



RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CABINET

18th JULY 2022

FAMILY ENGAGEMENT OFFICERS REVIEW

REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES IN DISCUSSIONS WITH THE CABINET MEMBER FOR EDUCATION AND INCLUSION SERVICES, COUNCILLOR RHYS LEWIS

Author: Daniel Williams, Head of Attendance and Wellbeing Service

1. PURPOSE OF THE REPORT

- 1.1 The purpose of the report is to update Members on the implementation of the Family Engagement Officer (FEO) pilot in RCT and outline three options for furthering this work. The reports also considers the wider work of Family Engagement in RCT schools and the work ongoing toward Community Focussed Schools.

2. RECOMMENDATIONS

It is recommended that the Cabinet:

- 2.1 Note the positive impact of the pilot of Family Engagement Officer roles as contained in the report.
- 2.2 Consider the options presented for further extension of the project, and agree Option 3, to deploy the additional Welsh Government funding based on the highest identified need and to benefit pupils across all phases - primary, secondary and Pupil Referral Unit learners.

3. REASONS FOR RECOMMENDATIONS

- 3.1 The recent announcement by Welsh Government of funding for Family Engagement Officers, in addition to the funding previously agreed by Cabinet and match funded by schools, has allowed the expansion of the scheme.

4. BACKGROUND

- 4.1 In the academic year 2018/19, secondary school attendance (including special schools) in RCT declined 0.1% from the previous year to 92.8%. This is the lowest point since the 2012/13 academic year and placed RCT 22nd in the all-Wales attendance table.

- 4.2 As a result of declining figures in recent years, attendance was made a RCT priority. To ensure that the most vulnerable pupils are supported, the Education and Inclusion Services Directorate identified a model of best practice within our Primary Schools that was considered beneficial to supporting attendance in secondary settings, as well as enhancing relationships with parents/carers in our settings with the greatest engagement challenges. This model is based around the role of Family Engagement Officers and the proposal drew on the good practice that was evident in Glenboi Primary School.
- 4.3 On 13th February 2020, a proposal was approved by Cabinet to fund a pilot across six secondary/through schools. These schools, included:
- Porth Community School (Red)
 - Aberdare Community School (Red)
 - Mountain Ash Comprehensive School (Amber)
 - Ferndale Community School (Amber)
 - Tonyrefail Community School (Yellow)
 - Ysgol Nantgwyn (Yellow).
- 4.4 The rationale for these six schools was a combination of attendance and deprivation data. They were the six lowest performing schools for secondary mainstream attendance in 2018/19, with five also being the lowest performing schools for attendance in the previous academic year as well. All but Porth Community School ranked in the five most deprived secondary/through schools when looking at datasets from the WIMD at the time of proposal. Porth Community School ranked 8th. The two schools falling in 6th and 7th place were Hawthorn High School and Ysgol Gyfun Cwm Rhondda. However, attendance at these schools was significantly higher in the 2018/19 academic year.
- 4.5 Cabinet approved £174,000 for the employment of the six positions with an April 2020-August 2021 window for the pilot to take place. As specified in the original proposal, the positions were to be managed by each school with a bespoke action plan created and reports being centrally monitored by the Head of the Attendance and Wellbeing Service.
- 4.6 In June 2021, the initial pilot was brought back before Cabinet for review. At this stage, due to the impact of COVID-19, Cabinet agreed to an extension of the pilot for an additional year at secondary/through schools and the introduction of a 24-month primary pilot for 13 settings on a match-funded basis. This was on an equal split basis with 50% funding from reprioritisation of existing and one-off resources by Cabinet and 50% from school budgets. The primary settings chosen for inclusion in the pilot were:
- Pontygwaith Primary School
 - Penywaun Primary School
 - Perthcelyn Community Primary School
 - Trealaw Primary School
 - Maerdy Primary School
 - Penrhys Primary School
 - Pontrhondda Primary School

- Tref-y-Rhyg Primary School
- Tylorstown Primary School
- Heol y Celyn Primary School
- Pengeulan Primary School
- Penpych Primary School
- Penrhiwceibr Primary School.

4.7 Due to underspend from the original secondary/through pilot caused by the pandemic, a further extension of the FEO pilot into the 2022/2023 academic year has been possible. The 2022/2023 continuation will bring the secondary/through school pilot in line with the primary pilot on a match-funded basis and with an anticipated end date of both in August 2023.

