

# Department for Education and Children

## **DRAFT** Business Plan

2019 – 2022



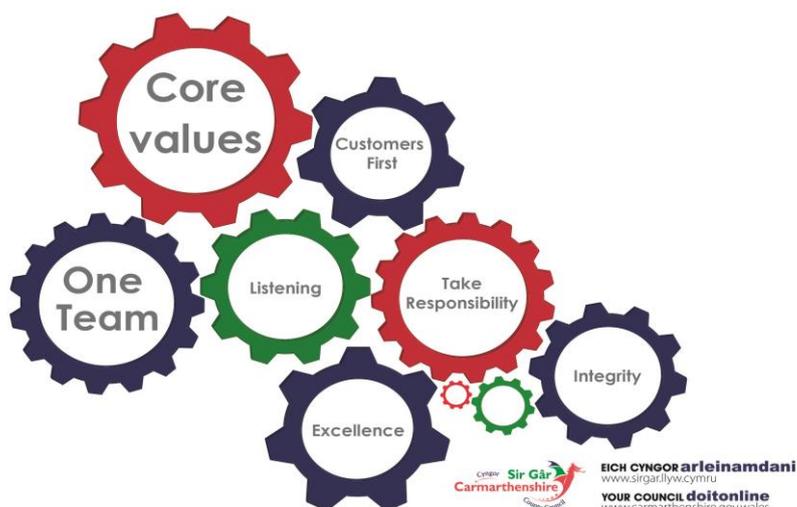
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'Life is for living, let's start, live and age well in a healthy,  
safe and prosperous environment'

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Date: December 2018

## Core Values



**Customers First** – we put the needs of our citizens at the heart of everything that we do

**Listening** – we listen to learn, understand and improve now and in the future

**Excellence** – we constantly strive for excellence, delivering the highest quality possible every time by being creative, adopting innovative ways of working and taking measured risks

**Integrity** – we act with integrity and do the right things at all times

**Taking Responsibility** – we all take personal ownership and accountability for our actions

## The Sustainable Development Principle

We must carry out sustainable development, improving the economic, social, environmental and cultural well-being of Wales. The **sustainable development principle** is

***‘... the public body must act in a manner which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.’***

To show that we have applied the sustainable development principle we must demonstrate 5 ways of working: **Long Term, Integrated, Involvement, Collaboration, and Prevention** (see Appendix 1)

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## The Purpose of this Plan

This Divisional Business Plan has been produced to give staff, customers, and elected members and partners a guide to the services provided by the department. It translates strategic objectives, to service objectives, to individual staff targets. It provides an open and transparent way of showing what is to be achieved and how we plan to do this.

It shows how resources will be used to achieve objectives and the service implications of budgetary increases or reductions. It shows what we get for what we spend and if we are making the most of what we have. The plan also aims to demonstrate and provide assurance on service standards so that the service can be held to account.

# Executive Board Member/s Foreword

By Councillor Glynog Davies, Executive Board Member Responsible for Education and Children



I have great pleasure in introducing the new Department for Education & Children Business Plan for 2019-22. I am satisfied that this Business Plan provides a comprehensive overview of the Departmental performance over the past year. It also provides the Department's aims and objectives for 2019-22.

I also feel that the delivery of the outcomes contained in Section 4 of this Plan will ensure that we are supporting the delivery of the outcomes in the Integrated Community Strategy, and the Well-being of Future Generations Act (2015).

Sign Off

A handwritten signature in black ink that reads "G. Davies".

Cllr. Glynog Davies;

Date:

## Introduction by Director



As we embark upon a new financial year we do from a position of strength with regard to the quality and performance of our education and children's services. Our challenge is to sustain our high levels of performance and to continue to implement policies and programmes that will in time secure progression in outcomes for the education and wellbeing of all the county's children and young people.

I would like to thank all staff and services for their excellent contribution, often under challenging circumstances. Our work is often demand led and we have to respond to identified needs and provide support as and when required. We manage a diverse range of services which include schools, fostering and adoption, youth support services, school catering and admissions to name but a few. Each service works

directly or indirectly with Carmarthenshire's children and young people and provide an invaluable service that affects each individual. Without our services we would fail to meet our statutory responsibilities and would not deliver the high quality services we currently provide. Whilst we did not manage to keep within our allocated resources we did meet the needs of our children and young people and provide the best service possible to each individual.

With a challenging budget position we have to make difficult choices and to achieve the savings required for the 2019/20 financial year we have to consider all services and reduce our expenditure. All staff are asked to share this challenge and help deliver efficiencies where possible. Any idea, with a small or substantial saving are welcomed, so please discuss your ideas with your line manager.

Our Business Plans for 2019/2021 set out an exciting programme of service activity and development. The main headlines of our ambition are summarised here in this departmental overview, with more detailed actions and objectives set out in more detailed plans at divisional and service level.

During 2019/2020 will continue with the exciting work of implementing the Well-being of Future Generations (Wales) Act 2015 and consider the long-term implications of our services for people and communities. We will continue to consider how we can support the sustainable development of our communities by prioritising preventative action to reduce costs in the long-term whilst raising standards of wellbeing and achievement.

2018/2019 was a successful year for the Department with notable successes across education and children's services. Our Children's Services continue to be innovative and look for new ways of working which focus on the positives in respect to our children and families. The 'Children First' Pilot is an exciting opportunity to make a real difference and to work collaboratively with partners to counteract the impact of poverty and deprivation as will the introduction of the 30 hours childcare and education offer.

At a national level, this year's GCSE results have hit the headlines with the impact of issues such as revised examination specifications triggering levels of variance in outcomes across Wales. We have to be cautious when considering any comparisons with the performance trends from previous years' data as Kirsty Williams, Education Cabinet Secretary stated "It is not fair to compare this year's results with previous years. They are not comparable. But this year gives us a baseline to measure performance in year's going forward."

Within Carmarthenshire, we continue to emphasise and focus on the progress our learners achieve from their individual starting point and firmly believe that this is the true measure of success and celebration.

Our Modernising Education Programme continued apace, with major school development projects completed or near completion with thousands of children benefiting. We look forward to a continuingly vibrant school investment programme and planning for Band B investment.

At a regional and national level we continue to contribute and influence national agendas and take advantage of grant funding to further improve and develop our services to children and young people.

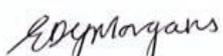
These successes reflect the hard work and commitment of staff across the Department and in our schools. This year we will continue in the same vein, reviewing services and managing change where funding has regrettably been reduced, always retaining our focus upon the children and young people that we serve.

As a Department we have clear priorities for the next five years focused around 4 key themes -

- **Developing a high-quality education and children's services profession**
- **Inspirational leaders working collaboratively to raise standards**
- **Strong and inclusive schools and services committed to excellence, equity and well-being**
- **Robust assessment, evaluation and accountability arrangements supporting a self-improving system**

As Director I look forward to another successful year for our education and children's services in Carmarthenshire and in working in collaboration with all staff and partners.

#### Sign off

**Signature:**  Gareth Morgans; Director of Education and Children's Services;

**Date:** 26<sup>th</sup> November 2018

# 1. Departmental Overview

Director of Education & Children's Services – Gareth Morgans

## Key Responsibilities:

- Chief Education Officer
- Statutory role of Lead Director for Children and Young People, acting as a strategic champion for children
- Support the Chief Executive in the overall management of the Council.
- Contribute to the corporate management of the Council as a member of the Corporate Management Team (CMT)
- Provide leadership and vision to the whole Department for Education and Children
- Co-ordinate the performance of the Department across all services and activities, promoting continuous improvement in all areas.
- To take a strategic lead in the continuing development and delivery of the Modernising Education Programme (MEP)
- To contribute to increased collaboration and regional working to secure improvements and efficiencies in the planning and delivery of services and professional functions.



## Mission statement for the Department:

- *To provide the highest quality services to children, young people, families and learners in ways that best meet their specific needs.*
- *We will do this by organising our professional expertise and resources in a fully integrated manner to deliver education and family support services that are configured around the needs of service users, children and young people, with particular consideration being given to those who are most vulnerable.*
- *Our services, whether provided directly or commissioned from others, will be equitable, inclusive, of the highest standards and offer good value for money.*
- *We will engage children and young people and providers in the design and monitoring of continuously improving services.*
- *We will protect children and young people from harm and our schools will offer high standards of comprehensive education, increasingly in modern environments that are fully equipped for 21<sup>st</sup> century learning*

The Director of Education and Children's Services directly reports to the Chief Executive. There are approximately **5,000** members of staff working within the Department centrally & in schools:

- Departmental staff – approximately **1,500** in total, with some:
  - 720 in School Catering
  - 300 in Education (Education Services, Curriculum & Wellbeing, Access to Education), including Inclusion, School Effectiveness, Modernisation Services, Youth Support Service, Welsh for Adults and the Music Service

- 490 in Children's Services, including Social Work Teams, Fostering & Adoption, Educational Psychology and Early Years Services
- School based teaching staff - **1,700**
- School based non-teaching staff - **1,800**

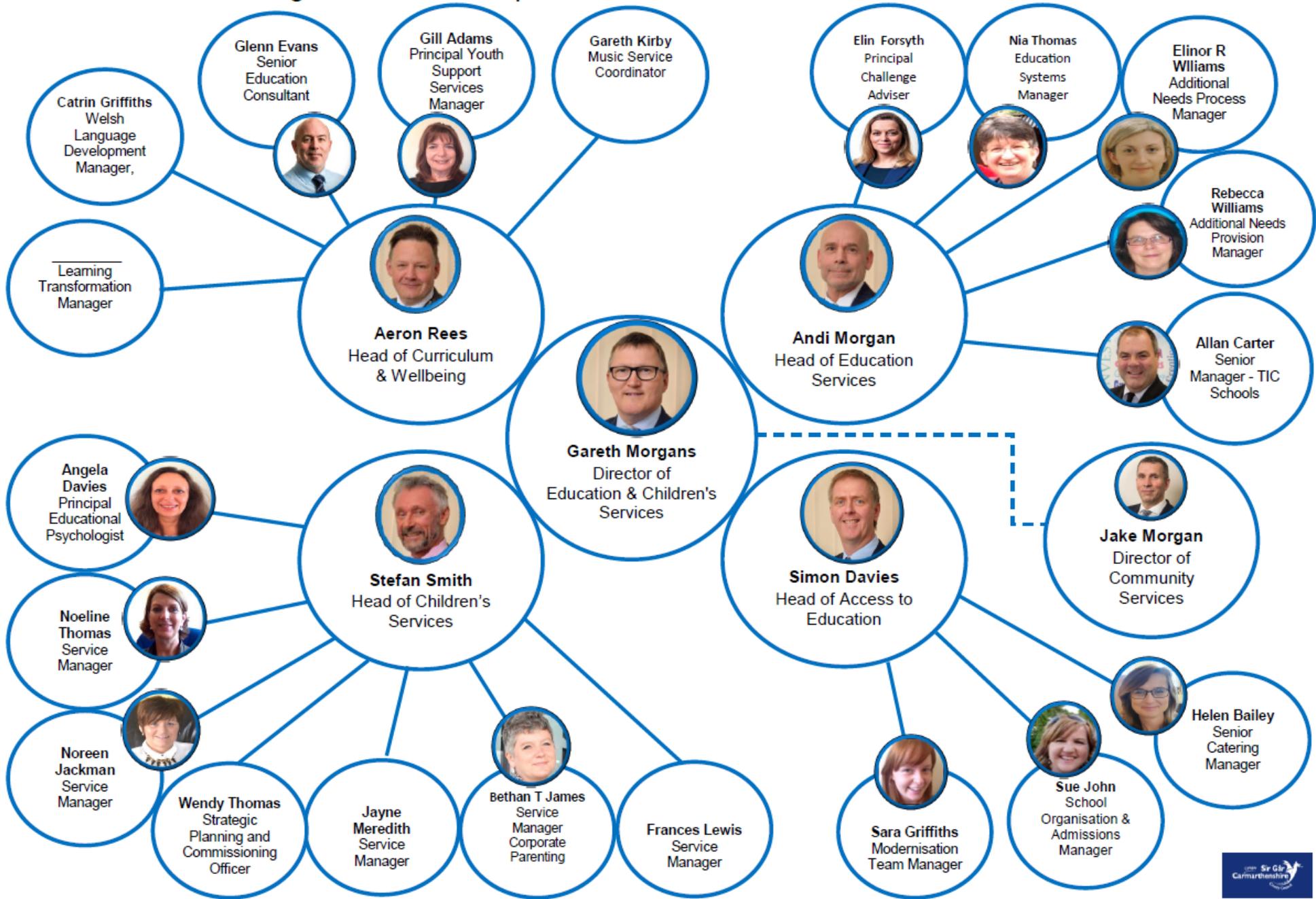
As at the January 2018 Pupil Level Annual School Census, there were **27,360** pupils registered in our schools:

- 1 Nursery School (78 pupils)
- 97 Primary Schools (15,914 pupils in total, ranging from 22 to 468)
- 12 Secondary Schools (11,264 pupils in total, ranging from 441 to 1,532)
- 2 Special Schools (104 pupils)
- 3 Pupil Referral Units (pupils are registered at 'home' school included in the count above)

The majority of office based staff are located at St David's Park, Carmarthen or at Ty Elwyn, Llanelli. Outside of schools, we have services based at:

- 3 Integrated Children's Centres (Llwynhendy, Morfa and Felinfoel)
- 2 Respite Centres (Blaenau and Llys Caradog)
- 25 Flying Start Childcare Settings across 18 areas (Ammanford, Betws, Bigyn, Bury Port, Carmarthen (Richmond Park), Carmarthen Town North, Carway, Dafen, Felinfoel, Garnant, Glanamman, Lakefield, Llwynhendy, Morfa, Pantyffynnon, Pembrey, Pwll and Trimsaran)
- Flying Start and Edge of Care teams based at Morfa
- Family Support Team based in Town Hall Llanelli
- 3 Basic Skills Centres (Carmarthen Learning Centre, Llanelli Library and the Cennen Centre Ammanford)
- Learn Welsh Centre (Llandeilo Community Education Centre)
- 2 Youth Centres (Bwlch Rangers Morfa Llanelli and Streets Ammanford)
- Education Resource Centre, St Clears
- 3 Childrens Services Front Line Teams, 2 at the Old Library Ammanford and 1 at Parc Myrddyn
- 2 Resource Centre's at Ty Gelli and Argel
- 1 Residential Children's Home at Garreglwyd

# Management Team—Department of Education and Children’s Services



## 2. Strategic Context

### 2.1 National Well-being Goals

For the first time in Wales, the Well-being of Future Generations (Wales) Act 2015, provides a shared vision for all public bodies to work towards. See **Appendix 1** for an ABC guide to the Act. Our well-being objectives, which are incorporated in our New Corporate Strategy, are designed to maximise our contribution to the national shared vision goals.

