



SCRUTINY COMMITTEE REPORT

Date Written	24 th November 2017
Accountable for Delivery	Sue Walker Joanne Colsey, Chris Hole, Sarah Bowen, Mark Thomas
Wellbeing Champion	Steve Jones
Committee Date	Monday, 04 December 2017

To: Chair, Ladies and Gentlemen

Best Start to Life – Children get the best start to life

1.0 SUMMARY OF THE REPORT

- 1.1. We have set Wellbeing Objectives for Merthyr Tydfil CBC, and how we intend to achieve these objectives is set out in our plan **Focus on the Future: Wellbeing in our Community**. The focus of this report is on how we will ensure children (aged 0 to 7) get the best start to life and have a positive early experience to ensure they are ready to learn, ready for school and have good life chances.
- 1.2. The Council is committed to ensuring excellent educational achievement by delivering its key strategies and through joint working with a range of partners. In addition there are specific projects that the Council will undertake to deliver the Merthyr Tydfil CBC wellbeing objectives and contribute to the national wellbeing goals.
- 1.3. There are four wellbeing projects:
 - Supporting Child Development
 - Improving family involvement in learning
 - Achieving Excellence in Schools
 - Active Merthyr Tydfil
- 1.4 This report provides an update on the progress of four wellbeing projects

2.0 RECOMMENDATION(S)

- 2.1. The content of this report be discussed and noted.

3.0 INTRODUCTION AND BACKGROUND

- 3.1. The Council is committed to delivering excellent services. It will do this by delivering its key strategies and through joint working with a range of partners. The key strategies that focus on delivering excellent services in Education are:

- Learning Strategy
- Early Years Strategy
- Youth Services Strategy
- Central South Consortium (CSC) Business Plan

The Learning department works with other departments in MTCBC, with external partners through the Public Service Board (PSB) and the Strategic Partnership Board (SPB) and with other local authorities e.g. to deliver joint services.

- 3.2. In our plan [Focus on the Future: Wellbeing in our Community], we set out how we intend to achieve the Wellbeing Objectives. The purpose of this report is to coordinate the performance and project information against our Wellbeing Objective “Children and young people are equipped with the skills they need to be successful learners and confident individuals.

Legislative Context

- 3.3. ¹The [Wellbeing of Future Generations \(Wales\) Act 2015](#) specifies that we must work to improve the economic, social, environmental and cultural wellbeing of Wales by maximising our contribution to the Wellbeing Goals.
- 3.4. We must do this in accordance with the sustainable development principle, which means that we act in a manner that seeks to ensure the needs of the present are met without compromising the ability of future generations to meet their own needs. There are five things that we need to do in order to show that we have applied the sustainable development principle. The five things are:
- Long Term
 - Preventative
 - Involvement
 - Collaboration
 - Integrated
- 3.5. ²The [Social Services and Wellbeing \(Wales\) Act 2014](#) specifies that we must seek to improve the wellbeing of people who need care and support, carers who need support

¹ Read the [essential guide](#) to the Wellbeing of Future Generations (Wales) Act 2015

² Read the [essential guide](#) to the Social Services and Wellbeing (Wales) Act 2014

and for transforming social services in Wales. The focus of this Act is on what matters to the person and how they can use their own strengths and resources to do those things, which is determined by an assessment that involves the person and the professional(s).

4.0 WHERE WE WERE

- 4.1. An overview of the state of wellbeing in Cwm Taf was prepared in an assessment of wellbeing³, which provides background information on wellbeing in Merthyr Tydfil and Rhondda Cynon Taf. In addition, a population assessment⁴ was prepared to provide an overview of care and support needs of the people of Cwm Taf and the range of services required to meet those needs. The findings from the wellbeing and population assessment contributed to the development of the statement of wellbeing for Merthyr Tydfil.