5. DELIVERY AND OUTCOMES OF THE PILOT

5.1 As outlined in the feedback report in June 2021, the initial aim of the pilot was to focus on attendance. However, the onset of the pandemic has made it extremely difficult for schools to provide full school comparisons as attendance has deteriorated since this time. This is not to say however that the roles of FEO's have not had significant impacts within their schools and school communities. The primary focus was built upon this rationale that those in our most deprived areas, may need additional support during this time.

5.2 Some schools have been met with challenges including a difficulty to recruit, or staff leaving for new positions. At the time of writing, this has left one vacancy in a secondary school, one vacancy in a primary school and another primary school which has chosen not to take part in the pilot. The funding not used as a result has been reinvested into the pilot in line with the action outlined in 4.7 above.

5.3 In all schools, there has been bespoke interventions to suit the local need but also commonality in the strategic approach. These can be summarised under the following headings.

5.4 Attendance

5.4.1 In all schools, the drive to improve attendance has been made a specific action for FEO involvement. In most schools this took the form of data-led analysis of their current cohort and then targeting those the school deemed most in need. This has taken various forms including targeted support for eFSM pupils; gender targeted support; CLA support; EAL support; those persistently late; and those where wellbeing assessments have shown a need.

5.4.2 All schools which have had FEO's in place for longer than a term, have identified some improvement in attendance with individuals targeted, cohorts targeted or whole school improvements. However, the rates of success do vary.

5.4.3 In the most recent returns from schools, those for spring term 2021/22, a sample of improvements from targeted support include:

- **Mountain Ash Comprehensive School** – targeted cohort: eFSM girls. 47 identified for support with baseline PERMA assessments and parent and form tutor questionnaires. 28 of the 47 (59.6%) improved their attendance. This included 6 pupils improving by over 30% and one pupil who now has attendance above 93%.
- **Porth Community School** – targeted cohort: persistently absent pupils identified from year 6 in feeder schools. 13 pupils identified for support. Attendance average has increased from 69% to 78.8%.
- **Heol y Celyn** – targeted cohort: those in need of attendance and/or wellbeing support. 32 children supported. 70% of those are eFSM. 15% CLA. Following FEO intervention, 67% improved their attendance. 30% have retained this attendance above 95%. Of the 32, 31 have received emotional intervention through ELSA or Thrive approaches with 30% removed from support as it is no longer needed.

5.5 Supporting Families and the Community

5.5.1 The wider aim of the pilot is to support family and community engagement with schools.

5.5.2 In recent months, this has also become a focus area for Welsh Government which has placed RCT in a positive position due to the early adoption of this pilot. On the 21st March 2022 the Education and Welsh Language Minister, Jeremy Miles, announced investment in Community Focused Schools is a Programme for Government Commitment and pledged £25m investment across Wales this financial year with £4.9m toward Family Engagement Officers.

5.5.3 The funding for RCT is proposed for use to extend the longevity of the pilot in place. Schools not currently part of the pilot have been encouraged to look at employing their own Family Engagement Officers where there are surplus budgets as a result of increased Welsh Government funding in recent years.

5.5.4 The impact of FEO focus on family and community engagement is already evident in schools through universal support for learners and their families. Although not targeted directly at supporting pupil attendance, this increased focus to support families does have attendance impacts. Examples of this support are below:

- **Maerdy Primary** – FEO has been used to support whole school attendance. They have introduced attendance circles, regular discussions with parents, awards systems and reward trips. This has supported the school to improve from 86% attendance in the autumn term to 89% in the spring term. The school was also able to successfully

apply for Winter of Wellbeing funding and ran after-school activities organised by the FEO with 92% of all pupils accessing these sessions.

- **Penrhiwceibr Primary** – FEO has offered support for Adult Education including digital literacy lessons, made links with a Community Potential Project Officer for support for parents into work and linked with First Campus to engage year 6 pupils in a project to support their understanding of Further and Higher Education. This has supported whole school attendance to increase from 92.7% in autumn term to 94.6% in spring.
- **Penpych Primary** – the school and the FEO have been working with a range of organisations to offer support to pupils, families, and the community. This includes the Big Bocs Bwyd initiative due to launch in the summer term, as well as working closely toward the Heart of the Community Award and the Making Monsters Educational Theatre programme which addresses serious issues affecting children and young people. Attendance in September 2021 was just 78.5% but at present is 86.6%.

