including developing alternative pathways leads to	Katy Williams Morwen Hudson	Within existing resources	Giving Everyone a Good Start in Life	Additional Learning Needs LS/DR3 LS/DR2 LS/DR5

Ref	Vale 2030 action	DP Action (What will we do in 2026/27?)	Key milestones (What are the key steps?)	Expected outcomes (What difference will this make?)	Officer responsible	Resources required/ budget implications	Alignment to Vale 2030 Well-being Objective	Corporate /Directorate risk mitigation
			Ensure the LA's mechanisms are sufficient in ensuring the needs of learners can be met within local specialist provisions. Report on progress: ALN disputes resolved earlier, reduction in waiting lists, improved quality of provision for ALN and SEMH.	fewer displaced children. Better learner engagement and stability, particularly for those with complex ALN or SEMH needs. Increased efficiency and prioritisation of budgets, supporting deficit reduction. Medium-term reduction of schools' budget deficits.				
CP/1	Implement placemaking plans across our four towns and apply the principles of	LS/A06: Contribute to the Place Making agenda by embedding the new services	Grow the uptake of new services. Use data from ticket platform TS (TicketSolve) to	Increased take up of arts and culture activities/events by and with underrepresented communities.	Matt Curtis	Within existing resources /Grant funded projects	Creating Great Places to Live, Work and Visit	Workforce and Organisational Change LD/DR10

Ref	Vale 2030 action	DP Action (What will we do in 2026/27?)	Key milestones (What are the key steps?)	Expected outcomes (What difference will this make?)	Officer responsible	Resources required/ budget implications	Alignment to Vale 2030 Well-being Objective	Corporate /Directorate risk mitigation
	placemaking across all our activities ensuring a strong emphasis on local need and community voice.	delivered through the Arts & Culture operating model.	monitor and improve engagement. Utilise postcode and customer data to understand audience data and improve engagement.	Improved customer insight informs service development. More inclusive and representative cultural participation across the Vale.				
CP/41	Transform our services and how we work to better meet the needs of the community make the best use of our resources.	LS/A07: Deliver the transformation programme and work with schools to support them in reducing their budget deficit, strengthen financial sustainability, and improve outcomes for learners.	Deliver the management response to the Audit Wales review of school balances. Provide regular updates to SLT, Chief Executive and Leader, and Start Well Scrutiny Committee on school deficits and progress against meeting related	Medium-term reduction of schools' budget deficits. Improved financial resilience across schools through operationalised savings. Increased efficiency and prioritisation of budgets,	Matt Curtis	Within existing resources (funded by cost pressure)	Being the Best Council We Can Be	Financial Resources / Schools Budget Deficits

Ref	Vale 2030 action	DP Action (What will we do in 2026/27?)	Key milestones (What are the key steps?)	Expected outcomes (What difference will this make?)	Officer responsible	Resources required/ budget implications	Alignment to Vale 2030 Well-being Objective	Corporate /Directorate risk mitigation
			statutory requirements. Enhanced financial monitoring of schools' budgets to create realistic budgets, identify efficiencies and develop strategies for expenditure. Provide professional support to school finance personnel to enhance their management of budgets. Undertake regular face to face meetings with schools causing concern to develop pathways out of deficit.	supporting deficit reduction. Better use of procurement economies of scale to reduce costs and improve value. Stronger capacity and collaboration via the Business Manager Network. Enhanced access to information and data, improving decision making and transparency. Clear evidence of well communicated projects and shared strategic improvements.				