Wellbeing Statement

- 4.2. In our wellbeing statement we set out the scope of each wellbeing objective and outline why we consider that meeting the objective will maximise our contribution to the achievement of the seven wellbeing goals. The focus of this report is on the wellbeing objective:

‘Children get the best start to life’

Children, have a positive early experience to ensure they are ready to learn, ready for school and have good life chances

- 4.3. What happens to children in their earliest years is key to positive outcomes in adult life. This is supported by a wide range of research evidence from education, health, justice and economic experts. This wellbeing objective is about giving our children the best start in life, to set them off on a path that leads to positive outcomes later in life.
- 4.4. From a Merthyr Tydfil perspective, we will focus on the following components and their related outcomes in order to achieve our wellbeing objective:
- Children having a nurturing and stimulating home environment
 - Children having access to high quality pre-school and school education
 - Helping mothers to have good maternal health
 - Helping parents and carers enhance their ability to support their children’s learning

³ Information on the assessment of wellbeing is published on the [Cwm Taf Portal](#).

⁴ Information on the population assessment is published on the [Cwm Taf Portal](#).

5.0 OUR CONTRIBUTION

Reference to Performance and Projects – *In addition to KPIs below, there are a suite of measures in [Appendix I](#) and all projects in [Appendix II](#)*

- 5.1. This report focuses on the specific projects that the Council will undertake to deliver our wellbeing objectives and contribute to the national wellbeing goals. For the wellbeing objective “**Children Get the Best Start**” will be delivered through 4 wellbeing projects:
- Supporting Child Development
 - Improving parental involvement in learning
 - Achieving Excellence in Schools
 - Active Merthyr Tydfil
- 5.2. We will judge how well these projects improve the wellbeing of children, young people and their families using the following key performance indicators.

Key Performance Indicators	2016/17 Achieved	2017/18 Target	2018/19 Target
Eligible children from Flying Start areas taking up full or reduced offer of childcare	94%	95%	96%
Flying Start children 0 to 1, living in high resilient families	NEW	To be agreed*	To be agreed*
Eligible children from Flying Start areas screened using WellComm Speech and Language tool, as being within normal limits on Exit of Pre-school at 3 years	63%	65%	66%
Flying Start Children achieving Outcome 1 in all 4 areas within the Foundation Phase Compact on exit from childcare setting	50%	52%	53%
Pupils achieving the expected level in the Foundation Phase Outcome Indicator	88.1%	93%	94%
Pregnant women in Flying Start areas who give up smoking during pregnancy	NEW	10%	15%

*Once the baseline data has been collated and analysed, targets will be set

6.0 WHERE WE WANT TO BE

- 6.1. Achieving the wellbeing objective **Children get the best start to life** means we will see quantifiable improvements in the following areas:
- Outcomes and educational standards for learners and groups of learners
 - Early language development of children
 - The health and wellbeing of children and young people

- The resilience among families in receipt of support improves
- The maternal health of mothers in receipt of support

7.0 WHAT WE NEED TO DO NEXT

- 7.1. For each of the projects there is a delivery plan which sets out the planned actions and who is responsible for their delivery, as well as the milestones and the deadlines for those actions. The actions take into account the identified issues and risks.
- 7.2. We have identified a current issue with the Multiple Intervention Assistance team (MIA). They are currently unable to produce any data for the measures they contribute to in this Wellbeing Objective. It is not known why they cannot produce the data. The Head of Community Wellbeing will lead an investigation into what difficulties the MIA team have with their data and propose actions (by whom and when) to rectify the issue(s).
- 7.3. The implementation of the delivery plans will be monitored by the Education Services Leadership Team in monthly meetings and progress reported to Scrutiny at the meeting on 19th February 2018.

SUE WALKER
(CHIEF OFFICER (LEARNING))

COUNCILLOR LISA MYTTON
CABINET MEMBER FOR LEARNING

BACKGROUND PAPERS		
Title of Document(s)	Document(s) Date	Document Location
Does the report contain any issue that may impact the Council's Constitution?		

APPENDIX I: PERFORMANCE DATA REPORT

1. Children having a nurturing and stimulating home environment

		Percentage of children in Flying Start areas fully immunised at 4 th birthday						
		Annual Performance Data				Annual	Target	Target
		2013/14	2014/15	2015/16	2016/17	2017/18	2017/18	2018/19
MT		88	87	91	89		90	91
Wales		83	83	83	86			

Local indicator		Percentage of families that through Team Around the Family support have their case closed with a positive outcome						
		Quarterly data				Annual	Target	Target
		Q1	Q2	Q3	Q4	2017/18	2017/18	2018/19
MT	NEW						TBA	TBA