6. **WIDER FAMILY, COMMUNITY AND AGENCIES ENGAGEMENT**

- 6.1 As outlined in 5.5.2, Welsh Government has begun to place increasing focus on family and community engagement particularly Community Focussed Schools. This is also an area of increased focus in RCT in recent years. This includes support for Family Engagement Officers and the continued rollout to 10 schools of the Big Bocs Bwyd scheme to name just two initiatives.
- 6.2 As a result of this increased focus, we have surveyed our schools during the summer term to better understand their approach to family and community engagement and how they utilise their buildings as hubs for community activity. We split the survey into three areas – family engagement, community engagement, and agency engagement. A wider summary of results is included in Appendix One.
- 6.3 To the date of writing we have received 96 responses to the survey which is 83.5% of education establishments in RCT. The breakdown is as follows:
- Primary – 80 responses
 - Secondary – 10 responses
 - Through – 1 response
 - PRU – 2 responses
 - Special - 3 responses.

6.4 **Family Engagement**

- 6.4.1 The majority of respondents (61.5%) indicated that they already have explicit reference in their School Improvement Plans to how they will work with families to improve the wellbeing and achievement of all pupils. The most common

approaches utilised to strengthen family engagement across all schools included regular communication with parents (100%), providing resources to parents to support learning at home (88.5%) and annual parental voice strategies (81.3%) respectively.

- 6.4.2 Schools told us that the overwhelming majority offer support to parents that will, in turn, help parents to support their child's learning at home (96.9%). However, only half of our schools offer tailored workshops to parents as a tool. Of those that do, the main themes are the development of literacy (83.3%), development of numeracy (64.6%) and emotional health and wellbeing (52.1%) are the most popular workshop subject areas. Other subject areas offered include Welsh language development, digital skills and speech and language support. The frequency of the tailored workshops varied with the most popular frequency being termly (39.6%).
- 6.4.3 The vast majority of schools do not offer parenting programs on site (however 26% do). Schools also undertake consultation with parents/carers mainly via surveys (85.4%) rather than face to face consultation (14.6%). This could prove problematic for parents/carers where literacy levels means it is difficult to engage with a survey. However, this preference may be due to the nature of the pandemic where face to face consultation became more difficult to arrange. Termly consultation was the most popular timeframe for consultation from our schools (40.6%).
- 6.4.4 Including the 18 schools currently engaged with the FEO pilot described above, 35 schools indicated that they employ a Family Engagement Officer. 51 schools (53.1% of respondents) also indicated that they have a senior lead for developing Family and Community Engagement. This shows that schools outside of the pilot have already placed emphasis on engaging with families and communities as part of their offer.

6.5 **Community Engagement**

- 6.5.1 Most schools (61.5%) do not explicitly reference how they work with the community to improve the wellbeing and achievement of pupils within their School Improvement Plans.
- 6.5.2 However, the majority of schools do offer activities or services to children outside of the school day (82.3%). This includes after school and sport clubs, debate clubs, revision and catch-up classes, Welsh language clubs as well as forest schools and ELSA support. Some (34.4%) of our schools also offer activities or services to children during the school holidays. This includes playgroups, holiday childcare provision, continued YEPS provision as well as performing arts and sporting initiatives.
- 6.5.3 However, only a minority (20.8%) offer activities/services to families or the community outside of the school day with only 13.5% also providing an offer during the school holidays. 28 of the 96 schools surveyed provide the use of

school assets for wider community use with 11 offering during school hours, 9 offering outside of school hours, and 8 offering both during and outside.

- 6.5.4 Adult Community Learning (ACL) opportunities on school sites are fairly limited. These take place on only 8 school sites from those who responded to the survey. This is a potential area for further development across our internal services to ensure ACL opportunities are accessible within our local communities that also develop wider family and community engagement for our schools. An email gauging interest from schools in this area was sent on the 8th June 2022. 34 schools identified a dedicated community room available for parents and families to use which suggests there is wider capacity for ACL opportunities.
- 6.5.5 At time of writing, 42 schools have indicated their wish to house further ACL opportunities on their school sites. Central government Multiply funding is currently being looked at as a possible avenue to support this and we are in discussion with partners around potential project ideas. This forms part of the Shared Prosperity Fund and the Interventions List for Wales highlights a potential avenue that fits well with our Community Focussed School ambition through 'W45: Courses for parents wanting to increase their numeracy skills in order to help their children, and help with their own progression.'
- 6.5.6 There is also potentially wider opportunities that could be explored with third sector organisations. 23 schools stated third sector partners regularly work from their school and these ranged from Cylch Meithrin and Flying Start provisions to childcare, sports clubs and performing arts and dance groups. However, only 13 schools indicated that services are co-located at their schools. Wider integration with public sector and third sector partners could develop these opportunities further which would hold multiple benefits for the organisations, schools and service user.