### 2.2 The Council's [New Corporate Strategy 2018-23](#) (incorporating Our Well-being Objectives 2018/19)

- Bringing Plans Together: the New Corporate Strategy consolidates four plans into one document
- In particular the Department supports the following Well-being Objectives :-

Well- Being Objective	Simon Davies	Stefan Smith	Aeron Rees	Andi Morgan
<b>Start Well</b>				
1. Help to give every child the best start in life and improve their early life experiences	✓	✓	✓	✓
2. Help children live healthy lifestyles	✓	✓	✓	✓
3. Continue to improve learner attainment for all	✓	✓	✓	✓
4. Reduce number of young adults that are Not in Education, Employment or Training	✓	✓	✓	✓
<b>Live Well</b>				
5. Tackle poverty by doing all we can to prevent it, helping people into work and improving the lives of those living in poverty		✓	✓	✓
6. Creating more jobs and growth throughout the county				
7. Increase the availability of rented and affordable homes				
8. Help people live healthy lives (tackling risky behaviour and obesity)				
9. Supporting good connections with friends, family and safer communities		✓		
<b>Age Well</b>				
10. Support the growing numbers of older people to maintain dignity and independence in their later years				
11. A Council wide approach to supporting Ageing Well in Carmarthenshire			✓	
<b>In a Healthy and Safe Environment</b>				
12. Looking after the environment now and for the future				
13. Improving the highway and transport infrastructure and connectivity				
14. Promoting Welsh Language and Culture			✓	✓
<b>In addition a Corporate Objective</b>				
15. Better Governance and Use of Resources				

## 2.3 The County of [Carmarthenshire Well-being Plan - The Carmarthenshire We Want - 2018-2023](#)

Based on the findings of the Carmarthenshire well-being assessment and further engagement with stakeholders, Carmarthenshire's Well-being Plan will focus on the delivery of four objectives:

**Healthy Habits:** people have a good quality of life, and make healthy choices about their lives and environment

**Early Intervention:** to make sure that people have the right help at the right time; as and when they need it

**Strong Connections:** strongly connected people, places and organisations that are able to adapt to change

**Prosperous People and Places:** to maximise opportunities for people and places in both urban and rural parts of our county

## 2.4 Department Specific Acts

### Access to Education

- [Healthy Eating in Maintained Schools](#)
- [Free Breakfast in Primary Schools Guidance](#)
- [Food Allergens Toolkit](#)
- [Modernising Education Programme \(Agenda Item 9\)](#)
- [21<sup>st</sup> Century Schools Wales](#)
- [School Organisation Code](#)
- [Federation of Maintained Schools \(Wales\)](#)
- [School Admission & Appeal Codes](#)
- [School Standards and Organisation \(Wales\)](#)
- [Information to Parents Booklet](#)
- [Measuring the Capacity of Schools in Wales \(MCSW\)](#)
- [Town and Country Planning](#)

### Children's Services

- [Social Services and Well-being \(Wales\) Act 2014](#)
- [Children Act 1989](#)
- [Adoption and Children Act 2002](#)
- [Children and Adoption Act 2006](#)
- [Children and Families Act 2014](#)
- [Childcare Act 2006](#)

### Curriculum and Wellbeing / Education Services

- [Welsh Government - Successful Futures - Independent Review of Curriculum and Assessment Arrangements in Wales](#)
- [Welsh Government: Education in Wales: Our National Mission Action Plan 2017-21](#)
- [Welsh Government - Building a Brighter Future: The Early Years and Childcare Plan](#)
- [Welsh Government - Keeping Learners Safe - The role of Local Authorities, Governing Bodies and proprietors of independent schools under the Education Act 2002](#)
- [Welsh Government - Information Management Strategy](#)
- [Welsh Government - National Literacy and Numeracy Framework \(LNF\)](#)
- [Welsh Government - National Model for Regional Working Framework](#)
- [Welsh Government - All Wales Attendance Framework](#)
- [Welsh Government - The National Youth Work Strategy for Wales 2014-2018](#)
- [Welsh Government - Delivering the Youth Guarantee in Wales](#)
- [Welsh Government - Youth Engagement and Progression Framework Implementation Plan](#)
- [Welsh Government - The School Organisation Code](#)
- [National School Categorisation System](#)
- [Welsh Government – 21st Century Schools Programme](#)
- [The forthcoming Equity Wellbeing Strategy will be a key strategic driver for Well-being as the year progresses.](#)

## School Survey

We will be conducting a survey with all Headteachers / Governing Bodies in January 2019. Results will be added when available.

## Current Estyn Thematic Inspections:

- Managed moves Effective use of managed moves by local authorities and schools
- The impact of the Learning and Skills Measure on vulnerable Learners
- Welsh in key stage 2 and key stage 3 in Welsh-medium or bilingual schools
- Involving parents Communication between schools and parents of school-aged children
- Religious education at key stage 2 and key stage 3

## Departmental Priorities 2019-23

As a Department we have clear priorities for the next five years focused around 4 key themes-

### Developing a high-quality education and children's services profession

- We will ensure that every service self-reflects and self-reviews on a regular basis in order to sustain performance and improve.
- We will ensure that high standards are the norm in every services and we have satisfied customers who have had their needs met;
- We will develop a high quality workforce, effective performance management, support and development for all staff;
- We will creating a robust, respected and resilient team.
- We will implementing our Welsh in Education Strategic Plan, promoting the benefits of bilingualism and contribute to the 'A Million Welsh Speakers' challenge;
- We will creating a self-improving system where every child and young person, in 21st Century learning environments, is engaged and motivated to gain the skills and qualifications they need;
- We will ensure Value for Money
- We will make sure that all children and young people are safe and live healthy lifestyles;

### Inspirational leaders working collaboratively to raise standards

- We will ensure we have well qualified, experienced and inspirational leaders at all levels who work collaboratively for the benefit of our children and young people.
- We will ensure we have inspirational leaders that are well prepared and supported to lead their organisations through the changes ahead.
- We will have a self-improving system where every child and young person, in 21st Century learning environments, is engaged and motivated to gain the skills and qualifications they need;
- We will develop a relevant local curriculum, suited to the economic needs of the future, which ensures that our children and young people are both 'Well Educated and Well Qualified';
- We will make sure that all children and young people are safe and live healthy lifestyles;

### Strong and inclusive schools and services committed to excellence, equity and well-being

- We will make sure that all children and young people are safe and live healthy lifestyles;
- We will ensure that each learner is respected and challenged to achieve the best that they are capable of, while being supported to overcome barriers that inhibit their learning.
- We will support schools and services to work in partnership to ensure that all learners are supported to be emotionally and physically ready to learn in a safe and supportive environment;
- We will work in partnership, ensuring that no challenge should prevent any learner from reaching their potential, including those learners who experience several ACEs.
- We will ensure that we will take account of and respond to the unique challenges that present themselves to individuals or groups of learners.

- We will strengthen partnership working to improve the early childhood experiences of children and ensure a widespread understanding of the importance of the first thousand days in a child's life.
- We will help develop robust and resilient families by providing successful programmes of support;
- We will further develop our responsive and proactive Youth Support Services;
- We will help give every child the best start in life and improving their early life experiences;

### **Robust assessment, evaluation and accountability arrangements supporting a self-improving system**

- We will further develop our self-improving system where leaders have the skills, capacity and commitment to continually learn and improve practice so that every child and young person achieves their potential and is prepared for life in an increasingly complex world.
- We will ensure that we track and monitor the performance of our services using an appropriate suite of indicators;
- We will ensure regular and robust scrutiny of performance and progress via the Council's systems;
- We will continue to improve achievement and progress of all learners;
- We will be a key partner, working for the common good, influencing at a regional and national level and sharing effective practice and learning from others;
- We will work across services, the Council and region for the benefit of our learners and staff;
- We will work towards successful Inspection Outcomes- CSSIW, ESTYN, Internal Audit;
- We will make sure that all children and young people are safe and live healthy lifestyles;

## **3. Summary Divisional Plans**

The following Summary Divisional Plans are included:

- [Access to Education Division](#)
- [Children's Services Division](#)
- [Curriculum and Wellbeing Division](#)
- [Education Services Division](#)

## Divisional Profile

### Key Responsibilities:

- School Catering
- Development and delivery of the Modernising Education Programme (MEP)
- Statutory School Organisation & Federation Proposals
- Programme and Project Governance
- School Admissions
- Schools Estate Management
- Capital Investment Programme
- Planning School Places
- Departmental link for Risk and School Transport



The newly created Access to Education Division has provided an excellent opportunity to integrate services. The fundamental purpose of the Division is to organise, facilitate and plan an efficient network of school assets and places for the county's children and young people of today and future generations, to enable progression in outcomes in education and wellbeing. This may result in changes to the way we deliver services, maintaining existing service levels with less resources, reorganising or stopping provision altogether. Where change is required we are responsible for ensuring that the changes to infrastructure and the redesign of services is governed appropriately whilst engaging with citizens at the earliest opportunity.

The Division is made up of the Catering, Modernisation and School Organisation and Admissions Teams.

The **Catering Service** is responsible for providing school meals in all Carmarthenshire primary schools and 11 of the 12 secondary schools including:

- Serving some 18,000 meals every day.
- Compliance with national standards including healthy eating, food hygiene and allergens
- Free breakfast service in nearly all primary schools
- Advisory service to the Communities Department for meals for older people in care homes and day centres as well as community meals / leisure sites.

**Modernisation Services** is responsible for the development, management and delivery of the Modernising Education and Communities Programme (MECP) for the Department for Education and Children and Community Services Department. This includes:

- The strategic planning, governance, development and delivery of the 21<sup>st</sup> Century Schools/Modernising Education Programme (MEP) and its constituent projects.
- School Organisation Process including formal and informal consultation with a range of stakeholders associated with school organisation and/or improvement projects.
- Local Authority School Federations Strategy and implementation plan
- Capital investment programme including the Department's long-term and annual capital investment plans and budgets.
- Development of options appraisals and HM Treasury 5 Case Model business cases for school reorganisation and investment projects for submission to the national 21st Century Schools Programme and other external funding sources.
- Commissioning of new or improved school premises in liaison with head teachers, ensuring minimum disruption to the operation of schools.

- Decommissioning of premises following the completion of statutory procedures to close or amalgamate schools and provide support to schools ensuring that pupils are sensitively and effectively transferred to designated alternative establishments.

**School Organisation and Admissions** are responsible for Planning School Places and the Admission of pupils to schools including:

- School admissions and appeals process, in line with legislation (summarised in the Welsh Government School Admissions Code) and the Council's Admission Policy.
- Operational asset management responsibilities in relation to property and estate including legal capacity of schools, catchment areas, developer contributions (Section 106), building maintenance prioritisation, asset verification, governor property initiatives and responsibilities under disability access (DDA) legislation.
- Planning of School Places including the interpreting, reporting, forecasting of data and pupil numbers in all maintained schools in satisfaction of statutory requirements and in support of the Modernising Education Programme.
- Departmental responsibilities in relation to risk management and school transport.

## Major Current Strengths

### Catering Service:

- Good progress has been made in delivering online payments for school meals & school payments, with a contract awarded to Parentpay following a competitive tender exercise. The pilot schools will go live in January 2018, with others following during 2018/2019.
- Use of technology to streamline back office processes in the School Meal Service continues to be developed.
- Supported Rhydygors School to develop their catering service, improving nutritional standards, and saving costs

### Modernisation:

- Programme governance of Communities related capital projects (Leisure and Culture) has been successfully integrated into the existing structure creating the Modernising Education and Communities Programme (MECP).
- Since April 2017, two business cases have been approved by the Welsh Government. This has meant construction has commenced on the Pontyberem and Llangadog schemes.
- Currently, 69% (11 out of 16) Band A projects have received Welsh Government Full Business Case (FBC) approval.
- Construction has been completed on the Coedcae, Pen Rhos (Seaside), Trimsaran Parc Y Tywyn and St John Lloyd RC schemes and the new buildings handed over to the school on time.
- The MEP capital plan invested around £23 million across school infrastructure improvement projects in 2017/18, in varying stages of project development or delivery.
- In order to mitigate the risk of delay, four projects identified in Band B of the MEP programme have developed early for acceleration in the programme.

### School Organisation and Admissions:

- The school reorganisation activities referred to above were supported through modelling revised capacity/admission Numbers.
- An exercise on the wholesale revision of 3-11 capacity calculations was completed during the year and a number of capacities have been re-calculated on an ad-hoc basis in instances where schools were experiencing specific difficulties.
- A programme of works to comply with the requirements of the Disability Discrimination Act (DDA) and Council's Inclusion and Equality Strategies is progressing well.