Local indicator		Percentage of families closed which do no re-engage for support or escalate to Social Services within 6 months of closure						
		Quarterly data				Annual	Target	Target
		Qtr. 1	Qtr. 2	Qtr. 3	Qtr. 4	2017/18	2017/18	2018/19
MT	NEW						TBA	TBA

		Percentage of babies born to mothers living in Flying Start areas who received any breast milk at 10 days and 6 weeks old						
		Annual Performance Data				Annual	Target	Target
		*2015				2016	2016	2017
MT		24						
Wales		34						

*most recent data available. 16/17 is the first year this indicator was included in FS statistics

Local indicator		Percentage of parents engaged who improve their confidence and skills as a parent						
		Quarterly data				Annual	Target	Target
		Q1	Q2	Q3	Q4	2017/18	2017/18	2018/19
MT	NEW						TBA	TBA

Local indicator		The average number of calendar days all homeless families with children spent in bed and breakfast accommodation						
		Quarterly data				Annual	Target	Target
	2016/17	Q1	Q2	Q3	Q4	2017/18	2017/18	2018/19
MT	9.75	0	27					

Local indicator		Percentage of homelessness successfully prevented						
		Quarterly data				Annual	Target	Target
	2016/17	Q1	Q2	Q3	Q4	2017/18	2017/18	2018/19
MT	61.17	40.9	41.67				65	
Wales	62.08	n/a	n/a	n/a	n/a			

2. [Children having access to high quality pre-school and early years and Foundation Phase education](#)

National indicator		Percentage of children achieving the expected outcome for Personal and Social Development						
		Annual Performance Data				Annual	Target	Target
		2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
MT		89.7	91.8	94.3	95.1	94.8	95	95.5
Wales		93.0	94.2	94.8	94.5	94.7		

*Targets are for overall achievement not by qualification level. Accreditations are only verified periodically no data available at this stage

Local indicator		Percentage of participants who are parents or carers who achieved qualifications up to level 2						
		Quarterly				Annual	Target	Target
		Qtr. 1	Qtr. 2	Qtr. 3	Qtr. 4	2017/18	2017/18	2018/19
MT							*	

**Targets are for overall achievement not by qualification level. Accreditations are only verified periodically no data available at this stage

Appendix II: **Project DESCRIPTION**

- Supporting Child Development
- Improving family involvement in learning
- Achieving Excellence in Schools
- Active Merthyr Tydfil

Supporting Child Development

Project Title	Supporting Child Development		
Project Manager	Chris Hole		
Report Period From	01/04/2017	Report Period To	31/03/2018
Accountable for Delivery	Chris Hole		
Services	Flying Start		
Wellbeing objective	Children get the best start to life		
Component	Children having a nurturing and stimulating home environment		
Project Description	<p>The purpose is to improve the outcomes achieved by children in Flying Start settings at identified stages in their lives.</p> <ul style="list-style-type: none"> • We will improve the early language skills of children to make certain they achieve the expected level on entry into school. • We will support families with low resilience to help them adapt and cope when things do not go as planned 		
Expected Benefits	<ul style="list-style-type: none"> • Effective transition into school • Improved learning outcomes for children • Early identification of children with additional needs • Improved health and wellbeing of children • Parental/care involvement in child learning 		
Rationale for project	<p>Assessment of language skills of young children in Flying Start areas shows that many are below age expected levels. Repeat referrals show that families supported through the council and health services are often unable to sustain improvements when support ceases.</p>		
Start Date	01/04/2017		
Finish Date	31/03/2018		
Highlight Report Author	Sarah Davies		

(A) Project Information and key actions

1. Improve outcomes in Early Language Development

The local authority will:

- Pilot the new early communication pathway and support programmes across the Flying Start communities
- Evaluate the impact of the programme using the Wellcom screening tool to measure the effectiveness of the interventions.