Ref	Vale 2030 action	DP Action (What will we do in 2026/27?)	Key milestones (What are the key steps?)	Expected outcomes (What difference will this make?)	Officer responsible	Resources required/ budget implications	Alignment to Vale 2030 Well-being Objective	Corporate /Directorate risk mitigation
			Continue to roll out the schools' procurement strategy. Continue working with ICT colleagues to ensure accessibility of Information/data with stakeholders. Leverage the newly established business manager network to enhance capacity across schools in meeting financial challenges.					
CP/41	Transform our services and how we work to better meet the needs of the community make the best	LS/A08: Co-ordinate work with other directorates on key transformation projects to strengthen	Contribute to the reshaping of School Transport workstream.	New arrangements for school transport facilitate budgetary savings and reduce duplicated effort.	Matt Curtis/ Katy Williams	Within existing resources	Being the Best Council We Can Be	Financial Resources / Schools Budget Deficits

Ref	Vale 2030 action	DP Action (What will we do in 2026/27?)	Key milestones (What are the key steps?)	Expected outcomes (What difference will this make?)	Officer responsible	Resources required/ budget implications	Alignment to Vale 2030 Well-being Objective	Corporate /Directorate risk mitigation
	use of our resources.	integrated planning and improve operational and financial efficiency.	Leverage opportunities the new MIS provides. Ensure better integration and coordination of responses to complaints across directorates and local service areas.	New MIS system provides opportunities to capture key metrics to strengthen our data insight. Digital opportunities to deliver services cost-effectively across schools are maximised. More proactive communications with service users and stakeholders address delays, slow resolutions, missed timescales and improves communication.				

Ref	Vale 2030 action	DP Action (What will we do in 2026/27?)	Key milestones (What are the key steps?)	Expected outcomes (What difference will this make?)	Officer responsible	Resources required/ budget implications	Alignment to Vale 2030 Well-being Objective	Corporate /Directorate risk mitigation
				Positive contribution to carbon reduction/ project zero through increased digitalisation.				
CP/23	Provide a range of services and activities through our libraries, from early years throughout childhood, encouraging learning, confidence and creativity.	LS/A09: Explore alternative delivery models for community learning, and culture and library services that complements our priority to raise standards for literacy across schools and ensures services are sustainable both now and in the future.	Review of models of provision. Consider transformation strategy for services. Review our use and commercial potential of our existing assets. Work with schools to diversify the Library and Culture offer to broaden access and to support, raising standards for literacy across schools.	New model of ACL provision is identified that maximises income generation opportunities to operate on a sustainable footing. Increased range of activities and services for our citizens (including children and young people) delivered on a financially sustainable footing.	Matt Curtis	Within existing resources	Creating Great Places to Live, Work and Visit	LS/DR1 LS/DR10

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			Define a transformation strategic approach for services.	Strengthened literacy system with libraries and cultural services providing enhanced support to schools. Improved community access to culture and learning activities.				
CP/3	Support investment including the sustainable communities for learning programme, the former Aberthaw Power Station, Bro Tathan and Cardiff Enterprise Zone, to encourage economic	LS/A10: Progress delivery of the next phase of the Sustainable Communities for Learning rolling programme (St Richard Gwyn, Llyn Derw, Iolo Morganwg and Sully Primary School).	St Richard Gwyn: 1. Cost plan completed. 2. Complete Cabinet Report for Stage 2 of contract. 3. Assessment of flood alleviation requirements 4. Work commenced on site. Iolo Morganwg:	All four schools identified as part of the rolling programme commence construction works. Increased capacity and modern facilities to meet the current and future needs of learners.	Matt Curtis	Within existing resources & subject to matching funding from WG SCfL programme	Respecting and Celebrating the Environment	Climate Change and Nature Emergency LD/DR8

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	growth across the Council.		1. Conclude Royal Institute British Architects (RIBA) Stage 3 design. 2. Undertake planning application. 3. Undertake SAB application. 4. Commence construction works. Complete Ysgol Llyn Derw by July 2026 to ensure new school opens in September 2026. Progress Sully PS, go out to tender and progress with stage 1 contract.	Improved learning environments. Enhanced energy efficiency contributing to project zero priorities. Increased opportunities for community use of school facilities out of school hours.				
CP/29	Develop and improve links between schools,	LS/A11: Identify the skills and infrastructure needed to	Embed the Business Directory across schools.	Increased opportunities for post 16 provision in relation to	Elizabeth Jones	Within existing resources	Giving Everyone a Good	Additional Learning Needs LS/DR3