- An annual exercise to predict the number of pupils expected to attend each of the County Council's maintained schools in the coming years has been in place since 2002. Since then the forecast numbers for the primary sector as a whole compared to actual numbers have varied between +2.25% and -1.31%, a very reliable statistical outcome.
- The actual FTE number of primary pupils for January 2017 exceeded estimated numbers by 0.18% (27.5 pupils). In the secondary sector the forecast pupil population for January 2017 was less than actual numbers by 0.91% (101 pupils). Pupil forecasting methods are continually monitored and reviewed with comparisons made between different methods and actual numbers.
- All School Admissions applications processed within statutory requirements during transition to new Admissions management system
- School Admissions have moved to fully electronic communication with parents instead of mailing letters
- Customer information on School Admissions has been developed, with improved website content, an online enquiry form, & a single point of contact for telephone calls for schools.

### Key Areas for Improvement (including Regulatory Report findings, addressing bottom quartile results, etc.)

#### Catering Service:

- There has been a further decline in the take-up of school meals during the year so far, for the second year in a row, causing concern that increasing school meal prices above the rate of inflation is having a detrimental impact in take-up. A lot of effort is focussed on promoting school meals, making them as attractive as possible to children & young people, whilst delivering on Welsh Government's requirements for healthy eating. Take-up will continue to be closely monitored. *(see Actions A1-3)*

#### Modernisation:

- A couple of projects in development in Band A are causing concern as a result of some issues in relation to public objection to preferred sites and complex statutory processes. In order to mitigate the risk of delay, projects identified in Band B of the MEP programme are being developed early for acceleration should it be concluded that Band A projects are not be in a position to proceed. *(see Actions B10)*
- Decommissioned secondary schools as a result of school reorganisations are placing financial pressure on already stretched budgets. The sites are being retained for development as part of the Band B MEP Programme. *(see Action B6)*

#### School Organisation and Admissions:

- Due to resource pressures, capacity calculations have not been reviewed, updated and agreed in a timely manner. Work is ongoing to improve electronic data records. *(see Action C4)*
- Further enhancement of the School Admissions process is being addressed through a TIC Admissions review and engagement of all stakeholders. *(see Actions C1-3)*

### Key Divisional Risks

Risk Ref or New?	Identified Risk	Mitigating Action Ref
EC6	Failure to manage the 2 <sup>1st</sup> Century School Programme and to invest in infrastructure and reduce the number of surplus places with the schools system;	B1-11
EC10	Drop in school meal take-up as a result of budget efficiencies (including price increases) leading to unviability of the service.	A1-3

## 5 Ways of Working

Which of the 5 Ways of Working have we met?		Strong Partial None	Planned Improvement Link to action plan overleaf)
1	<b>Long-term</b>	Partial	<p>We strive to create sustainable schools with 21st Century facilities in line with MEP objectives to improve learning environments for children with better educational outcomes.</p> <p>We seek greater economy through better use of resources to improve the long term efficiency and cost-effectiveness of the education estate.</p> <p>We will analyse data and study our processes and practices to see if we can be more sustainable for the long term.</p>
2	<b>Prevention</b>	Partial	<p>We will work more with Health Services to try and reduce childhood obesity</p> <p>We develop infrastructure at all schools that is equipped for learning in the 21st century, facilitating the realisation of core objectives for raising educational standards and sustaining them at high levels of performance.</p> <p>Our long term vision is to develop school networks that are educationally effective, resource efficient and sustainable for the long term. This we feel is the best form of prevention.</p>
3	<b>Integrated</b>	Partial	<p>The investments provided as part of the 21st Century Schools Programme will improve the learning environment, condition and suitability of the school estate whilst taking into account the seven national well-being goals.</p> <p>We create new school deliver social, economic and environmental outcomes in an integrated way that contribute to national well-being goals.</p> <p>We will explore ways of integrating our services further.</p>
4	<b>Collaboration</b>	Partial	<p>We deliver investment in education through excellent working arrangement between key partners, namely Welsh Government, the Local Authority, contractors pupils, staff and the local community were fully engaged and consulted from inception to completion.</p> <p>We try and ensure that completed schemes respond to local and strategic needs in collaborated and integrated design solutions.</p>
5	<b>Involvement</b>	Partial	<p>Many stakeholders are involved in investment projects and consulted upon through the processes involved with the proposed investment and delivery.</p> <p>We engage stakeholders including young people in decisions that affect them.</p> <p>We will look to redesign services with citizens with early engagement.</p>

## Divisional Summary Action Plan

Ref #	Key Actions and Measures	By When <sup>#1</sup>	By Who	WbO Ref
<b>A</b>	<b>Catering Business Unit</b>			
1	Continue the roll out of online payments for school meals & school payments, in line with the project plan, to improve how income is collected & accounted for, reducing identified risks and making a significant contribution to the Council's Digital Transformation Strategy. <i>(PIMS Action ref: 13381)</i>	March 2020	Helen Bailey	
2	To further develop special diets in schools, working with WLGA <sup>(new)</sup>	March 2020	Helen Bailey	WBO 2
3	We shall continue to implement the School Holiday Enrichment (Holiday Hunger) Programme (SHEP), supporting families and children during school vacations to cook healthy meals, particularly aimed at pupils eligible for Free School Meals. <i>(new)</i>	March 2020	Helen Bailey	WBO 5
<b>B</b>	<b>Modernisation Business Unit</b>			
1	We will deliver all Band A commitments identified in the Modernising Education Programme by 2019 therefore supporting our children and young people to receive a world class education in safe and stimulating environments. This includes the delivery of new campuses for Ysgol Penrhos and Ysgol Gymraeg Dewi Sant. <i>(13120)</i>	March 2020	Sara Griffiths	WBO 3 MF5-25
2	We will deliver the Council's 21st Century Schools Programme which is inclusive of Band A and Band B schemes.	March 2020	Sara Griffiths	
3	We will prepare and undertake statutory procedures associated with federation, school organisation and/or improvement projects. <i>(13127)</i>	March 2020	Sara Griffiths	WBO 3
4	We will invest on average, over the next 3 years £14 million per annum in major school construction and modernisation projects.	March 2024	Sara Griffiths	WBO 3 MF5-26
5	We shall consider options to utilise the Welsh Government Mutual Investment Model (MIM) to further develop the education infrastructure through capital investment. <i>(13123)</i>	March 2020	Sara Griffiths	WBO 3 MF5-33
6	We shall ensure the Council fully responds and complies with the requirements of the Welsh Government School Organisation Code to support the attainment of better educational outcomes with specific reference to requirements for rural schools. <i>(13124)</i>	March 2020	Sara Griffiths	WBO 3 MF5-32
7	We shall consider the delivery of primary education provision in the Ammanford, Llandeilo and Llandovery areas. <i>(13122)</i>	March 2020	Sara Griffiths	WBO 3 MF5-27
8	We will ensure best use is made of school facilities to support wider community activity. <i>(13197)</i>	March 2020	Sara Griffiths	WBO 8 MF5-30
9	We will develop and submit business cases for MEP school reorganisation and investment projects to the national 21st Century Schools Programme.	March 2020	Sara Griffiths	
10	We will decommission premises following the closure or amalgamation of schools.	March 2020	Sara Griffiths	
11	We will undertake a review of the Modernising Education Programme.	March 2020	Sara Griffiths	
<b>C</b>	<b>School Organisation and Admissions Business Unit</b>			
1	Continue to improve School Admissions processes and procedures including the utilisation of Teacher Centre, and a stronger focus on customer contact to minimise waste through comprehensive Admissions TIC Review	March 2020	Sue John	
2	Review all school pupil admission dates and age-ranges across the County. <i>(13137)</i>	March 2020	Sue John	WBO 3 MF5-36

3	We will plan and manage the demand and supply of school places through coordination and analysis of pupil data, school capacities, admission numbers, and catchment areas. <a href="#">(13379)</a>	March 2020	Sue John	
4	We will analyse and forecast capacity and pupil data for the planning of school places (POSP) and future school organisation. <a href="#">(13125)</a>	March 2019	Sue John	WBO 3
5	We will manage school estate affairs including building maintenance, asset verification, governor property initiatives and responsibilities under disability access (DDA) legislation. <a href="#">(13126)</a>	March 2020	Sue John	WBO 3
6	We will undertake a comprehensive review of school capacity calculations in partnership with Schools	March 2020	Sue John	

\*WBO = Well-being Objective number; MF5 = Moving Forward in Carmarthenshire Action.

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## Divisional Profile

### Key Responsibilities:

- Safeguarding
- Safeguarding in Schools
- Fostering
- Adoption
- Complex Needs & Transition
- Residential & Acute Services
- Family Support Services (including Childcare, Families First & Flying Start)
- Education Psychology
- Out of Hours Service (incl. Adult social care services)



Children's Services Division provides a range of services and support, whose overall aim is to enable children and young people to continue to reside within their own families and within their own communities wherever it is safe to do so, and preventing the need for statutory involvement. Protecting children who are experiencing, or are at risk of abuse, neglect, or other kinds of harm is our priority. Our focus is on early intervention / prevention ensuring all children can reach their full potential whilst being healthy, happy and safe.

The Division is made up of the main statutory child care teams, early intervention and preventative services, along with more Specialist Teams.

Statutory child care teams provide services including; providing a single point of contact for anyone who has concerns over a child's welfare; working together with families and other agencies to co-produce and implement Care and Support Plans; undertake investigations into allegations of abuse and neglect; support Looked after children, Children on the Child protection register, Children with Complex needs and Transition; and provide support for Care Leavers.

We also provide a range of early intervention and preventative services in partnership with other agencies, including Families First (FF) programme, Team Around the Family (TAF), Flying Start, Family Information Service, and 3 Integrated Children's Centres. The service also supports 12 community family centres in partnership with Plant Dewi. We also link closely with schools on attendance and attainment, providing attachment awareness training in schools to ensure they are able to meet the emotional needs of vulnerable children.

Specialist teams include those providing a Psychology consultation service to pre-school settings, schools, children and young people and their families; and those who have responsibility for the recruitment, assessment, training and on-going support for foster carers and placements for looked after children.

In order to carry out our role effectively, as well as working together with families and partner agencies we also work as part of a region in specific areas, including IFST above, plus:

- Mid & West Wales Adoption Service – Carmarthenshire as lead authority, and includes Pembrokeshire, Ceredigion and Powys.
- Mid & West Wales Children Safeguarding Board (CYSUR), whose role is to protect children within the region who are experiencing, or are at risk of abuse, neglect or other kinds of harm, and to prevent children from becoming at risk of abuse, neglect or other kinds of harm.
- Mid & West Wales Regional Collaboration commissioning Programme Board

## Major Current Strengths

- Children's Services continue to benefit from continuity in senior management
- We have a strong commitment in ensuring regular supervision, training and development, and caseloads are regularly monitored by senior management.
- We have seen a continued **reduction in the number of looked after children** over the last six years from 271 during 2012/13 to 193 at the end of March 2018 (29% reduction). This is despite a 15% increase nationally since 2010. Refocusing the work of front-line social work teams, and continued emphasis upon preventative work has helped achieve this.
- We have continued to perform well in maintaining looked after children (LAC) within the same school, 4.0% having had **1 or more changes of school** during 2017/18, which is much better than the Wales average of 12.7% (2016/17 latest result), and has enabled good education outcomes.
- All childcare teams are now working systemically within **Pods**.
- The 'Signs of Safety' model is developing across all teams including Fostering Service, and feedback from families and other agencies has been positive.
- The number of children on the **child protection register** has continued to fluctuate – 92 at end March 2018. However, since the introduction of Family Network Meetings and intensive support at an early stage the number of re-registrations has seen a marked improvement from 10.4% (10 children) during 2016/17 to 0.7% (1 child) during 2017/18.
- 1832 children (0-3) living in deprived communities are able to benefit from the **Flying Start (FS)** programme across 18 geographical areas in within Carmarthenshire, covering a total of 768 postcodes.
- We are continuing to implement the **Team Around the Family (TAF)** approach across the county for 0-25 year olds, and the Eligibility document regarding thresholds and access to TAF services has been completed.
- **Education Welfare Service (EWS)** continues to support schools on attendance issues. They have a successful interface with TAF and utilise family engagement models to re-engage families in education and learning.
- The revised **Families First (FF)** programme commenced in April 2018. It comprises 13 projects, eight delivered by the LA and five delivered by the third sector and Hywel Dda University Health Board. The projects work towards preventing, and mitigating the effects of Adverse Childhood Experiences (ACEs).
- **Tim Camau Bach** have extended their remit to provide services to children from birth to 16 years.
- We have continued exploring the potential of **utilising school grounds** outside of teaching hours to enable children greater access to play opportunities. All new schools are being designed to enable this. Play training is being delivered to childcare and play settings along with primary schools across the county to raise the quality of play experiences for children.
- The LAC Well-being Team delivered **Attachment awareness training** to schools to better equip them in being able to meet the emotional, social and behavioural needs of vulnerable children. All 73 schools with looked after children have accessed this training.
- The **Young Carers** service delivers a range of initiatives for young carers, and work collaboratively with schools, health, and voluntary sector, to ensure they are 'young carers aware'. Schools are engaging in the Young Carers Awareness Award.
- Corporate Parenting Next Step team are increasingly providing a range of **training and support for care leavers** helping to reduce the number that become NEET.  
Leaving Care Update 2017/18:
  - 157 care leavers
    - ☆ 59 in Further Education
    - ☆ 11 Enrolled on Undergraduate university Courses
    - ☆ 1 undertaking Post Graduate qualification
    - ☆ 14 in Full Time Employment
    - ☆ 8 in paid work experience
    - ☆ 12 undertaking work based Learning/Apprenticeships

- ☆ 14 Gained a work related qualification
- ☆ 8 completed the 'Star' programme
- ☆ 5 attended 'Challenge Wales' sailing adventure training – completed Level 3 leadership
- ☆ 7 Passed theory or Driving Test
- ☆ 32 young people living independently
- ☆ 10 taken part in community Volunteering days

- The **Fostering service** continue to hold a number of activities during the year, including 'Sons and Daughters' of foster carers group which is well established.
- **Accommodation Panel** works well in helping to prevent children becoming looked after unnecessarily by ensuring all resources have been utilised to maintain children at home with their families
- **Mid & West Wales Regional Adoption Service (MWAS)** continues to perform well despite the challenges of the size and diversity of the region. 2017/18 saw a significant increase in children with a plan for adoption both regionally and nationally therefore our priority has been to increase the recruitment of adopters to meet need.
- We held our 9th annual '**Celebrating Success**' event in October to celebrate the success of our Looked After Children and Care Leavers. In the company of Adam Price AM, cllr, Emlyn Dole, Leader of the Council and Cllr. Glynog Davies, Executive Board Member for Education and Children, a number of children and young people were awarded for their academic success, artwork, sporting and volunteering contributions.