2. Identify families with low resilience based on the Health Visiting Family Resilience Assessment Instrument and Tool (FRAIT) Assessments

The health service (UHB) is required through the Healthy Child Wales Programme to assess the resilience of all family's with a child of 0-5. This approach will better target interventions for flying start families. Health Board employees are currently being trained to implement this process from September 2017

The local authority will

- Utilise the assessment process to target resources appropriately

3. Improve maternal health

The local authority will:

- Commission Cwm Taff Health Board to deliver a smoking cessation programme to pregnant women to improve the maternal health of those taking part

4. Strategic commissioning of evidenced based Parenting

The local authority will:

- Strategically commission evidenced based parenting programmes jointly with Families First
- Demonstrate impact utilising the outcomes for the child measurement tool of success, as identified in the national Families First guidance

(b) Project performance

In the delivery plans, the key activities are identified that establish the targeted groups, their needs and success criteria. Data will be collected on

1. Improve outcomes in Early Language Development - 16/17 Academic year sets the baseline for this indicator

Percentage of eligible children living in Flying start areas screened using the Wellcom speech & language screening tool. As being within normal limits or above on exit out of pre-school at three years

63% (98/156)

2. Identify families with low resilience based on the Health Visiting FRAIT Assessments.

Cwm Taff UHB have implemented the tool across the region and discussions are ongoing about how this could be shared and utilised to target interventions previous use of FAT tool identified 13% however the roll out of FRAIT will firstly be to the under 1's therefore the indicator needs to be revised

3. Improve maternal health

The service has been commissioned during 16/17 however this has been delayed due to difficulties within health related to a shortage of midwives. The maternal health measures are currently being agreed by health however the impact of this targeted intervention should contribute towards a decrease in the number of low birth weight babies born. The first cohort has yet to show signs of improvement through verified health checks

4. Strategic commissioning of evidenced based Parenting

The Families first report has been agreed and is going to Cabinet on the 22nd of November to agree the strategic commissioning model for parenting.

(c) Project Evaluation

Status	Delivery Confidence Definition
Green	Successful delivery appears likely with no major outstanding issues to threaten delivery
Yellow	Successful delivery appears probable but issues exists requiring management attention
Amber	Successful delivery is in doubt with major risks or issues in a number of key areas
Red	Successful delivery appears to be unachievable

Progress since last highlight report

Judgement	Yellow
-----------	--------

Successful delivery appears probable because systems and processes are in place to take forward key actions which contribute towards achieving the above and partners are committed to the approach which has been agreed by the Tackling Poverty Strategic Group.

Targets for the next period

- Report on the outcomes for children to the poverty group/ scrutiny/ LAESCYP
- Undertake commissioning process in partnership with Families First
- Discuss information sharing regarding FRAIT with Cwm Taff UHB and agree timescales
- Begin to develop a vulnerability tool in partnership with education and social services to be used at key stage 2 which will establish baseline data to inform interventions

(d) Project Risks

Risk No.	Risk Description	Assessment of Risk			Impact on Delivery/Benefits	Decision or action required	Responsible person for action	Date for decision or action
		I	L	S				
1.	Information sharing on a personal level with health linked to FRAIT particularly within Flying Start	3	3	9	Not enabling the right interventions at the right time, duplicate assessments for families	discussions with health on data and accessibility	Sarah Ostler	Ongoing
2.	Access and support to fully utilise capita one system to support prevention agenda and potential impact measures	2	2	4	Not evidencing the impact of interventions	Need to look at options on ways forward with partners	Chris Hole	Ongoing

(e) Project Issues

Identify the issues from the latest Issue Log.

Issue No.	Issue Description	Assessment of Issue			Impact on Delivery/Benefits	Decision or action required	Responsible person for action	Date for decision or action
		I	L	S				
1	Delayed implementation of health programme	2	2	4	Not yet able to demonstrate impacts	Agreement with CTUHB	Sarah Ostler	ongoing
2	Development of distance travelled tool with smoking cessation programme	2	2	4	Identify wider benefits	Agreement with CTUHB	Sarah Ostler	ongoing