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	colleges, universities and businesses to ensure people have the right skills to access current and future employment opportunities.	improve links between schools, Further Education Institutions, (FEIs), Higher education Institutions HEIs) and the business sector in sourcing opportunities across the LA to identify pathways to apprenticeships and employment opportunities for both pre and post 16 learners, including a focus on Children Looked After.	Work with schools and LA directorates to identify and define new opportunities to enhance pre and post 16 and work-based learning opportunities.	employment/ work-based learning. Improved collaboration in place between post-16 providers, work-based learning and employers. Increased awareness among learners and staff of locally available apprenticeship and employment pathways.			Start in Life	LS/DR2
CP/30	Empower and enable young people to have a strong voice, influence decision making	LS/A12: Promote across the Council, School Councils and the Youth Council as a resource to	Develop a schedule of engagement activities for school councils and Youth Councils to share	Increase in number of School Councils that are actively engaged in engagement/ consultation	Morwen Thomas	Within existing resources	Giving Everyone a Good Start in Life	Workforce and Organisational Change

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	and inform how services are provided and ensure the Vale is a great place to grow up.	increase engagement with young people to influence decision making and inform how services are delivered.	with other divisions/teams. Actively promote school councils and the Youth Council as a resource to widen participation and engagement with young people for all divisions/ teams. Work with other divisions/teams to identify opportunities for School Council engagement and identify processes for divisions/ teams to feedback on impact from their input.	activities across a wide range of subjects and council services/ remits. Increase in number of individual young people engaged at SCN events, Youth Council meetings and attendance at Scrutiny meetings. Voice of young people will be used to inform decisions made around young people.				
CP/48	Increase the use of the Welsh Language in our	LS/A13: Implement the Welsh in	WESP ambitions are promoted and identified with	Increased uptake of Welsh medium school places.	Matt Curtis	Within existing resources	Giving Everyone a Good	Workforce and

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	work, schools and communities.	Education Strategic Plan (WESP) action plan to meet our Welsh Government commitment to increase the number of Welsh learners and speakers across our work, schools and communities.	progress has been made against targets set. Work with all stakeholders to ensure that they deliver their actions within the WESP. Maintain immersion unit for Welsh Language. Review of rolling programme to ensure projects continue to contribute to meeting identified WESP targets. Maximise opportunities to secure funding from Welsh Government to further support the	Increased numbers of adults undertaking Welsh language courses and enhancing and using Welsh language skills. Demonstrable progress towards WESP targets. Greater visibility and integration of Welsh Language promotion across the council.		/Available Welsh Government WESP grant funding	Start in Life	Organisational Change LS/DR9

Ref	Vale 2030 action	DP Action (What will we do in 2026/27?)	Key milestones (What are the key steps?)	Expected outcomes (What difference will this make?)	Officer responsible	Resources required/ budget implications	Alignment to Vale 2030 Well-being Objective	Corporate /Directorate risk mitigation
			LA in meeting targets. Keep under review actions in the Council's Welsh Language Promotion Strategy to ensure they will enable delivery of WESP targets.					
CP/37	Deliver an integrated programme of work to prevent and tackle poverty with a particular focus on our most deprived communities.	LS/A14: Work with partners to facilitate access to, advice, support, employability training and skills development.	Secure long-term funding. Deliver outreach provision for those outside the local area. Develop and support additional services such as food bank, Citizens Advise Bureau and warm spaces, helping to mitigate the impact of poverty on	Citizens signposted to support services, education and training opportunities and/or gaining employment. Citizens aided to access benefits, helping to lift people out of poverty. Improved access to services.	Matt Curtis	UK Government Local Growth fund, Welsh Government and engaged partners.	Supporting and Protecting Those Who Need Us	
CP/21	Focus on families of children living in poverty and help them to increase							