### 4 to 5 years after a Final Care Order

Children services participated in an independent review by the Institute of Public Care (IPC) on behalf of the Welsh Government on the outcomes for children 4-5 years after Carmarthenshire secured a care order. The results were published in May 2018.

#### Key findings

- Generally **good outcomes** in Carmarthenshire.
- When placement disruptions occurred in Carmarthenshire, we were much more proactive compared to other LA's. As a result; even where a child had a series of moves the **final outcome was positive**.
- **60%** of our children that came into care at that time, were adopted. This is compared to the **32%** adopted across Wales. This again is a high number and a positive feature.
- We had some really good foster placements that saw the children through into their teenage years.
- There were also good examples of children benefitting from **therapeutic support**.
- Impressive work by the therapeutic Social Worker that is described as a really good role.
- Evidence of really good **Life Story Work** and some stand out outcomes for children.
- **16** out of our **17** children at the end of the five years covered by the research were shown to be **stable, happy and attached**. All were either in education or training; 13 achieving well, 3 achieving particularly well and only 1 child struggling.
- Children in Carmarthenshire had **much better outcomes** due to the level of planning and support they were receiving at the time of breaking down and post break down in settling in a new placement.
- There is clear evidence of **very good performance in Carmarthenshire**. IPC had already offered workshops to other Authorities to focus on their deficits, however felt that there was not a need for one in Carmarthenshire.

#### Key Areas for Improvement (including Regulatory Report findings, addressing bottom quartile results, etc.)

- We are continuing to monitor placement stability of looked after children, and have seen improvement in the number of looked after children having had **3 or more placement moves** reduced by 6% from

14.9% (32 children) as at 31/3/16 to 8.8% (17 children) as at 31/3/18. Robust placement support meetings will continue ensuring carers are well supported and the children placed in their care can be maintained safely with additional resources.

- Our new **Edge of Care** service will focus is on prevention maintaining children at home with families and friends and out of the care system wherever possible, utilising an integrated approach in collaboration with others.
- Unfortunately we did not meet our target of 100% **reviews of foster carers** being carried out in timescale (89.2% completed during 2017/18). There are robust systems in place by managers to monitor progress, however, despite this there has been sickness absences within the fostering team during the year resulting in some staff being unable to undertake their work within timescales
- **Recruitment and retention of foster carers.** We continue to work and target our foster carers under the recruitment and retention strategy and are having some success with recruitment in comparison to regional and there remains a national problem in the recruitment of foster carers in Wales. However, our allowances and fees need to continue to be under review to try and attract new applicants and compete with neighbouring authorities. There is always more difficulty in recruiting carers for older children and young people who have complex needs.
- **'When I am ready'** (WIR) guidance has been updated and regional and local workshops have taken place to improve and strengthen this arrangement to support staff, foster carers and young people to support the plan for them to remain with their foster carers beyond their 18<sup>th</sup> birthday.
- We are continuing to work with partners to **improve appropriate accommodation options** and housing support for all vulnerable young people (aged 16-25). A joint post is being developed with housing. A 16-25 accommodation forum has been established. Planning proposals for a training flat are being developed where young people can receive support/learn life skills before moving into their own accommodation.
- We have been **reviewing our disability service** to ensure seamless transition and pathways from children to adults. From the 1st of May 2018 all referrals for Autism/Disability aged 0-25 are managed through our Children's Central Referral Team. This has streamlined our process for children and families ensuring that they get the help they need, when they need it avoiding families being passed between services when children reach adulthood.
- We have been providing **attachment awareness training** in schools to ensure they are able to meet the emotional needs of vulnerable children. Initial training has been provided to all 73 schools that have looked after children.
- There is an ongoing process to embed **systemic practice** in the social work teams. The psychologists and pod leaders have developed a programme for the Week 6 professional development pod meetings.
- We are continuing to develop and improve how children's services provide **information, advice and assistance** (IAA) to support families, ensuring information is easily available, accurate, and accessible in different formats. The Family Information Service (FIS) continue to promote Dewis to new and potential childcare providers.
- **Management oversight and challenge of assessments** and care and support plans is continuing via monthly audits. Training is being held to improve the quality of chronologies, which inform assessments. Both assessment teams have had access to additional consultation to develop their use of network meetings as part of assessments.
- A reduction in the compliance with timescales for **new child protection case conferences** is something we will closely monitor. We will continue to implement training in Signs of Safety chairing to Independent Reviewing Officers in order to support the main chair. A manager, who is a lead in the Signs of Safety model of practice, is working alongside the assessment teams to support, develop and strengthen this model of practice. The aim is to assist lead practitioners to focus on family network meetings in an attempt to reduce risk and develop good safety plans around families to ensure safeguarding, therefore, lessening the need for cases to progress to conference.

- We are working with childcare providers and health visitors to encourage an increase on attendance rates across **Flying Start** settings after a disappointing result at the end of the year 2017/18 with attendance at 77%.

## Key Divisional Risks

Risk Ref or New?	Identified Risk	Mitigating Action Ref
EC201	Failure to safeguard children <ul style="list-style-type: none"> <li>- Failure to protect Children at Risk;</li> <li>- Failure to recruit and retain adequate number of social workers;</li> <li>- Failure to appropriately manage social care caseloads;</li> </ul>	A1-2; B1; E1-2
EC202	Foster Care payments;	E4-5
EC203	Failure to provide appropriate support for children with complex needs;	A1-2; E1-2; F1-4
EC204	Failure to manage the demand for Child Social Care.	All

## 5 Ways of Working

Which of the 5 Ways of Working have we met?		Strong Partial None	Planned Improvement
1	<b>Long-term</b>	Partial	<p>The Social Services and Well-being (Wales) Act (SSWBA) has transformed the way social services are delivered, promoting people's independence to give them stronger voice and control over their own lives, what support they need, and making decisions about their care and support as an equal partner. Carmarthenshire children's services are committed to providing preventative services to help prevent, delay or reduce the need for statutory care and support.</p> <p>It is internationally recognised and reinforced by strong evidence that early childhood experiences are crucially important for children's long term development and their achievements throughout life. We have recognised that undertaking actions to give every child the best start in life will build long term resistance to adverse experiences and will have lifelong effects on many aspects of health and well-being. Ensuring children reach key developmental milestones is fundamental not only to attainment and occupational outcomes, but wider adult health and wellbeing. Unhealthy lifestyles early in life can have a long term effect on the health of individuals for the rest of their lives and also on the lifestyle and health of their children. Promoting a healthy lifestyle early in life allows children to fulfil their potential and meet education, employment expectations and live a fuller family and social life.</p>
2	<b>Prevention</b>	Partial	SSWBA places a great emphasis on prevention work, requiring all agencies to engage proactively with families in order to avoid

			<p>reaching thresholds for statutory intervention wherever possible. We have undertaken a regional review of child protection thresholds and multi-agency arrangements to and implemented the 'MASCE' model</p> <p>We aim to better equip parents and care-givers with the necessary skills to avoid ACEs arising within the home environment and can encourage and develop social and emotional well-being and resilience in children so that ACEs can be avoided, and children are better equipped to cope with ACEs if they arise. For example the Families First programme deliver early intervention support services for disadvantaged children, young people and families across the county and the Flying Start programme promotes early intervention for disadvantaged families.</p> <p>We need to ensure our children are eating as healthily as possible, and being more physically active (Turning the curve on childhood Obesity). We will work towards preventing unhealthy weight by promoting activity, healthy eating and addressing mental health issues.</p>
3	<b>Integrated</b>	Partial	<p>We apply an integrated approach to looking at well-being, for example The Flying Start programme ensures good multi agency support to families across the spectrum of need by developing clear pathways with internal and external partners. This approach assists with the health of the family, removing barriers to services and building a more cohesive community.</p> <p>A CSSIW inspection (July 2016) recognised our need to work together with partners 'to develop an integrated approach to delivering information, advice and assistance, preventative services and statutory provision to achieve greater continuity and reduce duplication for children and families accessing these services. ...Multi-agency arrangements should be established to strengthen operational plans to support effective co-ordination of statutory partner's completion of Joint Assessment Frameworks. The local authority has set up a regional partnership board made up of three local authorities, and the health board amongst others. The strategic priorities include Information, Advice and Assistance and Integrated commissioning arrangements.</p>
4	<b>Collaboration</b>	Partial	<p>The Well-being of Future Generations (Wales) Act 2015 establishes a statutory board, known as a Public Service Board (PSB), in each local authority in Wales.</p> <p>The local authority is part of a Regional Collaboration Programme Board (Mid &amp; West Wales); the 4C's commissioning consortium, as well as the Carmarthenshire Health &amp; Social Care Board (Local Service Board).</p> <p>The local authority is part of a regional safeguarding board (CUSYR) which is developing collaborative approaches to safeguarding arrangements across the region.</p> <p>Specifically within children's services we take the lead in our regional Mid &amp; West Wales Adoption Collaborative (MWAS), and our Integrated Family Support Service maintain regional links.</p> <p>We recognise that working collaboratively with other agencies produces the best results for children and families. The Team Around the Family (TAF) approach is a way of bringing agencies</p>

			<p>together who can help children and their family and really make a difference, clarifying thresholds to help inform families and other agencies to ensure they are able to access the right help at the right time.</p> <p>We participated in a regional review of child protection thresholds and implemented the MACSE (Multi-agency Child Sexual Exploitation) model working proactively with all Agencies to ensure a multi-agency approach to tackling child exploitation.</p> <p>We will continue to work with other Departments within the Authority in promoting children’s accommodation and health needs.</p>
5	<b>Involvement</b>	Partial	<p>We continue to promote participation of all children &amp; young people through the participation strategy. Involvement and participation is undertaken on a daily basis by involving service users within assessment, planning, and reviews of care and support plans.</p> <p>There is service user representation on both the regional safeguarding board and the regional partnership board.</p> <p>We regularly consult through surveys such as the annual Child and Family survey; Play Sufficiency and Child Care Sufficiency surveys; consultation with the child, family and carer prior to a Looked After child review; feedback following a child protection case conference; foster carer survey. We also hold regular Planning days. In disability services service users are involved in the planning and delivery of services. We also have consultation groups for; parents of children with a disability; Looked After Children and Care Leavers.</p>

## Divisional Summary Action Plan

Ref #	Key Actions and Measures	By When <sup>#1</sup>	By Who	WbO Ref
<b>A</b>	<b>Safeguarding West &amp; Adoption</b>			
1	We will continue to transform children's social work practice by embedding and developing the systemic model of working (within Pod's), combining cohesively with Signs of Safety, including Disability and Fostering Services.	March 2019	Frances Lewis	WBO 1
2	We will continue effective management oversight and challenge of Assessments and Care and Support plans to ensure they are outcome focused, evidencing the voice of the child, and reflect the underpinning principles of the Social Services and Well-being Act (SSWBA).	March 2019	Frances Lewis	
3	We will continue to develop the Mid & West Wales (MWW) Regional Adoption service in line with national, regional and local priorities.	March 2019	Frances Lewis	
<b>B</b>	<b>Safeguarding East and Service Improvement</b>			
1	We will implement regional threshold and multi-agency child protection arrangements, and ensuring early intervention, and utilisation of preventative services (including TAF, Flying Start, Family Support Services) to reduce the need for statutory involvement.	March 2019	Noreen Jackman	WBO 1
<b>C</b>	<b>Early Years, Family Support and Prevention</b>			
1	We will continue to develop and improve how Children's Services provide information, advice and assistance (IAA) to support families, ensuring information is easily available, accurate, accessible in different formats and maintain links with Welsh Government Dewis Team. Continue to strengthen links with community services in respect of children with disabilities.	March 2019	Noeline Thomas (Noreen / Kelvin)	WBO 5 & 9
2	We will continue to extend and refine the Team Around the Family (TAF) approach across the county for 0-25 year olds. We will continue to implement the threshold document to help inform families and other agencies, and ensure people are getting the right help at the right time. In particular we will focus our resource on developing TAF in Schools work.	March 2019	Yvonne H-Ruff	WBO 1 & 5
3	We will continue to develop the Flying Start programme, promoting early intervention for disadvantaged families with children (0-3) living in specific deprived communities, ensuring good multi agency support to families across the spectrum of need by developing clear pathways with internal and external partners	March 2019	Nia McIntosh	WBO 1, 2 & 5 MF5-82
4	We will continue to develop the Families First (FF) programme (0-25yrs) in delivering early intervention support services for disadvantaged children, young people and families across the county. Linking with Welsh Government on the Flexible Funding work.	March 2019	Janine Patrick	WBO 1 & 5
5	We will continue to work towards addressing the childcare gaps identified in our most recent Childcare Sufficiency Assessment (2017-2022) in order to ensure that the Local Authority fulfils its statutory childcare sufficiency duty, and local parents/carers are supported to balance their working and caring responsibilities.	March 2019	Lisa Grice	WBO 1, 2 & 5
6	We will continue to work towards addressing the gaps identified in our most recent Play Sufficiency Assessment (2016-2019) in order to ensure that local children and young people have access to wide and varied play opportunities and experiences including the potential of utilising school grounds, outside of teaching hours	March 2019	Lisa Grice	WBO 1, 2 & 5
7	We will ensure the Council fully responds and delivers key childcare and play requirements moving towards delivering 30 hours of free education and care for working parents.	March 2020	Lisa Grice	WBO 1 MF5-41
<b>D</b>	<b>Corporate Parenting &amp; Child Welfare</b>			