Improving family involvement in learning

Project Title	Improving family involvement in learning		
Project Manager	Chris Hole and Sarah Bowen		
Report Period From	01/04/2017	Report Period To	31/03/2018
Accountable for Delivery	Chris Hole and Sarah Bowen		
Services	Adult Community Learning and Inclusion		
Wellbeing objective	Children get the best start to life		
Component	Helping parents and carers enhance their ability to support their children's learning		
Project Description	<p>The purpose is to work with schools to develop greater parental involvement in their children's learning</p> <ol style="list-style-type: none"> 1. Family learning programme The purpose is to improve skills among parents and carers with school aged children in order to improve their ability to support their children's learning. This is undertaken in partnership with schools. The key skills are <ul style="list-style-type: none"> • Reading • Writing • Speaking and listening • Using numbers 2. Build capacity within schools to involve parents in their child's learning and school 		
Expected Benefits	<ul style="list-style-type: none"> • Improve literacy, numeracy and language skills of families • Increase parental/carer involvement in the learning and development of their children in the home environment • Improvements in wellbeing of participants • Improve pupil attendance • Improve knowledge of how children learn 		
Rationale for project	<p><u>Family learning programme</u></p> <p>The qualifications profile of Merthyr Tydfil's adult population is below the Welsh average and this places some families at a disadvantage in supporting their children's education. Parents play a vital role in supporting their child's education through creating a language rich and supportive home learning environment. However, for some parents this</p>		

	<p>can be challenging especially if they are not confident in their own skills. Increasing the confidence and skills of parents will also contribute to raising aspirations amongst families involved in the project.</p> <p><u>Parental involvement with schools</u> Evidence shows that where parents/carers are involved in their child's learning and school, wellbeing and outcomes improve. Across schools parental engagement varies between and within schools.</p>
Start Date	01/04/2017
Finish Date	31/03/2018
Highlight Report Author	Diane Jones and Sarah Bowen

(a) Project Information and key actions

5. Family Programmes

In order to improve outcomes, Family Programmes extend learning opportunities in a fun and innovative way for all children and families and create an atmosphere where learning is encouraged, valued and part of everyday life.

The local authority will, in partnership with primary schools, improve parents/carers literacy and numeracy skills in order to:

- Improve maths and literacy outcomes for children in the Foundation Phase
- Improve parents/carers understanding of the approaches used to teach children maths and English in schools
- Improve parents'/carers' ability to support their children's learning outside of school
- Enable parents and children to become motivated and independent learners
- Encourage parents/carers to build closer links with schools as well as take a more active part in their children's education

The programme is developed in partnership with schools and parents and is part of the LA's wider early years and adult community learning approach to preventing poor attainment amongst children. The programme also supports parents/carers to improve skills that will enable them to consider further opportunities for learning or employment as their child has entered school.

6. Support schools with involving parents in their children's learning

The local authority will:

- Make sure the message about parental involvement in learning is promoted across and through all Council departments

- Work with Families First to shape programmes across the borough
- Review school's self-evaluation of parental engagement against the Estyn inspection framework in order to evaluate capacity
- Hold schools to account through case conferences

Schools will:

- Carry out a self-evaluation of parental engagement to identify next steps
- Undertake key actions to improve parental engagement

(b) Project performance

In the delivery plans, the key activities are identified that establish the targeted groups, their needs and success criteria.

A Family Programme has been delivered in partnership with Caedraw (17 parents) the outcomes of which have been identified as :-

- 38%(6) and 34%(6) of parents reported having a greater understanding of the mathematics and literacy strategies implemented in primary schools
- 94%(16) of parents reported an increased ability to support their child to complete learning at home (homework)

Qualifications achieved by parents will be reported on as the year progresses.

Next Steps:-

- To deliver another programme and benchmark the success against the first cohort

Support schools with involving parents in their children's learning:-

- 12 out of 28 schools, which equates to 43%, have responded to the Parental Engagement Self-evaluation Audit Tool. Key areas for improvement and good practice have been identified.
- The break down by sector is as follows;
 - 3 out of 4 secondary schools, which equates to 75%, have responded to the Parental Engagement Self-evaluation Audit Tool.
 - 8 out of 22 primary schools, which equates to 36%, have responded to the Parental Engagement Self-evaluation Audit Tool.
- Identification of area of need with which Families First can support schools has been identified.

Next Steps:-

- To share good practice across schools
- To shape Families First delivery to support schools e.g. Parent Peer Network.
- To work with the Tackling Poverty Group to develop and market a Corporate Plan for Parental Involvement.