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	their income, access food and housing and escape poverty through wraparound support and advice services.		individuals and families.	Stronger partnership working leading to aligned service delivery.				
CP/38	Ensure robust safeguarding services are in place to protect children and adults at risk from harm.	LS/A15: Respond to key recommendations within 'Our Bravery Bought Justice', embedding required improvements into safeguarding practice.	Update and implement Voice of the Child policies and ensure consistent approaches across schools. Complete full roll out of the 'My Concern' electronic safeguarding system in all schools. Use structured engagement mechanisms such as the School	Consistent, strengthened safeguarding practice across schools and services, with risks identified and addressed more efficiently. Children and young people's voices meaningfully integrated into safeguarding decision making and service design.	Katy Williams		Supporting and Protecting Those Who Need Us	

Ref	Vale 2030 action	DP Action (What will we do in 2026/27?)	Key milestones (What are the key steps?)	Expected outcomes (What difference will this make?)	Officer responsible	Resources required/ budget implications	Alignment to Vale 2030 Well-being Objective	Corporate /Directorate risk mitigation
			Council Network, Youth Council, forums, and service user feedback to inform self-evaluation and continuous learning. Provide up to date safeguarding training for schools and Directorate staff, including training to identify signs of grooming. Deliver Headteacher briefings to raise awareness of the MyConcern “Confide” bolt on module for managing concerns about teaching staff and volunteers.	Full utilisation of the MyConcern platform, enabling timely reporting, tracking, and escalation of safeguarding concerns in schools. Improved staff confidence and competence in identifying grooming indicators and responding appropriately. Increased opportunities for children and young people to shape safeguarding policy.				

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			Launch a project with all schools to engage pupil led parliaments/ councils in exploring how best to capture children's views and improve access to safeguarding support. Review and signpost high quality external training packages (e.g., NSPCC, Barnardo's) for staff roll out in all schools to enhance knowledge around sex offenders and grooming.	Wider access to high quality safeguarding training, leading to improved awareness of offender behaviours and safer environment for children and young people. Enhanced organisational learning informed by promoted through reflective and adaptive practice				

5.0 How we will measure success: Directorate Key Performance Indicators and Targets

Successful delivery of the Directorate Plan will be monitored and measured in various ways including regular reporting of progress on planned activities and projects; through reviewing the experience of citizens, workforce and stakeholders; and through performance reporting including progress on the following key performance indicators. The Directorate will monitor performance quarterly to ensure that we remain focused on our priorities and can promptly deal with underperformance wherever necessary.

Performance Measures	Current Performance 2024/25 (or Q3 2025/26, if quarterly reported PI)	Target 2026/27	Reporting Frequency	Alignment to CP Well-being Objectives	Indicator Type	Rationale for Setting Target
Absence						
CPM/255: Percentage of persistent absence (where attendance is below 90%) across both primary and secondary schools.	36%	20	Quarterly	Giving Everyone a Good Start in Life	Service outcome	Based on 2024/25 performance with ambitious improvement to reflect where we should be.
CPM/172: Percentage of pupil attendance at primary schools.	92.87%	93	Quarterly	Giving Everyone a Good Start in Life	Service outcome	Based on 2024/25 performance with improvement.
CPM/173: Percentage of pupil attendance at secondary schools.	86.76%	91	Quarterly	Giving Everyone a Good Start in Life	Service outcome	Based on improvement expected after 2024/25 performance.
CPM/174: Percentage of school days lost due to fixed term exclusions during the academic year in primary schools.	0.03%	0.02	Quarterly	Giving Everyone a Good Start in Life	Service outcome	Based on improvement expected after 2024/25 performance