1	We will implement and monitor the revised Corporate Parenting Strategy via Corporate Parenting Panel, ensuring the council fulfils its Corporate Parenting role and that our looked after children and care leavers have the opportunity to reach their full potential.	March 2019	Bethan James	WBO 1 MF5-40
2	We will ensure trauma informed practice and attachment awareness training is embedded into core training in schools as part of the behaviour transformation programme to ensure that schools are able to meet the emotional wellbeing needs of vulnerable children.	March 2019	Bethan James	WBO 1
3	We will continue to work with partners to improve appropriate accommodation options and housing support for all vulnerable young people (aged 16-25) and implement the care leavers accommodation framework.	March 2019	Bethan James	
<b>E</b>	<b>Prevention and Resources</b>			
1	We will continue to review and monitor processes to ensure Reviews of foster carers are undertaken on an annual basis in accordance with regulations to achieve 100% target.	March 2019	Jayne Meredith	
2	We will maintain the focus on placement stability in line with the Carmarthenshire Children's Services Action Plan in respect of Looked After children (LAC) subject to 3 or more placement moves, and participate in the Recruitment and Retention Strategy of the Region.	March 2019	Jayne Meredith	
3	We will continue to implement and develop the 'Signs of Safety' model and incorporate into practice in all children's services teams.	March 2019	Jayne Meredith	
4	We will continue to develop a regional approach in line with the National Fostering Framework (NFF). We will also develop new arrangements in respect of Special Guardianship Orders (SGO), and 'When I am Ready' guidelines.	March 2019	Jayne Meredith	
5	We will continue to aim to reduce the number of children becoming Looked After and number of care proceedings.	March 2019	Jayne Meredith	
6	We will continue to aim to reduce the number of children on the Child Protection Register.	March 2019	Jayne Meredith	
7	We will be focusing on developing and reevaluating the revised Integrated Family Support Team (IFST) and Edge of Care (EOC) as a preventative service to support children and families.	March 2019	Jayne Meredith	
<b>F</b>	<b>Complex Needs and Transition</b>			
1	We will develop a shared vision across the region for children and young people with complex needs with partners in education, health and social care services.	March 2019	Kelvin Barlow	
2	On a regional basis, we will implement a personalised approach to allocating our resources for disabled children, ensuring that services are allocated on the basis of need and focus on meeting outcomes for the family.	March 2019	Kelvin Barlow	
3	We will review our residential services for children with complex needs.	March 2019	Kelvin Barlow	
4	We will work with partners to ensure that the regional Integrated Autism Service complements our local services for children, young people and adults with Autistic Spectrum Disorder (ASD).	March 2019	Kelvin Barlow	

\*WBO = Well-being Objective number; MF5 = Moving Forward in Carmarthenshire Action.

## Divisional Profile

### Key Responsibilities:

- Youth Support Services
- Participation and Children's Rights
- National & Local Curriculum
- Education Systems Design
- School MIS
- Adult & Community Education
- Music Service
- 14-19 Learning Pathways
- Behaviour Management
- Alternative Education (EOTAS, EHE, NEETS)
- School Attendance / EWS
- Welsh Medium Education
- Healthy Schools



The Curriculum and Wellbeing division promotes and develops rich formal, non-formal and informal learning opportunities and experiences in our school, youth and special settings. Our aim is to work with Head teachers and key stakeholders in ensuring the holistic development of children and young people as happy, healthy, thriving and well rounded individuals. We wish our learners to be both well qualified and well educated, being offered valuable and lasting experiences through a vibrant, broad and balanced local curriculum, framed within the national context. A diverse array of enrichment and extension activities augment the pupil offer and entitlement. We are particularly proud of our Music Service, who continue to offer peripatetic tuition on a weekly basis to over 5000 learners, coupled with an impressive and sector leading extramural programme.

We promote a broad range of mainstream and alternative learning pathways, which aim to fully prepare our young people, as independent lifelong learners, for the challenges and opportunities of 21<sup>st</sup> Century life, living and the world of work. Learners' employability is therefore paramount, tying in closely with evolving requirements of the global, regional and local economies. Our 11-19 learning networks are taking this forward in tune with current and anticipated needs.

Adult Education is also within our remit and Basic Skills, ESOL and Welsh for Adults classes provide important and valuable experiences for our lifelong learners, which provides enrichment and support better career prospects for our adult learners.

Wellbeing is in the ascendancy and is a key component of our evolving service delivery, where equity, inclusivity and excellence go hand in hand in all areas of service provision. Students' engagement with learning is multi-faceted, and includes systems to promote good behaviour, so that every learner can have the best possible predisposition to learn, in purposeful learning environments which enable each student to fully realise, and surpass, their learning potential. Interesting developments in data informed practice and curriculum systems design are set to take this thematic area further forward next year. A comprehensive offer of Youth and Youth Justice support is offered, which also sustains and bolsters young peoples' opportunities and life chances, so that we can nurture active and truly global citizens, who contribute actively to their bilingual communities in Carmarthenshire. The four pillars of service provision cover the 8-25 age range and offer open access and targeted provision and support throughout the count and there are strong plans and a clear steer o develop a quality service across the board.

## Major Current Strengths

- The Music Service continues to provide quality and challenging performing opportunities for all pupils
- The Music service has worked hard over the last twelve months to develop and improve the range of curriculum tuition offered to schools. This new offer is intended to pave the way for the new curriculum in light of the Donaldson report
- Wide range of support for and tracking of young people at risk of becoming NEET
- Wide range of support for schools including MAT, WB and digital and e-learning
- Carmarthen Learning Centre usage is at a high level, with a wide variety of private clubs and classes; community use and CCC provision
- Adult safeguarding training has been delivered to YSS staff
- The self-assessment against National Participation Standards has been completed; an Action plan has emerged out of the work done. The YSS is therefore working towards completion of identified actions.
- Welsh In Education Strategic Plan has been approved by Welsh Government and strong progress made in implementation planning
- Welsh for Adults has consolidated its position and has been involved in securing a number of important contracts via The National Centre for Learning Welsh
- Evolving vision on wellbeing provision, tied in to learner engagement, equity, inclusivity and excellence
- Information and communication systems developing well across the department
- Contribution to Governor training on data and providing strategic challenge
- The Carmarthenshire Youth Council has made excellent progress, broadening its membership and developing links with secondary school councils, & delivering an excellent conference focussing on mental health in November 2017.
- Worked with University Trinity Saint David, and Departmental colleagues, to raise awareness of Children's Rights with professionals & children & young people
- During this academic year, Carmarthenshire had the highest number of schools completing Phase 4 of the Healthy School's Scheme across Wales.
- Completed work on remodelling the Behaviour Support Service.
- Worked with University Trinity Saint David, and Departmental colleagues, to raise awareness of Children's Rights with professionals & children & young people

## Key Areas for Improvement (including Regulatory Report findings, addressing bottom quartile results, etc.)

- The Music Service must address the needs of the Service Level Agreement in relation to staffing as soon as possible in the next financial year and must review all staffing contracts with human resources *(see Action G1-3)*
- Improving the awareness of for young people, parents and carers of local job opportunities
- Establishment of a framework for alternative curriculum provision in line with WG requirements *(see Action A1-3)*
- Further develop the curricular provision for Secondary education in Carmarthenshire *(see Actions C1-3,6)*
- Digital Literacy needs to be further embedded in all Essential Skills and ESOL classes *(see Action C4)*
- Work with wider partnership to facilitate the integration of Refugees into the county *(see Action C5)*
- Further bespoke safeguarding training is being planned for delivery across the YSS in order to ensure that staff possess the necessary knowledge and skills to safeguard children and young people *(see Action D3)*
- The YSS has secured the Bronze Youth Work Quality Mark, underlining very sound progress made in enhancing service delivery – and will now set sights on Silver *(see Action D1)*

- The YSS will work towards ensuring that Welsh Language Skills and development will be central to service delivery (*see Action D2*)
- Behaviour Review and four phase plan must be implemented and taken forward by the newly appointed Behaviour and Wellbeing Transformation Manger (*see Action F1-2*)
- WESP taken forward by Welsh Language Development Manager (*see Action B1-4*)
- Further development of equity strategy, transferred into operational delivery
- Ensuring there is sufficient resource to deliver the Children & Young People’s Participation Strategy, including support for the Carmarthenshire Youth Council (*see Action D6*)
- Local curriculum developments need to be consolidated by re-aligning the vision with recent developments in the regional and global economy (*see Action A1-2*)

## Key Divisional Risks

Risk Ref or New?	Identified Risk	Mitigating Action Ref
EC2	Failure to support schools to remodel curriculum in light of WG reviews;	A1-2
EC4	Failure to deliver the Welsh in Education Strategic Plan;	B1-4
EC5	Failure to provide appropriate support for vulnerable learners.	C1-6
NEW	Failure to ensure that the Division effectively manage their financial resources and respond to the challenges of flexible funding and changes to WG and Regional Grants.	All

## 5 Ways of Working

Which of the 5 Ways of Working have we met?		Strong Partial None	Planned Improvement Link to action plan overleaf)
1	<b>Long-term</b>	Strong	Education as a long-term Invest to Save service, laying down the foundations for life, living and the world of work, so that employable and well-qualified young people can be fully prepared to live and thrive as independent adults. We are working towards the UNESCO Equity 2030 goals and laying down education’s contribution to the Welsh 2050 aspirational target.
2	<b>Prevention</b>	Partial/to Strong	Promote high standards of attendance, behaviour, care, support guidance and application in school, so that learners can enjoy schooling free from any major detrimental issues Promote restorative approaches in the Youth Support Service The Behaviour Support Strategy is predicated upon early support and intervention, de-escalation and re-inclusion
3	<b>Integrated</b>	Partial	Education as a means to ensure the best start in life, healthy, qualified, employable, socially and economically active Produce a curriculum which include aspects of health, global citizenship, environmental issues and social responsibility
4	<b>Collaboration</b>	Strong	Have regard for formal, informal and non-formal learning both inside and outside school and other settings - in partnership with other agencies locally and further afield Promote a strong ethos of school-to-school working and collaborative activity Build Professional Capital to arrive at sustainable local solutions

			<p>We have very strong 11-19 learning networks with an array of partners e.g. further and higher education, employers, careers, RLSP etc.</p> <p>The YSS works constructively with a number of stakeholders and adopts a multiagency and collaborative approach</p> <p>Our aim is to build as many bridges with others as we can.</p>
5	<b>Involvement</b>	Strong	<p>Promote youth participation</p> <p>Promote voice of the learner, school councils and citizenship education so that learners develop as active participants in democratic society</p> <p>We have recently welcomed the Children's Rights and Participation corporate team to our Division which is very exciting</p> <p>Strategic reviews (e.g. Behaviour review) undertook a wide-ranging canvassing of stakeholders' views and its outcomes have ensured that recommendations have been mindful of a wide variety of perspectives.</p>

## Divisional Summary Action Plan

Ref #	Key Actions and Measures	By When <sup>#1</sup>	By Who	WbO Ref
<b>A</b>	<b>3-19 Curriculum Reform</b>			
1	Continue with the design of the Carmarthenshire Curriculum in partnership with ERW, schools and other providers, framed within the national context. Pursue opportunities to link corporate and economic strategy with the design of the new curriculum	March 2020	Aeron Rees	
2	Dovetail local opportunities for curriculum enrichment and extension with the national architecture with a view towards developing a Carmarthenshire Learner Offer	March 2020	Aeron Rees	
<b>B</b>	<b>Welsh in Education</b>			
1	We will implement the content of the 'WESP' Welsh in Education Strategic Plan in partnership with school leaders for the benefit of all Carmarthenshire learners.	March 2019	Catrin Griffiths	WBO 3 and 14
2	Work with the County's primary and secondary schools to move them along the Welsh language continuum and also ensure that individual pupils within relevant schools are provided with opportunities to continue with their Welsh medium education throughout all key stages.	March 2019	Catrin Griffiths	WBO3 and 14 MF-31
3	We will plan to extend to other areas the successful piloting of professional linguistic support to schools in the Llanelli area <i>(new)</i>	March 2020	Catrin Griffiths	
4	Continue to innovate, develop and diversify the Welsh for Adults Service to ensure breadth of coverage across areas of need including community learning, the workplace and the school interface. <i>(new)</i>	March 2020	Catrin Griffiths	
<b>C</b>	<b>Learning Transformation Service</b>			
1	Work with partners in the Carmarthenshire Adult and Community Learning Partnership to develop greater opportunities for learning and progression routes including FE /HE and employment. <i>(new)</i>	March 2020	Tracey Warr	WBO 3 & 11
2	Through the Swansea Bay City Deal ensure the Council aligns its educational curriculum with a menu of vocational opportunities to address local skills for work and routes to employability (including Apprenticeships) as well as developing learning pathways with Coleg Sir Gâr and University of Wales Trinity Saint David. <i>(13135)</i>	March 2019	Aeron Rees	WBO 3 and 4 MF-34
3	We will work with partners to develop further opportunities for apprenticeships within the County. <i>(13146)</i>	March 2019	Aeron Rees	WBO 4 MF5-38