(c) Project Evaluation

Status	Delivery Confidence Definition
Green	Successful delivery appears likely with no major outstanding issues to threaten delivery
Yellow	Successful delivery appears probable but issues exists requiring management attention
Amber	Successful delivery is in doubt with major risks or issues in a number of key areas
Red	Successful delivery appears to be unachievable

Progress since last highlight report

Judgement	Yellow
-----------	--------

Family Programmes:-

Successful delivery appears probable because initial data from the early delivery area has shown a positive impact on the outcomes for children and parents.

Support schools with involving parents in their children's learning:-

Successful delivery appears probable because activities around the projects are progressing within timescales.

Targets for the next period

Support schools with involving parents in their children's learning:-

- 50% of schools to have completed the Parental Engagement Self-evaluation Audit Tool

(d) Project Risks

Risk No.	Risk Description	Assessment of Risk			Impact on Delivery/Benefits	Decision or action required	Responsible person for action	Date for decision or action
		I	L	S				
1.	Continuation of resources	3	3	9	Reductions in the funding would potentially cease the delivery as the funding is small	Corporate decision on future budgets	Chris Hole	Ongoing
2.	Schools not engaging with self-evaluation audit process	3	3	9	Limited response would impact on the understanding of the status of parental engagement in schools and its	Decision on direction of project to be revised	Sarah Bowen	Ongoing

					impact			
7.	Agreement over strap for Parental Engagement to be used across the LA is not confirmed	3	3	9	Lack of promotion corporately would impact on the importance of this agenda	Corporate decision on strap line	Sarah Bowen	Ongoing

(e) Project Issues

Identify the issues from the latest Issue Log.

Issue No.	Issue Description	Assessment of Issue			Impact on Delivery/Benefits	Decision or action required	Responsible person for action	Date for decision or action
		I	L	S				
	Further work is required to develop an average of children's outcomes for improvement in line with read write inc and big maths programmes	2	2	4	Ability to demonstrate the average benefit – currently only available at individual level	Review the measures	J Powney	Ongoing
	During this period staff sickness has demonstrated the single point of dependency in this service area	3	3	9	This has hindered the ability to deliver and to collate information from delivery	Currently reviewing service area	CHole	ongoing
1.	Not all schools have engaged have completed the Audit Tool	3	3	9	Limited response would impact on the understanding of the status of parental engagement in schools and its impact	Decision on direction of project to be revised	Sarah Bowen	Ongoing
2.	Agreement from LA on strap line for Parental Engagement is not gained	3	3	9	Lack of promotion corporately would impact on the importance of this agenda	Corporate decision on strap line	Sarah Bowen	Ongoing

ACHIEVING EXCELLENCE IN SCHOOLS

Project Title	Achieving excellence in schools		
Project Manager	Joe Colsey		
Report Period From	1/09/2017	Report Period To	16/10/2017
Accountable for Delivery	Chief Education Officer		
Services	Learning		
Wellbeing objective	Children and young people are equipped with the skills they need to be successful learners and confident individuals		
Component/s	Children and young people have high levels of literacy, numeracy and ICT skills		
Project Description	<p>The purpose of the project is to achieve excellence in schools in leadership and provision in order to achieve the highest standards for increasing numbers of pupils. The focus is on developing schools to drive school improvement for themselves and each other.</p> <p>The local authority has two key areas of work:</p> <ul style="list-style-type: none"> • Support leaders to evaluate the impact of how they work together to provide the best quality learning in schools for all pupils • Support governors to evaluate the impact of how they work together so they are highly skilled and make the best decisions in the interests of the pupils 		
Expected Benefits	<ul style="list-style-type: none"> • High standards for all pupils and groups of pupils • Good leadership skills 		
Rationale for the project	<p>The data shows we have fewer schools categorised as having A or B capacity to improve (as in the National Framework) and a green level of support than in other local authorities within the Central South Consortium region. These schools are judged to have the capacity to support other schools across the system, as part of the self-improving school led system.</p> <p>We have evaluated the different models used to bring about</p>		

	<p>improvements in a school led improvement system. One model which has evidenced success across the region is Peer Review. This model will be developed in schools across MTCBC.</p> <p>Governing bodies across the borough, the region and nationally have not been completing a systematic self-review and using the self-evaluation audit to support this process. The governing body self-evaluation audit provides governing bodies with a toolkit to evaluate their role in relation to:</p> <ul style="list-style-type: none"> ○ How well are they doing? ○ How do they know? ○ How can they improve? <p>This toolkit allows the governing body to identify strengths and areas for improvement which will then feed into the school improvement plan and school self-evaluation report within Inspection Area 5 Leadership and Management.</p>
Start Date	July 2017
Finish Date	July 2018
Highlight Report Author	Joe Colsey

Project Information

1. Support leaders to work together to the best quality learning in schools for all pupils

The local authority will:

- Promote the Central South Consortium (CSC) Peer Enquiry model and ensure schools participate in the peer review programme.
- Promote schools working together through the Hub schools process to develop the Peer Enquiry model and to evaluate the impact of the Peer Reviews that are undertaken.