Performance Measures	Current Performance 2024/25 (or Q3 2025/26, if quarterly reported PI)	Target 2026/27	Reporting Frequency	Alignment to CP Well-being Objectives	Indicator Type	Rationale for Setting Target
CPM/175: Percentage of school days lost due to fixed term exclusions during the academic year in secondary schools.	0.13%	0.15	Quarterly	Giving Everyone a Good Start in Life	Service outcome	Based on improvement expected after 2024/25 performance
Educational Attainment / NEET						
CPM/024: Percentage of Year 11 leavers known not to be in education, training or employment (NEET).	2.50%	1.5	Annual	Giving Everyone a Good Start in Life	Service outcome	Ambitious target based on performance of 2025/26 destinations data, consideration of rise across Wales we remain ambitious.
CPM/037: Percentage of Young people leaving Year 12 who are not in education, employment or training.	0.47%	0.3	Annual	Giving Everyone a Good Start in Life	Service outcome	Ambitious target based on performance of 2025/26 destinations data and reducing further through increased work within sixth forms.
CPM/023: Percentage of Young people leaving year 13 who are not in education, employment or training.	2.30%	1.50	Annual	Giving Everyone a Good Start in Life	Service outcome	Ambitious target based on performance of 2025/26 destinations data. Consideration of rise across Wales, we remain ambitious.
CPM/034: Percentage of pupils in local authority care (CLA) in any LA maintained school, in year 11 who leave compulsory education,	0.17%	0.00	Annual	Giving Everyone a Good Start in Life	Service outcome	To align with the principles set out in the Corporate Strategy for Children in Need of Care and Support

Performance Measures	Current Performance 2024/25 (or Q3 2025/26, if quarterly reported PI)	Target 2026/27	Reporting Frequency	Alignment to CP Well-being Objectives	Indicator Type	Rationale for Setting Target
training or work-based learning without an approved external qualification.						
CPM/035: Percentage of pupils from global majority in any LA maintained school, in year 11 who leave compulsory education, training or work-based learning without an approved external qualification.	0.00%	0.00	Annual	Giving Everyone a Good Start in Life	Service outcome	To contribute to Strategic Equality Object 3, To give everyone a fairer opportunity for a good start in life.
Libraries						
CPM/102: Number of visits and engagements at public libraries during the year per 1,000 population	4543.36	900	Quarterly	Creating Great Places to Live, Work and Visit	Service outcome	Set against alike the previous year.
CPM/293: Percentage of Welsh Public Library Standards Quality Indicators (with targets) achieved by the library service.	70%	75%	Quarterly	Creating Great Places to Live, Work and Visit	Service outcome	Set again alike the previous year. We have lowered to 75%, based on this year's achievement, and the uncertainty of how the new Framework 7 lays out.
Welsh Language						

Performance Measures	Current Performance 2024/25 (or Q3 2025/26, if quarterly reported PI)	Target 2026/27	Reporting Frequency	Alignment to CP Well-being Objectives	Indicator Type	Rationale for Setting Target
CPM/147: Percentage of pupils transferring from Welsh Medium Primary to Welsh medium Secondary schools.	93.50%	95%	Annual	Being the Best Council We Can Be	Service outcome	A challenging target reflecting geographical factors re location of schools
Youth Wellbeing						
CPM/357: Percentage of secondary schools that have used the SHRN well-being survey data for progression.	N/A (Amended PI Definition for 2026/27)	100%	Annual	Giving Everyone a Good Start in Life	Service outcome	This is set as all 8 secondary schools are involved
Community Learning						
CPM/254: Percentage of adults who report positive impact on their health and well-being through participation in community learning activities. (service user feedback)	97% in existing survey	Establish Baseline 90% Estimate	Annual	Creating Great Places to Live, Work and Visit	Service User Perspective	Survey is being reviewed at a national level and unclear of what the questions will be.
CPM/352: Percentage of young people who report improved mental health and well-being outcomes through participation in youth service led learning activities.	Establishing Baseline	90%	Quarterly	Creating Great Places to Live, Work and Visit	Service User Perspective	Aspirational figure based on success of interventions via Youth Service for SEMH learners, 2025/26 baseline not currently identified.