4	Develop flexible learning opportunities to meet the needs of learners not currently engaging Essential Skills and ESOL provision including Digital Literacy Skills <i>(new)</i>	March 2020	Tracey Warr	WBO 4
5	We will retain, promote and further develop Carmarthen Community Education Centre as a flagship hub venue for Essential Skills and English for speakers of other languages (ESOL) provision, private classes, community clubs and societies. <i>(13239)</i>	March 2020	Tracey Warr	WBO 11
6	We will work together with secondary schools to support vulnerable young people and alternative curriculum provision to replace the services offered through the Cynnydd and Cam Nesa Projects. <i>(13143)</i>	March 2020	Tina Grech / Rhinedd Williams	WBO 4
7	We will extend and develop the Seren More able and Talented Programme to pre-16 learners	March 2020	Julian Dessent	
8	Key Measure of success: We will reduce the % of Year 11 leavers Not in Education, Employment or Training (NEETs)  <i>(2016/17 Result - 2.1%)</i>	2.0%	tbc	WBO 4
<b>D</b>	<b>Youth Support Service</b>			
1	We complete the self-assessment against the Youth Work Silver Quality Mark and implement the findings to work towards achievement of the Silver award. <i>(new)</i>	March 2020	Gill Adams	
2	The YSS will work towards ensuring that Welsh Language skills and development will be central to service delivery, both in terms of staff skills as well as children, young people and young adults; and create positive environments for learning and use of the Welsh language. <i>(13372)</i>	March 2020	Gill Adams	
3	We will continue to ensure that a strong ethos of safeguarding pervades through Youth Support Service (YSS) and is manifested in its procedures, measures and actions taken. <i>(13373)</i>	March 2020	Gill Adams	
4	We will implement the Actions identified in the self-assessment of the Youth Support Services against the National Participation Standards to Increase participation which will contribute to improved service outcomes in terms of more effectively engaging those children and young people that are NEET. <i>(13141)</i>	March 2020	Gill Adams	WBO 4 MF5-37
5	We will continue to work towards the Youth Support Service Priorities as set out in the Youth Support Business Plan 2017-20.	March 2020	Gill Adams	
6	Work with Public Services Board partners to develop our approach to engagement and participation with children and young people ensuring their voice is listened to as part of public service development. <i>(13311)</i>	March 2019	Sarah Powell	WBO 15 MF5-43
<b>E</b>	<b>Education Systems Design</b>			
1	We will further develop the data informed practice pilot, to ensure that all schools have access to appropriate and purposeful assessment materials, so that all learners' progress can be demonstrated. <i>(13377)</i>	March 2019	Glenn Evans	
2	Through the Healthy Schools Scheme we will continue to increase the level of physical activity by developing the Carmarthenshire Outdoor Schools Project, continue to hold our annual Pedometer Challenge and continue to embed the Food & Fitness Health topic within Schools.	June 2029	Catrin Rees	WBO 2
3	We shall continue to ensure that schools are abiding by the Healthy Eating in Schools (Wales) Measure 2009 and the Healthy Eating in Schools (Nutritional Standards & Requirements) (Wales) Regulations 2013, during cluster meetings, schools visits and assessments.	June 2029	Catrin Rees	WBO 2
4	We will continue to promote and raise awareness to campaigns specific to healthy eating, physical activity and mental health such as 'Walk to school Week', the 'Daily Mile', National Obesity Awareness Week and Mental Health Awareness Week and promote the School Health Research Network through the Healthy Schools' Twitter account, Healthy	June 2029	Catrin Rees	WBO 2

	Schools Network on Hwb, cluster meetings and raise awareness with parents and carers via parents evenings.			
5	Through the Healthy School Scheme we will continue to support schools in their implementation of the Mental & Emotional Health and Well-being Health topic including Anti-bullying strategies and healthy coping mechanisms such as mindfulness and Speakr	March 2019	Catrin Rees	WBO 2
6	We shall continue to work in partnership with the Sustainable Pre-School Healthy Schools Scheme in promoting the '10 steps to a Healthy Weight'.	March 2019	Catrin Rees	WBO 2
7	Implement agreed development plan for Teacher Centre to introduce further Local Authority functions into the system, including FSM, ALN, Transport, and the Music Service, supplementing this with a data requests service, where Teacher Centre is not an option. <i>(new)</i>	March 2020	Luke Howells	
8	Complete the implementation of the Data Protection Officer under SLA with the school, ensuring that schools are in a position of confidence and competence in relation to data protection matters. <i>(new)</i>	March 2020	Luke Howells	
<b>F</b>	<b>Behaviour Support Service</b>			
1	Implement recommendations stemming from the review of mainstream and specialist behaviour support services in the County with a view to decentralise and support bringing services into mainstream provision by 2021. <i>(13138)</i>	March 2019	Jo Antoniazzi	WBO 3 MF-42
2	Plan for the implementation of the 4 phase behaviour Support Plan <i>(new)</i>	March 2019	Jo Antoniazzi	WBO 3 MF-42
<b>G</b>	<b>Carmarthenshire Music Service</b>			
1	We will continue to provide quality and challenging performing and composing opportunities for all pupils, and build its growing profile in Wales, the UK and beyond. <i>(new)</i>	March 2020	Gareth Kirby	
2	We will continue to work towards ensuring that there is a sustainable and thriving future for the service. <i>(new)</i>	March 2020	Gareth Kirby	
3	The Music Service will continue to develop the reach of the service and to build on new curriculum initiatives e.g. Music Therapy. <i>(new)</i>	March 2020	Gareth Kirby	

\*WBO = Well-being Objective number; MF5 = Moving Forward in Carmarthenshire Action.

## Divisional Profile

### Key Responsibilities:

- ERW School Improvement Services
- Intervention in Schools Causing Concern
- School Leadership Development
- Inclusion / ALN Reform
- School leadership & reorganisation issues
- Education Systems Support
- School Finance
- School Governance & Governor Development



The Education Services Division is made up of a range of discrete services working in effective collaboration towards enhanced provision, outcomes and achievement for all Carmarthenshire learners. Our aim is to provide ongoing support, guidance and appropriate challenge for all schools. These activities ensure our learners are provided with the essential skills, knowledge, social attitudes and integrity necessary to become successful and responsible citizens in a constantly evolving national and international context.

To achieve this, we work relentlessly in close partnership with numerous partners. These partnerships include 'ERW' (the regional school improvement consortium) which is made up of six neighbouring Local Authorities (Carmarthenshire, Pembrokeshire, Ceredigion, NPT, Swansea and Powys). This alliance provides the framework for our school improvement services to implement effective support strategies across a wide range of specific areas of focus including curriculum provision, leadership development and securing enhanced progress and achievement for all learners.

We provide extensive support and guidance for all aspects of the evolving inclusion and additional learning needs agenda within our schools. Our aim is to ensure the highest levels of inclusivity exist across all aspects of provision within both our mainstream schools and specialist settings. We continue to focus tightly on supporting our schools to build further knowledge and capacity in readiness for the successful implementation of ALN Transformation in an innovative and impactful manner.

We support the governance, financial management and organisation of our schools through a variety of processes and actions. This includes the delivery of practical and interactive workshops and training, emphasising engagement and collaboration with all school partners in support of our learners.

Our service remains committed to both the principles and priorities as outlined in the Welsh Government's most recent strategic document '[Education in Wales: Our National Mission](#).' Its four 'Enabling Objectives' serve to capture and embrace the direction of all our work:

1. Developing a high-quality education profession
2. Inspirational leaders working collaboratively to raise standards
3. Strong and inclusive schools committed to excellence, equity and well-being
4. Robust assessment, evaluation and accountability arrangements supporting a self-improving system

## Major Current Strengths

The Division's Leadership Team continues to identify and support key areas of need and improvement for all our learners, staff and governors in an effective and responsive manner. As a result, the following range of strengths and areas for further improvement have been identified:

- We have continued to support any 'Schools Causing Concern' most effectively through a range of strategies including the utilisation of 'Improvement Panels' working in collaboration with

Governors and ERW partners. This work has witnessed much success and progress including removal from Estyn follow-up categories where appropriate.

- 'Effective practice' sharing and collaboration between Inclusion, School Improvement and School-based colleagues has supported curriculum provision increasingly well. For example, the ongoing development of the teaching and learning of literacy has been embraced jointly.
- All schools benefit from detailed support packages implemented as a result of ERW Core Support Visits. This work has been implemented, supported and monitored by all members of the 'School Improvement Team.' As a result, it has succeeded in supporting individual learner progress and end of Key Stage outcomes and achievement.
- We have provided all schools with useful resources such as 'One Page Profiles' and 'Individual Development Plan' templates, as well as guidance for creating, monitoring, reviewing and quality assuring new forms of documentation for ALN Transformation. These have been developed well and are supporting higher levels of personalised learning for pupils.
- School-based Action Research projects have produced positive outcomes through innovative collaboration across Cluster Families.
- We have continued to implement a range of strategies to support school attendance across all phases and continue to seek additional strategies to further encourage learner and family engagement.
- Support for School Leadership and Governance continues to benefit from a wide range of seminar and workshop activities.
- We have further enhanced our Person-Centred Practice through the appointment and work of our Person-Centred Champions and Coaches and undertaking of 'PCP Conferences.'
- Guidance and support for effective school management and resource systems has impacted well on current practice.
- We have worked in close collaboration with departmental colleagues and school leaders in support of the Behaviour Services Review, including completion of the relocation of 'Canolfan Y Gors' provision to ensure enhanced provision and opportunities for both learners and staff.
- We have provided ongoing support for all schools, in particular their ALNCOs, through bespoke seminar and workshop activities which have focused effectively on key priorities including ALN transformation.
- We have amalgamated the Education Systems Team and Departmental Business Support Team to provide a flexible and needs based support service for managers across the division.

### **Key Areas for Improvement** (including Regulatory Report findings, addressing bottom quartile results, etc.)

- Continue to support schools embed evolving curriculum, assessment and examination developments. *(see Action B1-9)*
- Provide ongoing support for Schools Causing Concern, including those placed in Estyn follow-up categories. *(see Action B1-9)*
- Provide ongoing support for all schools in line with their agreed bespoke National Categorisation Support Category improvement needs. *(see Action B2)*
- Provide ongoing support, guidance and challenge for end of Key Stage 4 and Foundation Phase outcomes. *(see Action B3)*
- Continue to support the needs of the school leadership and 'provision footprint' agendas (collaborating closely with MEP colleagues) across the Local Authority.
- Continue to support schools with governance and financial management needs (collaborating closely with governance, finance and TIC department colleagues).
- Continue to collaborate with departmental and school-based colleagues in support of the Behaviour Services Review findings and recommendations.
- Continue to support schools to prepare for ALN transformation. *(see Action D1-7)*
- Continue to review and remodel capacity within our Specialist Settings. *(see Actions D1-7)*

- Continue to explore improved ways to supporting managers and services achieve efficiencies within the challenging economic climate. (see Actions C1-3)

## Key Divisional Risks

Risk Ref or New?	Identified Risk	Mitigating Action Ref
EC1	Failure to raise standards at each key stage and especially the Level 2i indicator;	B1-9
EC3	Failure to support the implementation of the ALN reform;	D1-7
EC5	Failure to provide appropriate support for vulnerable learners;	D1-7
EC7	Failure to ensure that schools effectively manage their financial resources and respond to the challenges of reduced funding.	C1-3
ERW	Risks, which relate to the six Local Authorities, are to be added (where appropriate to Carmarthenshire) when published.	tbc

## 5 Ways of Working

Which of the 5 Ways of Working have we met?		Strong Partial None	Planned Improvement
1	<b>Long-term</b>	Strong	<p>Education as a long-term Invest to Save service, laying down the foundations for life, living and the world of work, so that employable and well-qualified young people can be fully prepared to live and thrive as independent adults</p> <p>For 19/20 we will further develop:</p> <ul style="list-style-type: none"> <li>➤ A high quality workforce</li> <li>➤ High quality provision and outcomes across all key stages</li> <li>➤ Work towards a 'Million Welsh Speakers'</li> <li>➤ Collaboration between schools and partners</li> </ul>
2	<b>Prevention</b>	Partial	<p>Promote high standards of attendance, behaviour, care, support guidance and attitudes to learning in school, so that learners can enjoy schooling free from any major detrimental issues</p> <p>Promote restorative approaches in the Youth Support Service</p> <p>For 19/20 we will further develop:</p> <ul style="list-style-type: none"> <li>➤ Support for safeguarding of all learners</li> <li>➤ Support for regular attendance and challenge unauthorised absence</li> <li>➤ Effective inclusion and ALN practice across all settings</li> </ul>
3	<b>Integrated</b>	Partial	<p>Education as a means to ensure the best start in life, healthy, qualified, employable, socially and economically active.</p> <p>Produce a curriculum which include aspects of health, global citizenship, environmental issues and social responsibility</p> <p>For 19/20 we will further develop:</p> <ul style="list-style-type: none"> <li>➤ High quality leadership, governance and provision across all key stages</li> </ul>