6.6 **Agency Engagement**

- 6.6.1 47.9% of schools who responded indicated that their School Improvement Plan makes explicit reference to working with agencies to improve the wellbeing and achievement of all pupils. They achieve this through various means including wellbeing provision mapping and CfW community transformation programmes.
- 6.6.2 The majority of schools (61.5%) have a designated member of staff with responsibility for developing and improving multi-agency working as part of their roles and responsibilities.
- 6.6.3 33 of the 96 schools provide wrap around provision before/after school on the school site.
- 6.6.4 Of the schools responded, many offered varying strategic initiatives they employ to develop mental health, well-being and support services as a whole system model. This includes linking closely with statutory and third sector

partners including Eye 2 Eye counselling, Dementia Friends, FareShare Cymru (particularly in relation to Big Bocs Bwyd projects) and Foodbanks as well as in-house programmes such as ELSA and Thrive as part of a graduated response to wellbeing needs.

- 6.6.5 Further development is needed across our schools to understand the strategic initiatives in place and how to further develop and evaluate these within their own settings. Areas which schools indicated they would be keen to develop include those around mental health provision with particular emphasis on supporting pupils and parents/carers.

7. OPTIONS

- 7.1 As part of the Welsh Government announcement outlined in 5.5.2, the Council has been awarded £341,237.23 for the expansions of Family Engagement Officers.

- 7.2 In each of the 3 options outlined below, we propose to engage with schools on a match-funded basis (50/50 split) for Grade 6 officers at 32.5 hours per week. The Welsh Government funding will enable the extension of Family Engagement support to an additional 13 schools for a further two-year period between September 2022-August 2024. There will be a continuation of the same expectation of termly reports and close working with the Attendance and Wellbeing Service.

7.3 Option One – Extension to all secondary/through schools

- 7.3.1 Secondary attendance since the start of the pandemic has been a cause for concern with rates far below those seen prior to the pandemic. For example, secondary attendance in RCT this academic year from start of the year to Whitsun Half Term is 85.1%. In the comparative period for the last year not impacted by COVID-19, 2018/19 academic year, attendance was 92.7%. Of particular concern is the rate of attendance for Free School Meals pupils across all secondary settings with the gap between eFSM and non-eFSM pupil attendance of 10.8%. This has more than doubled from pre-pandemic levels.

- 7.3.2 This option would look to enhance family engagement provision across all secondary/through settings on a match-funded basis (50/50 split between LA and school budgets). Those 6 schools who were part of the original pilot will continue as planned until August 2023. Those coming into the pilot we would look for a 2-year agreement running from September 2022-August 2024. In a similar vein to the original pilots, we would expect schools involved to show how they may sustain the FEO provision beyond the lifetime of the 2-year agreement.

- 7.3.3 As there are only 11 additional secondary/through settings, this proposal also suggests that we include Ty Gwyn Education Centre and Tai Education Centre as part of the proposal as the 12th and 13th settings. As PRUs, these settings

engage with children through specialist provision where behaviours or attitudes may be challenging. Ty Gwyn has had particular challenges around attendance and enhancement of the family engagement work at the Centre could better support relations with families. Tai Education Centre similarly serves a large geographic area and therefore a dedicated resource for family engagement could support the setting further.

7.4 **Option Two – Extension to additional primary settings**

7.4.1 The evidence behind the effectiveness of FEO's at primary level is longer standing than those at secondary level and can be seen in quoted evidence from Estyn inspections in some RCT primary schools. The ability to engage with parents at primary level is also often a more straightforward task due the ability to liaise with parents at the school gates at drop off and pick up times. An aspect often missing in secondary education due to the nature of how pupils then travel to and from school.