Schools will:

- Take part in peer reviews, using the Peer Enquiry model to identify areas of provision and leadership which need improvement in order to become excellent.
- Liaise with the Senior Challenge Adviser brokered via CSC to commission and broker relevant support and training in relation to provision and leadership.

2. Support governors to evaluate the impact of how they work together so they are highly skilled and make the best decisions in the interests of all pupils.

The local authority will:

- Promote governing bodies working together through local Governor Improvement Groups (GIGs)
- Share good practise identified with the local Governor Improvement Groups (GIGs) as part of the termly Headteacher and Chair of Governor forums and Merthyr Tydfil Governor Association forums.
- Evaluate the impact of the work of the local Governor Improvement Groups (GIGs).

Governing bodies will:

- Join local Governor Improvement Groups supported by local authority and CSC Governor Support Officers.
 - Undertake the self-evaluation audit tool.
 - Identify areas for improvement following the completion of the self-evaluation audit tool, complete a relevant action plan and plan training accordingly.
 - Identify areas for sharing good practice within the Local Authority and across the region. In the delivery plans, the key activities are identified that establish the targeted groups, their needs and success criteria.

(b) Project Performance

Project details on key activities, identified targeted groups, timelines and success criteria are identified in the delivery plan. Project performance will be assessed against data collected on:

- Outcomes of the National categorisation of schools
- Judgement of the quality of leadership in schools by Estyn
- Participation rates in peer reviews
- Participation rates in Governor Improvement Groups (GIGs)
- Evaluations by headteachers of the impact of peer review in their school
- Evaluations by governors of the impact of the GIG in their school

(c) Project Evaluation

Status	Delivery Confidence Definition
Green	Successful delivery appears likely with no major outstanding issues to threaten delivery
Yellow	Successful delivery appears probable but issues exists requiring management attention
Amber	Successful delivery is in doubt with major risks or issues in a number of key areas
Red	Successful delivery appears to be unachievable

Progress since last highlight report

Judgement	Yellow
-----------	--------

Successful delivery appears probable because the project is on track to achieve the stated success criteria

- All headteachers have received an email explaining the Peer Review model 4.
- Two primary schools and one special school (11%) have already participated in a Peer Review (model 2 and model 3).
- Nine schools (32%) have expressed an interest in undertaking a Peer Review during 2017-2018.
- One Peer Review (4%) has been brokered by the Senior Challenge Adviser via CSC and will take place 20th November 2017.
- The promotion of governing bodies working together via the local Governor Improvement Groups (GIGs) through the Headteacher and Chair of Governors Forum (September 2017) and the Joint Headteachers meeting (October 2017).
- Good practice in relation to the local Governor Improvement Groups (GIGs) was shared via the Joint Headteachers meeting in October 2017, whereby the Afon Taf cluster shared their working model.
- The CSC Governor Support Officer and the Senior Challenge Adviser have attended the Afon Taf GIG meeting in September 2017.
- Six schools (23%) have completed the governing body self-evaluation audit.
- Twelve schools (46%) are in the process of completing the governing body self-evaluation audit.
- Eight schools (31%) are yet to engage in the process of completing the governing body self-evaluation audit.

. Issues relate to the following:

- The number of Peer Reviews that can be funded and facilitated via CSC throughout the academic year.
- The Bishop Hedley cluster will not be working as part of a GIG as two schools have recently successfully federated and the two governing bodies will focus on working together for this academic year.
- The two Welsh language primary schools are involved in a GIG with Welsh schools from across CSC.

Targets for the next period:

- Continue to promote Peer Reviews with the remaining primary and secondary schools, to ensure a further three schools (11%) agree to participate in a Peer Review.