			<ul style="list-style-type: none"> <li>➤ Collaboration with key partners in pursuit of enhanced opportunities and outcomes for all Carmarthenshire learners</li> <li>➤ Wellbeing and safeguarding for all learners</li> </ul>
4	<b>Collaboration</b>	Partial	<p>Have regard for formal, informal and non-formal learning both inside and outside school and other settings (in partnership with other agencies locally and further afield)</p> <p>Promote a strong ethos of school-to-school working and collaborative activity</p> <p>Build Professional Capital to arrive at sustainable local solutions</p> <p>For 19/20 we will further develop:</p> <ul style="list-style-type: none"> <li>➤ Collaboration with key partners in pursuit of enhanced opportunities and outcomes for all Carmarthenshire learners</li> <li>➤ School-to-school networks and self-improvement systems</li> <li>➤ A high quality, innovative and resilient workforce</li> </ul>
5	<b>Involvement</b>	Partial	<p>Promote youth participation</p> <p>Promote voice of the learner, school councils and citizenship education so that learners develop as active participants in democratic society</p> <p>For 19/20 we will further develop:</p> <ul style="list-style-type: none"> <li>➤ The role and value of 'Pupil Voice and Participation'</li> <li>➤ A curriculum which promotes inclusion and engagement of all Carmarthenshire learners</li> <li>➤ A skilled and high quality workforce focused on supporting the diverse needs of all Carmarthenshire learners</li> </ul>

## Divisional Summary Action Plan

Ref #	Key Actions and Measures	By When <sup>#1</sup>	By Who	WbO Ref
<b>A</b>	<b>Over-arching</b>			
1	Further enhancing programmes for safeguarding in schools, services and other settings to fully embed safe recruitment practices and strategies, including action to meet the Prevent duty to protect children and young people from the risks of radicalisation.	March 2020	Rebecca Copp	
<b>B</b>	<b>School Effectiveness</b>			
1	Enhance outcomes for More Able and Talented pupils.	March 2019	Elin Forsyth	WBO 3
2	Improve the proportion of schools with a Green or Yellow categorisation in the National School Categorisation System.	March 2019	Elin Forsyth	WBO 3
3	We will support schools, in tandem with ERW (Education through Regional Learning), to further improve outcomes for all pupils outcomes at the end of the Foundation Phase, Key Stage 2, Key Stage 3 and Key Stage 4 but with a particular emphasis on raising the achievements of pupils entitled to free school meals and looked after children.	March 2019	Elin Forsyth	WBO 3
4	We shall continuing to promote regular school attendance to maximise educational opportunities and child welfare, robustly challenging poor attendance and persistent absenteeism.	March 2019	Bethan James	WBO 3
5	We will implement the Attendance Forward Working Plan following consultation with Headteachers.	March 2019	Bethan James	WBO 3

6	Continue to hold all schools and ERW to account for further improving standards and outcomes for learners, intervening in schools where performance is not satisfactory.	March 2019	Andi Morgan	WBO 3
7	We will maintain the % of pupils age 15 achieving Level 2 threshold including GCSE A*-C in English or Welsh and mathematics at 65.1%.	July 2019	Andi Morgan	
8	We will increase the % of pupils eligible for Free School Meals who achieved the Level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics.	July 2018	Andi Morgan	
9	We will continue to support, challenge and improve the quality of leadership and its impact on improving provision and outcomes in collaboration with senior school leaders e.g. provision of Leadership Seminars and Networks.	March 2019	Andi Morgan	WBO 3
EDU/006ii	We shall increase the percentage of pupils to receive a teacher assessment in Welsh (first language) at the end of Key Stage 3.	July 2019	Elin Forsyth	
<b>C</b>	<b>Education Systems Business Unit</b>			
1	We will support Governors in their strategic leadership role through focused training and briefing activities, including the mandatory governor training programme.	March 2019	Nia Thomas	WBO 3
2	We will further develop systems to support school improvement, including ongoing Professional Development and Performance Management provision for school staff.	March 2019	Nia Thomas	WBO 3
3	We will review and encourage participation in governorship of schools.	March 2019	Nia Thomas	WBO 3
4	We will deliver our Toy and Hamper Appeal to those children and families identified to us as requiring some support (13156)	March 2019	Nia Thomas	WBO 5
<b>D</b>	<b>Inclusion and Additional Learning Needs Services</b>			
1	To support integrated approaches/planned developments at Rhydygors School to meet future curricular, behavioural, care and therapeutic needs of our most troubled/complex pupils and their families.	March 2019	Rebecca Williams	
2	Develop ALN outreach support working in partnership with specialist setting staff to share expertise to support pupils in mainstream settings.	March 2019	Rebecca Williams	
3	We shall ensure the Council fully responds and complies with the requirements of the Additional Learning Needs transformation programme which aims to transform expectations, experiences and outcomes for children and young people by developing a unified system for supporting learners with additional needs from 0 to 25 years of age.	March 2019	Rebecca Williams	WBO 1 MF5-39
4	We will continue to support schools to develop their person centred planning approaches to identify need, deliver personalised additional learning provision and provide holistic integrated responses through multi-agency working.	March 2019	Rebecca Williams	WBO 1
5	We will continue to develop Individual Development Plans to meet all needs at all stages.	March 2019	Elinor Williams	WBO 1
6	We will monitor, evaluate and celebrate achievements at key milestones of Additional Learning Needs (ALN) reform, especially the assessment and evaluation framework to provide schools with the confidence to innovate.	March 2019	Elinor Williams	WBO 1
7	We will review workforce data in relation to a range of support services, e.g. Educational and Child Psychology and Sensory Impairment support and Advisory Teachers, to ensure support for low incidence high-complexity needs and high incidence low complexity needs.	March 2019	Rebecca Williams	WBO 1

\*WBO = Well-being Objective number; MF5 = Moving Forward in Carmarthenshire Action.

## 4. Department Resources

### Budget Summary

The budget summary for 2019/20 will be included following the approval of the Council's budget in February 2019.

### Savings and Efficiencies

Efficiency savings will be included here following the approval of the Council's budget in February 2018.

### Key Workforce Planning Issues

 [Workforce Planning Toolkit](#) to help complete this section

Need to identify:

1. Current workforce issues?
2. Future business priorities and implications on the workforce?
3. What is your Development Plan to address the gap implications? (between 1 & 2 above)

A Departmental Workforce Plan is being drafted by the Departmental Management Team with support from HR staff.

## 5. Departmental Key Measures

### Performance Report – Qtr 2

We review Performance quarterly at the Department Management Team meeting using a Performance report linked to the live Performance and Improvement Management System

### Children's Services Division

Definition / Measure Reference		2016/17	2017/18			2018/19		2019/20	Cost Measure (£)
		Our Result	Our Result	All Wales Comparative data		Target set	Result (when available)	Target set (at EOY)	
			Quartile * to ****	Welsh Median	Welsh Best Quartile				
SCC/24 WBO1 PAM 28	% of assessments completed for children within statutory timescales	82.9%	<b>89.7%</b>			90.0%			
SCC/25 WBO1	% of children supported to remain living within their family	79.7%	<b>81.5%</b>			82.0%			
SCC/26 WBO1	% of looked after children returned home from care during the year	24.6%	<b>22.7%</b>			23.0%			
SCC/27 WBO1	% of re-registrations of children on local authority Child Protection Register (CPR)	10.4%	<b>0.7%</b>			6.0%			
SCC/28 WBO1	Average length of time for all children who were on the CPR during the year	274.8 days	<b>213 days</b>			211.2 days			
SCC/29 a	% of children receiving care and support achieving the core subject indicator at key stage 2	56.7%	<b>71.4%</b>			64.1%			
SCC/29 b	% of children receiving care and support achieving the core subject indicator at key stage 4	18.0%	<b>12.5%</b>			15.0%			
SCC/30 WBO2	% of children seen by a registered dentist within 3 months of becoming looked after	71.4%	<b>69.6%</b>			70.5%			
SCC/31 WBO2	% of children looked after at 31 March who were registered with a GP within 10 working days of the start of their placement	94.0%	<b>94.6%</b>			94.6%			
SCC/32 WBO1	% of looked after children who experienced one or more change of school during a period of periods of being looked after which were not due to transitional arrangements in the year to 31 March	3.4%	<b>4.0%</b>			4.0%			

SCC/33 WBO1 PAM 29	% of children who are looked after, who have had 3 or more placement moves during the year	9.2%	<b>8.8%</b>				8.3%			
SCC/34 a	%of all care leavers who are in education, training or employment at 12 months after leaving care	56.3%	<b>72.2%</b>				64.3%			
SCC/34 b	% of all care leavers who are in education, training or employment at 24 months after leaving care	50.0%	<b>64.3%</b>				57.2%			
SCC/35	% of care leavers who have experienced homelessness during the year	2.6%	<b>8.9%</b>				7.6%			
PAM/27	% children satisfied with their care & support	85.2%	<b>81.7%</b>				81.9%			

## FLYING START

Ref	Measure Description	2016/17 Result	2017/18 Result	2018/19 Target	2018/19 Results
9.1.8.1 WBO1	The % of attendance at the free Flying Start Child Care placement	78.9%	76.9%	80.0%	
9.1.8.6 WBO1	The % of families with additional social welfare needs linked to poverty, living in a Flying Start area receiving time specified interventions from the wider Flying Start Team	90%	92.4%	93.0%	
9.1.8.8 WBO1	The % of unauthorised absence at the free Flying Start Child Care settings	4.07%	3.6%	3.55%	

## Mid & West Wales Adoption Service

	Performance Indicators for Service	15/16 Results	16/17 Results	1718 Results	18/19 Results	Benchmark (Wales)
Measure 1	Number of children Referrals made to the Service during the year	New 16/17	81	65		
Measure 2	Number of Should be Placed for Adoption decisions made during the year	New 16/17	50	46		
Measure 3	Number of Placement Orders Made during the year	21	31	43		
Measure 4	Number of children Placed for Adoption	30	23	35		
Measure 5	Number of Adoption Orders granted	New 16/17	24	22		
Measure 6	Number of children with an Agency Should Be Placed for Adoption Decision (SBPD) who have not yet been placed for Adoption as at 31st March	18	33	40		
Measure 7	Number (and %) of children with agency Should be Placed for Adoption Decision as at 31st March who also have a Placement Order but have not yet been Placed for Adoption	New 16/17	22 (67%)	34 (85%)		

Measure 8	Number (and %) of Children with an agency SBPD who also have a Placement Order and have been matched but not yet placed for adoption as at 31 March	New 16/17	1 (3%)	4 (10%)		
Measure 9	Average number of days it has taken all children Placed for Adoption during the quarter to progress from start date of most recently becoming looked after to date of placement for adoption	New 16/17	362 days	514 days		
Measure 10	Average length of time in days it has taken for a child Placed for Adoption to progress from the date of most recently becoming Looked After to the date of Placement for Adoption during the quarter (Q4)	New 16/17	625 days	2388 days		
Measure 11	Average length of time in days it has taken all children placed for adoption (in quarter (Q4) to progress from date of should be placed for adoption decision to date of placement for adoption	New 16/17	229 days	262 days		
Measure 12	Longest time in days it has taken any child Placed for Adoption in quarter (Q4) to progress from date of Should be Placed for Adoption Decision to date of Placement for Adoption	734 days	455 days	600 days		
Measure 13	Average length of time in days it has taken all children who were placed for adoption during the quarter (Q4) to progress from the date of their placement order to date of placement for adoption	New 16/17	167 days	241 days		6 months or less
Measure 14	Number of children Matched (approved by Agency Decision Maker) during the year	33	22	38		
Measure 15 <b>*Discontinued from 18/19</b>	Number (and %) of children Matched who have waited longer than 6 months (or 3 months for a relinquished child under 6 months of age) to progress from date of Should be Placed for Adoption Decision (SBPD) to date of Agency Decision to approve Match (Measure 15)	15	8 (36%)	7(47%)		
Measure 15A	Number of children matched who have waited longer than 6 months (or 3 months for a relinquished child under 6 months of age) to progress from date of Placement Order to date of agency decision to approve match	New for 18/19	New for 18/19	New for 18/19		
Measure 15B	Of the children identified in measure 15A how many were categorised as harder to place i.e. Aged 4+; BME; disabled and/or part of a sibling group	New for 18/19	New for 18/19	New for 18/19		
Measure 16	Number of children with Placement Order who have Permanence Plan recommended to change from Adoption at LAC Review	5	1	2		
Measure 16A	Of the children identified in measure 16 what were the reasons for the recommendation	New for 18/19	New for 18/19	New for 18/19		
Measure 16B	Number of Placement Orders that have been discharged during the year	New for 18/19	New for 18/19	New for 18/19		
Measure 17	Number (and %) of children whose Agency approved Match did not proceed to Placement with those specific adopters	0	3 (14%)	0 (0%)		8% or less
Measure 18	Number of children whose placement for adoption permanently disrupts between date of placed for adoption and before adoption order	0	1	2		
Measure 19 <b>*Discontinued from 18/19</b>	Number of children looked after who are known to have been previously adopted	0	3	1		

Measure 20	Number (and %) of children Placed for Adoption during the year for whom Life Journey material has been provided to adopters by the time of 2nd Adoption Review	29	15 (79%)	24 (92%)		
Measure 20A	Number of children where life journey material is available by the matching panel	New for 18/19	New for 18/19	New for 18/19		
Measure 21	Number of Children who had their second adoption review during the year	New 16/17	19	26		75%
	% children placed for adoption for whom life journey material has been provided to adopters by the 2 <sup>nd</sup> adoption review	New for 18/19	New for 18/19	New for 18/19		100%
	% children matched for whom life journey material is available by the matching panel	New for 18/19	New for 18/19	New for 18/19		
Measure 22 <b>*Discontinued from 18/19</b>	Number (and %) of children placed for adoption during the year who have had an assessment for adoption support	30	23 (100%)	35 (100%)		
Measure 23	Number (and %) of children placed for adoption during the year whose plan for adoption support involved ongoing service provision at the point of placement, one-off and otherwise	New for 16/17	11 (48%)	10 (29%)		
Measure 24 <b>*Discontinued from 18/19</b>	Number (and %) of children placed for adoption during the year who have had an assessment for adoption support, the plan has been discussed with the adopters	30 (100%)	19 (100%)	35 (100%)		
Measure 25	Number (and %) of children placed for adoption where an ongoing adoption allowance was granted	New for 16/17	6 (26%)	3 (9%)		
Measure 26	Number (and %) of children placed for adoption where a 'one-off financial payment was involved	New for 16/17	0	3 (9%)		
Measure 27	Number of new assessments started in respect of children that are currently not receiving an adoption support service	New for 16/17	17	55		
Measure 28	Number of completed new assessments in respect of children that are currently not receiving an adoption support service	New for 16/17	11	23		
Measure 29	Number (and %) of new assessments completed during the year which resulted in an ongoing adoption allowance being agreed	New for 16/17	3 (27%)	2 (9%)		
Measure 30	Number (and %) of new assessments completed during the year which resulted in a 'one-off' financial payment being agreed	New for 16/17	5 (45%)	5 (22%)		
Measure 31	Number (and %) of new assessments completed during the year which resulted in a non-financial adoption support service being agreed	New for 16/17	8 (73%)	17 (74%)		
Measure 32	Number of Initial Enquiries regarding Adoption received during the year	New for 16/17	82	83		
Measure 33	Number (and %) of Initial Enquiries regarding Adoption which receive a response by phone, email or letter within 5 working days	101(85%)	81 (100%)	83 (100%)		
Measure 34	Number of Prospective Adopters receiving Agency Decision to approve as suitable to adopt	23	22	29		