Performance Measures	Current Performance 2024/25 (or Q3 2025/26, if quarterly reported PI)	Target 2026/27	Reporting Frequency	Alignment to CP Well-being Objectives	Indicator Type	Rationale for Setting Target
CPM/353: Number of apprentices created per £1M invested into Sustainable Communities for Learning programmes.	100%	1 per £1m spent	Annual	Creating Great Places to Live, Work and Visit	Service outcome	As per Welsh Government guidelines, depending on the amount spent on individual projects or stage of project, we will see 1 New job created or apprenticeship opportunity per million, through the schemes.
Evaluation						
CPM/354: Percentage of schools that are actively engaged with Community Focused School initiatives	N/A (Amended PI Definition for 2026/27)	80	Annual	Giving Everyone a Good Start in Life	Service outcome	Target is set as this will be a new area of work and there is a need to establish what schools have a Family Engagement Officer and how these builds on the survey undertaken last year.
CPM/358: Improved capped 9 average point score	366.4	370 – all learners	Annual	Giving Everyone a Good Start in Life	Service outcome	Increase expectations and aspirations of learners across the Vale
CPM/257 a): Percentage of schools that have: a) signed a pledge to become a school of sanctuary or a similar award.	N/A (Amended PI Definition for 2026/27)	60	Annual	Supporting and Protecting Those Who Need Us	Service outcome	To support the Vale's aspiration to become a county of sanctuary.
CPM/257 b): Percentage of schools that have: b) achieved school of sanctuary status.	8%	40	Annual	Supporting and Protecting Those Who Need Us	Service outcome	To support the Vale's aspiration to become a county of sanctuary.
New Performance Measures 2026/27						

Performance Measures	Current Performance 2024/25 (or Q3 2025/26, if quarterly reported PI)	Target 2026/27	Reporting Frequency	Alignment to CP Well-being Objectives	Indicator Type	Rationale for Setting Target
Evaluations						
% of schools receiving core Estyn inspections not placed in a statutory category.	New PI for 2026/27	100%	Annual	Giving Everyone a Good Start in Life	Service Outcome	To support our aspiration of all schools being good or better schools.
Absence						
Improve attendance rate of Year 11 eFSM learners.	2024/25 Year 11 – eFSM 70.79%	80 %	Annual	Supporting and Protecting Those Who Need Us	Service Outcome	To support our ambition to improve outcomes and reduce the gap between learners who are eFSM and those who are not.
Reduction in rate of persistent absenteeism of Year 11 eFSM learners.	2024/25 - Year 11 PA - 25.88%	19%	Annual	Supporting and Protecting Those Who Need Us	Service Outcome	To support our ambition to improve outcomes and reduce the gap between learners who are eFSM and those who are not.
Percentage of pupils in local authority care (CLA) in any LA maintained school, in year 13 who leave education, training or work-based learning without an approved external qualification.	0.00%	0.00	Annual	Giving Everyone a Good Start in Life	Service outcome	To align with the principles set out in the Corporate Strategy for Children in Need of Care and Support
Libraries						

Performance Measures	Current Performance 2024/25 (or Q3 2025/26, if quarterly reported PI)	Target 2026/27	Reporting Frequency	Alignment to CP Well-being Objectives	Indicator Type	Rationale for Setting Target
Number of Library Loans – Physical and Digital	New PI for 2026/27	550,000 at end of Q4	Quarterly	Creating Great Places to Live, Work and Visit	Service Outcome	This target has been set against previous years – The reporting will be made as separate figures and then added for the total – Understanding the physical v digital split is key – Per 1000 Population is not necessary here.
Library usage by children and young people (Measured by Event Attendance): a) 0-5 b) 5-12 c) 12-18	New PI for 2026/27	Establish Baseline	Quarterly	Creating Great Places to Live, Work and Visit	Service Outcome	This is new to understand how Children and Young People engage with the service. Split into 3 age ranges to understand service use and provision.
Cost of Living						
Percentage of eFSM Y11 learners who make a successful transition from statutory schooling to education, employment or training	New PI for 2026/27	Establish baseline	Annual	Supporting and Protecting Those Who Need Us	Service Outcome	To support our ambition to improve the life chances of our eFSM learners.
Number of free 'Get Back on Track' and basic skills learners accessing.	New PI for 2026/27	600	Annual	Creating Great Places to Live, Work and Visit	Service Outcome	Changes at national level related to funding and reporting outcomes to MEDR are more aligned and this is establishing a new baseline.
Wellbeing						
Improved emotional well-being for children	New PI for 2026/27	YP - Core average	Annual	Supporting and	Service User	New - changes at national level in how YP Core is being delivered