Active Merthyr- Pre and post natal mothers

Project Title	Active Merthyr Plan		
Project Manager	John Sellwood		
Report Period From		Report Period To	
Accountable for Delivery	Mark Thomas		
Services			
Wellbeing objective	Children get the best start to life		
Component/s	Helping mothers to have good maternal health		

Project Description	<p>The purpose of the Active Merthyr plan is to encourage different groups of people to engage in physical activity on a regular basis. To achieve this, the plan focuses on providing the right type of physical activities, in the right places and at the right times.</p> <p>The Active Merthyr plan has several projects that contribute to a number of wellbeing objectives; this update focuses on the wellbeing objective <i>Children get the best start.</i></p> <p>The project provides mums and mums-to-be the opportunity to be physically active by offering appropriately designed activities suitable for their needs.</p> <p>Working in partnership with health, we will make certain that these activities are offered to mums as part of the wider program of support promoted by health.</p>
Expected Benefits	<ul style="list-style-type: none"> • Improve the wellbeing of mums • Increase physical activity rates of mums and mums to be
Rationale for the project	<p>Levels of physical activity are generally lower among women than men. Within women those living in in the most deprived areas are less likely to be active. In pregnancy, low levels of physical activity can contribute to a range of health problems.</p> <p>Evidence shows that moderate or gentle physical activity during pregnancy can have many benefits for the mother and the developing baby. Physical activity during the postpartum period is also beneficial. Physical activity can help improve mental and physical wellbeing.</p>

Start Date	1 st April 2017
Finish Date	31 st March 2018
Highlight Report Author	John Sellwood

Project Information

1. Physical activity for pre and post-natal mothers

Working with health professionals the authority will:

- Consult with stakeholders and new mums to design suitable physical activities to meet need
- Develop a time table of physical activity opportunities for pre and post-natal mothers
- Ensure physical activity opportunities are offered as part of health programmes to support new mums

The consultation work with the key stakeholders resulted in two projects as follows

Buggy Running

Buggy running is a post-natal project that encourages mothers to be physically active. The project will provide the opportunity for new mums to take part active with their baby. The project will provide an opportunity for children to be part of their mother's regular activity promoting physical activity as a normal behaviour.

Key actions are:

- Consult with stakeholders and new mums to design suitable physical activities to meet need.
- Commission a pilot buggy running project with one session a week.
- Evaluate the impact of the project.

Bump fit

Bump fit is a pre-natal intervention that encourages expectant mums to physical active during pregnancy. The program supports the mothers to continue the activity after the birth and to be a positive role model and advocate physical activity with the child.

Key actions are:

- Consult with stakeholders and expectant mums to design suitable physical activities to meet need
- Deliver 2 ten week blocks of suitable physical activity, one being within the swimming pool and the other delivered on the dry side of the centre.
- Evaluate the impact of the project.

(b) Project performance

In the delivery plans, the key activities are identified that establish the targeted groups, their needs and success criteria. Data will be collected on:

- What activities the target group would like to participate in.
- When are the best times to deliver the activities.
- Available venues and routes.
- Skills to deliver

(c) Project Evaluation

Status	Delivery Confidence Definition
Green	Successful delivery appears likely with no major outstanding issues to threaten delivery
Yellow	Successful delivery appears probable but issues exists requiring management attention
Amber	Successful delivery is in doubt with major risks or issues in a number of key areas
Red	Successful delivery appears to be unachievable

Progress since last highlight report

Judgement	Yellow
-----------	--------

The project is delivered in two strands, and the evaluation of progress is based on the combined progress of both strands. The overall judgement is yellow.

1. Run buggy Run

The judgement for Run Buggy Run is green. Successful delivery appears likely with no major issues to threaten delivery because:

- Successfully launched in the summer as planned.
- Participants are taking part on a regular basis, and some have moved on to additional independent activities such as Parkrun.
- Completion of the baseline subjective Wellbeing score for all participants

2. Bumpfit

The judgement for the Bumpfit is yellow. Successful delivery appears probable but issues exist requiring management attention.

- The Post- Natal intervention was commissioned with the Leisure Trust but did not run to target, due to one member of staff leaving and one is yet to complete the course requirements.