Measure 34A	Of the prospective adopters receiving agency decision to approve as suitable to adopt how many placements were recommended	New for 18/19	New for 18/19	New for 18/19		
Measure 35	Average number of days it has taken all prospective adopters to progress from initial enquiry to date of receiving Agency Decision to approve as suitable to adopt (Measure 35)	New for 16/17	371	295		8 months or less
Measure 36	Number of adopter assessments started during the year	New for 16/17	23	29		
Measure 37	Number of assessments commenced that do not result in a decision to approve the prospective adopter(s)	New for 17/18	New for 17/18	2		
Measure 38	Number of Initial Visits to Prospective Adopters undertaken during the year	40	32	30		
Measure 39	Number of prospective adopters who do not proceed from initial visit to application to adopt	25	9	11		
Measure 40	Number of Birth Parents of children referred to the adoption agency during the year	New for 16/17	59	50		
Measure 41	Number (and %) of Birth Parents of children referred to the adoption agency during the year who were offered a service	New for 16/17	59 (100%)	50 (100%)		100%
Measure 42	Number (and %) of birth parents of children referred to the adoption agency during the year who take up a service	43 (91%)	44 (75%)	45 (90%)		
Measure 43	Number of other birth parents who took up a service during the year	New for 16/17	12	25		
Measure 44	Number of requests for an assessment for post adoption support from birth siblings	New for 16/17	0	6		
Measure 45	Number of requests for an assessment for post adoption support from other adults (relatives/former guardians) affected by the adoption of a particular child	New for 16/17	13	8		
Measure 46	Number of requests for access to birth records	New for 16/17	39	36		
Measure 47	Number of requests for intermediary services	New for 16/17	24	32		
Measure 48	Total days it has taken all prospective adopters to progress from formal application to approve as suitable to adopt	New for 17/18	New for 17/18	1354		
Measure 49	Number of step-parent notifications of intention to adopt received during the year	New for 18/19	New for 18/19	New for 18/19		
Measure 50	Number of active letter-box cases	New for 18/19	New for 18/19	New for 18/19		

## Safeguarding Measures

	(new from 2017/18)	<b>2017/18 Results</b>	<b>2018/19 Results</b>
CFG4	Percentage of Safeguarding School health checks undertaken	88.0%	

CFG5	Percentage of basic safeguarding training completed by staff/school governors /councillors	100%	
CFG13	Number of children on the Child Protection Register	92	
CFG14	Percentage of initial child protection conferences during the year which were held within 15 working days of the strategy discussion	86.2%	
CFG15	Number of Children Safeguarding/Professional Abuse Strategy meetings (by professional/local authority staff/provider staff) held during the year	37	

## Education Services

### Note on Attainment Measures 2017/18 (Academic Year 2016/17) onwards

Following recommendations from reviews and policy changes announced by Welsh Government, several key changes have been made to the Key Stage 4 performance measures data which impacts significantly on comparisons with previous years. Although we have noted the changes to each measure, it is not possible to quantify the impact of the changes in policy on pupil and school choices around curriculum options and exam entry. Therefore comparisons with previous years should be avoided. You can find more information on these changes in the Statistical First Release – Examination results in Wales 2016/17 publication on the Welsh Government website.

Following these changes there is a need to develop ‘well-being’ measures for all LEA’s in Wales to reflect the change in emphasis from performance to progress and well-being. While we await this development we will continue to monitor previous measures as a tool for School Improvement to conduct Core Visit’s to schools. However, we currently see no benefit in setting LA targets (marked as \*) for these measures as they are no longer used in measuring comparative performance within Wales.

### Note on Teacher Assessment Measures

The revised Foundation Phase Areas of Learning (AoL) were introduced on a statutory basis from September 2015. This means that the cohort of children that started Reception in September 2015 were the first children to be formally assessed against the revised outcomes at the end of the Foundation Phase in the summer of 2018.

Comparisons of Foundation Phase outcomes with previous years should, therefore, be avoided as they are not measured on a comparable basis.

Following consultation on future publication of teacher assessments, this statistical report will no longer publish Foundation Phase, Key Stage 2 and Key Stage 3 data at a school, local authority and consortia level.

Definition / Measure Reference (abbreviated definition is fine)	2016/17 (AY 2015/16)	2017/18 (Academic Year (AY) 2016/17)			2018/19 (AY 2017/18)		2019/20 (AY 2018/19)	Cost Measure (£)	
	Our Result	Our Result	All Wales Comparative data		Target set	Result (when available)	Target set		
			Quartile * to ****	Welsh Median	Welsh Best Quartile				
<b>Business Unit – School Effectiveness</b>									
EDU/013	Number of pupils per teacher in Primary Schools	19.9	20.2	No comparable data available		20.0	20.8	20.0	
EDU/006i	% of pupils receiving Teacher Assessment in Welsh First Language at KS2 (Year 6) (WBO 3)	50.5	52.2	No comparable data available		n/a	Result available Dec 2018	n/a*	

EDU/003 (was PAM/004)	% KS2 pupils achieving Core Subject Indicator (Year 6 pupils expected performance in English or Welsh first language, maths and science)	89.0	88.8	*	89.5	90.8	n/a*	Result available Dec 2018	n/a*
EDU/006ii	% of pupils receiving Teacher Assessment in Welsh First Language at KS3 (Year 9) ( <i>WBO 3</i> )	42.2	39.9	No comparable data available			n/a*	Result available Dec 2018	n/a*
EDU/004 (was PAM/005)	% KS3 pupils achieving Core Subject Indicator (Year 9 pupils expected performance in English or Welsh first language, maths and science)	86.3	88.4	***	87.4	89.0	n/a*	Result available Dec 2018	n/a*
EDU/017 (was PAM/006)	% of pupils age 15 achieving Level 2 threshold incl. GCSE A*-C in English or Welsh and mathematics	65.1	57.2	***	54.6	58.0	n/a*	Result available Dec 2018	n/a*
EDU/002i	% of pupils age 15 leaving secondary school without a qualification	0.2	0.0	****	tbc	tbc	0.0	Result available Mar 2019	0.0
EDU/002ii	% of pupils age 15 in local authority care leaving secondary school without a qualification	0.0	0.0	****	tbc	tbc	0.0	Result available Mar 2019	0.0
5.0.2.9 (was PAM/003)	% of pupils achieving the Foundation Phase Indicator (Year 2 achieving language, maths and personal development)	85.9	85.6	No comparable data available			n/a*	Result available Dec 2018	n/a*
5.0.2.2	% of pupils achieving 5 or more GCSE's grade A*-C or vocational equivalent	89.2	72.6		tbc		n/a*	Result available Dec 2018	n/a*

5.0.2.3	% of 17 year olds who enter a volume equivalent to 2 A Levels and who achieve the Level 3 threshold (2 A Levels Grades A-E) <i>(WBO 3)</i>	99.5	97.8	****	97.1	97.8	98.0	Result available Dec 2018	tbc	
5.0.3.1	% of FSM pupils who achieved the Level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	41.5	30.24		tbc		n/a*	Result available Mar 2019	n/a*	

### Business Unit - Inclusion

EDU/015a	% of final statements of special education need issued within 26 weeks including exceptions	43.9	37.0	No comparable data available			n/a*	14.3 at Qtr 2	n/a*	
EDU/015b	% of final statements of special educational need issued within 26 weeks excluding exceptions	71.4	74.1	No comparable data available			n/a*	50.0 at Qtr 2	n/a*	
PAM/007 (was EDU/016a)	% of pupil attendance in Primary Schools <i>(WBO 3)</i>	94.8	94.4	*	94.9	95.1	94.5	93.9	tbc	
PAM/008 (was EDU/016b)	% of pupil attendance in Secondary Schools <i>(WBO 3)</i>	94.5	94.3	***	94.1	94.5	94.4	93.8	tbc	
4.1.2.2	% of authorised absence in Secondary schools <i>(WBO 3)</i>	4.9	4.8	**	4.6	4.2	4.7	4.8	tbc	
4.1.2.3	% of authorised absence in Primary schools <i>(WBO 3)</i>	4.4	4.8	*	4.0	3.7	4.7	5.1	tbc	

## Curriculum & Wellbeing

Definition / Measure Reference (abbreviated definition is fine)		2016/17 (AY 2015/16)	2017/18 (Academic Year (AY) 2016/17)				2018/19 (AY 2017/18)		2019/20 (AY 2018/19)	Cost Measure (£)
		Our Result	Our Result	All Wales Comparative data			Target set	Result (when available)	Target set	
				Quartile * to ****	Welsh Median	Welsh Best Quartile				
<b>Business Unit - Learning Transformation Service</b>										
PAM/009 (was 5.1.0.1)	% of Year 11 leavers Not in Education, Employment or Training (NEET's) <i>(WBO 3 &amp; 5)</i>	2.1	1.4	***	1.6	1.1	1.3	Result available Mar 2019	tbc	
5.1.0.2	% of Year 13 leavers Not in Education, Employment or Training (NEET's) <i>(WBO 3 &amp; 5)</i>	2.0	3.0	**	2.6	2.0	2.8	Result available Mar 2019	tbc	
<b>Business Unit - Education Systems Design</b>										
8.3.1.5	% of schools achieving phase 4 of the Healthy Schools Initiative <i>(WBO 2)</i>	63	63	No comparable data available			65	tbc	tbc	
8.3.1.6	% of schools achieving phase 5 of the Healthy Schools Initiative	26	31	No comparable data available			33	tbc	tbc	
<b>Business Unit - Behaviour Support Service</b>										
EDU/009a	Average number of school days that permanently excluded pupils did not receive an offer of full time appropriate education provision	0.0	0.0	No comparable data available			0.0	tbc	0.0	
EDU/009b	Average number of school days that permanently excluded pupils did not receive an offer of part time appropriate education provision	0.0	0.0	No comparable data available			0.0	tbc	0.0	
EDU/010a	% of school days lost due to fixed-term exclusions in Primary Schools	0.015	0.013	No comparable data available			0.011	0.013	0.012	

EDU/010b	% of school days lost due to fixed-term exclusions in Secondary Schools	0.046	0.049	No comparable data available	0.040	0.049	0.046	
5.0.2.8a	Number of pupils permanently excluded from Primary Schools per 1000 pupils	0.0	0.0	No comparable data available	0.0	tbc	0.0	
5.0.2.8b	Number of pupils permanently excluded from Secondary Schools per 1000 pupils	0.1 (1 pupil)	0.2 (2 pupils)	No comparable data available	0.0	tbc	0.0	
5.0.2.8c	Number of pupils permanently excluded from Special Schools per 1000 pupils	0.0	0.0	No comparable data available	0.0	tbc	0.0	

## Access to Education

Definition / Measure Reference  (abbreviated definition is fine)	2016/17	2017/18				2018/19		2019/20	Cost Measure (£)	
	Our Result	Our Result	All Wales Comparative data			Target set	Result (when available)	Target set (at EOY)		
			Quartile * to ****	Welsh Median	Welsh Best Quartile					
<b>Modernisation</b>										
4.3.1.7	Surplus places removed as a result of Modernising Education Programme	141	0	Not applicable			0	0	tbc	
4.3.1.8	Percentage of schools graded as "Good" or "Satisfactory" for school building condition	57	57	Not applicable			63	Result available Mar 2019	tbc	

## Well-being of Future Generations Act 2015

This is a new Act introduced by the Welsh Government, which will change aspects of how we work. The general purpose of the Act is to ensure that the governance arrangements of public bodies for improving the well-being of Wales take the needs of future generations into account. The Act is designed to improve the economic, social and environmental well-being of Wales in accordance with sustainable development principles.

### A. The Sustainable Development Principle of the Act

The new law states that we must carry out sustainable development, improving the economic, social, environmental and cultural well-being of Wales. **The sustainable development principle** is

*'... the public body must act in a manner which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.'*

### B. The Five Ways of Working required by the Act

To show that we have applied the sustainable development principle we must demonstrate the following 5 ways of working:-

1. Looking to the long term so that we do not compromise the ability of future generations to meet their own needs;
2. Taking an integrated approach so that public bodies look at all the well-being goals in deciding on their priorities;
3. Involving a diversity of the population in the decisions that affect them;
4. Working with others in a collaborative way to find shared sustainable solutions;
5. Understanding the root causes of issues to prevent them from occurring.

### C. The Seven Well-being Goals of the Act

There are **7 well-being goals** in the Act. Together they provide a shared vision for public bodies to work towards. We must work towards achieving all of them.

#### Well-being Goals