Performance Measures	Current Performance 2024/25 (or Q3 2025/26, if quarterly reported PI)	Target 2026/27	Reporting Frequency	Alignment to CP Well-being Objectives	Indicator Type	Rationale for Setting Target
and young people receiving counselling measured through point move in the YP-Core tool		of 6-point move		Protecting Those Who Need Us		
Additional Learning Needs						
Reduction in the overall cost of non-statutory transport costs for ALN pupils.	New PI for 2026/27	3.5%	Annual	Being the Best Council We Can Be	Service Outcome	Reflects £118k commitment as % of overall budget
Percentage of Schools with ALN Registers Aligned to the LA Standard (this is, the proportion of schools whose ALN registers meet the Local Authority's agreed aspirational percentage of pupils who require school Additional Learning provision (ALP))	New PI for 2026/27	Establish baseline	Annual	Supporting and Protecting Those Who Need Us	Service User	To ensure that learners with Additional Learning Needs (ALN) are accurately identified, appropriately supported and consistently tracked across settings. This reduces variation in decision making and strengthens compliance with Additional Learning Needs Educational Tribunal (ALNET) Act enabling us to monitor provision, allocate resources fairly and evaluate impact more effectively.
Number of tribunal cases going to hearing through avenues such as improved advocacy	New PI for 2026/27	Establish baseline	Quarterly	Supporting and Protecting	Service Outcome	Leads to more collaborative outcomes for learners and families. Helps prevent escalation, reduces stress for all parties and promotes more constructive

Performance Measures	Current Performance 2024/25 (or Q3 2025/26, if quarterly reported PI)	Target 2026/27	Reporting Frequency	Alignment to CP Well-being Objectives	Indicator Type	Rationale for Setting Target
and more formal Dispute Resolution Service (DRS)				Those Who Need Us		relationships between the Local Authority (LA) and families. Ensures that resources are used more effectively, allowing greater focus on improving provision and supporting learners.
Percentage of pupils who are referred into the local Authority for specialist ALPs who wait more than a term for specialist Additional Learning Provisions (ALPs) who are accurately categorised under their primary area of need to inform future service delivery.	New for 2026/27	Establish baseline	Quarterly	Supporting and Protecting Those Who Need Us	Service Outcome	Decision making is transparent, consistent and aligned with ALNET Act. Supports equitable allocation of specialist places, ensuring learners receive support tailored to their specific needs. Strengthens ability to monitor trends, forecast demand and work pro-actively with schools and services to meet emerging needs.
Number of LA Individual Development Plans (IDPs) issued within the legal timeframe.	New PI for 2026/27	Establish baseline	Quarterly	Supporting and Protecting Those Who Need Us	Service Outcome	Strengthens compliance with the ALNET Act, ensuring children and young people receive timely, appropriate support. Promotes greater confidence in families, reduces risk of disputes or escalation to tribunal. Supports more effective planning and delivery of provision.
Community Learning						
Percentage increase of number of adults	New PI for 2026/27	5%	Annual	Creating Great	Service Outcome	Vale Courses are delivered Vale wide offering a large range of leisure, skill and

Performance Measures	Current Performance 2024/25 (or Q3 2025/26, if quarterly reported PI)	Target 2026/27	Reporting Frequency	Alignment to CP Well-being Objectives	Indicator Type	Rationale for Setting Target
accessing Vale Courses.				Places to Live, Work and Visit		social based taught courses. Delivered through a pay as you learn and aimed at adults.
Equalities						
Number of schools that have achieved Armed Forces Friendly School Status: a) Bronze b) Silver c) Gold	New PI for 2026/27	Establish baseline	Quarterly	Supporting and Protecting those who need us	Service Outcome	To align with the principles set out in the Armed Forces Covenant signed by the Council.
Evaluation						
Improved capped 9 average point score for eligibility for eFSM learners.	New for 2026/27	280	Annual	Giving Everyone a Good Start in Life	Service outcome	Target has given consideration to the performance of eFSM learners in the Vale of Glamorgan being: - significantly below that of non-eFSM learners. - significantly below the national average - gap between eFSM and non-eFSM continuing to widen.