7.4.2 In the previous Cabinet paper to extend the pilot to primary schools we provided a rationale for inclusion based on a scoring system. This scoring system took the % of pupils living in deprived areas according to the WIMD coupled with the historic attendance of the school.

7.4.3 This option proposes to re-use that system with updated attendance information to contain attendance for this academic year to the end of spring term 1. This is included in Appendix Two.

7.4.4 By discounting those schools already part of the pilot that started in September 2022 and those schools who have informed us that they already have a Family Engagement Officer. The following schools are proposed for inclusion:

- Capcoch Primary School
- Bodringallt Primary School
- Hendreforgan Primary School
- Ynysboeth Primary School
- Cymmer Primary School
- Darrenlas Primary School
- Miskin Primary School
- St Margaret's RC Primary School
- Trerobat Primary School
- Ysgol Gynradd Gymraeg Bodringallt
- Ysgol Gynradd Gymraeg Llyn Y Forwyn
- Parc Lewis Primary School
- Ysgol Gynradd Gymraeg Abercynon.

7.5 **Option Three – Primary, Secondary and PRU Settings**

- 7.5.1 The third option is a hybrid consideration of Options One and Two above and proposes that resources are targeted at the primary, secondary and PRU establishments in most need following the same rationale as above. We propose to include resources for 3 additional secondary settings, 1 PRU and 9 primary settings. This provides resources at all phases and bases the rationale for inclusion for the settings most in need at each phase.
- 7.5.2 In this option we propose to include Hawthorn High School, Pontypridd High School and Ysgol Gyfun Cwm Rhondda at secondary level. The rationale for inclusion of these three schools is the current difficulties faced with attendance as outlined in Appendix Three. Discounting those schools already included in the ongoing pilot, these are the next three schools in terms of need.
- 7.5.3 Option Three would also include Ty Gwyn Education Centre which has faced attendance difficulties over a number of years which have been exacerbated by the pandemic. Due to the geographical nature of learners attending the setting, family engagement can be central to ensuring attendance and wellbeing needs are met for pupils whilst also ensuring that families engage with the setting even where geography may make this difficult.
- 7.5.4 At primary level we would therefore choose the next 9 schools outlined in Appendix Two that have the highest combined deprivation and attendance score on the same rationale outlined in Option 1 and the previous primary pilot. This would include:
- Capcoch Primary School
 - Bodringallt Primary School
 - Hendreforgan Primary School
 - Ynysboeth Primary School
 - Cymmer Primary School
 - Darrenlas Primary School
 - Miskin Primary School
 - St Margaret's RC Primary School
 - Trerobart Primary School.
- 7.5.5 Option 3 is the preferred option of the author as it targeted support at various levels based on need and build upon the pilots already in existence at both primary and secondary level. This will give us a wider knowledge base to determine the effectiveness of Family Engagement Officer roles going forward and help us share best practice amongst our schools.

8. EQUALITY AND DIVERSITY IMPLICATIONS / SOCIO-ECONOMIC DUTY

- 8.1 An Equality Impact Assessment has not been needed for collation of the FEO pilot outcomes or the school survey undertaken.

9. WELSH LANGUAGE IMPLICATIONS

9.1 Not applicable. Surveys were available to schools in both Welsh and English but the results of these do not impact on the Welsh language.

10. CONSULTATION / INVOLVEMENT

10.1 The survey undertaken with schools outlined in section 6 is included in summary as Appendix One. The pilot was previously approved by Cabinet.

11. FINANCIAL IMPLICATION(S)

11.1 There are no additional financial implications beyond those considered previously by Cabinet for the pilot implementation. However, the report does propose a realignment of this funding due to the income received from Welsh Government.

12. LEGAL IMPLICATIONS OR LEGISLATION CONSIDERED

12.1 There are no legal implications as a result of this report.

13. LINKS TO THE CORPORATE AND NATIONAL PRIORITIES AND THE WELL-BEING OF FUTURE GENERATIONS ACT

13.1 The addition of further resources in the form of Family Engagement Officers will meet the objectives of the Council's Corporate Plan for People by 'ensuring People are independent, healthy and successful' through improving services for children and young people as well as their families. It will also meet the Prosperity target by ensuring we have good schools so all children have access to a great education.

13.2 The rollout of an additional 13 Family Engagement Officers will meet the requirements of the Well-being of Future Generations (Wales) Act 2015 by fostering school and community relations to create a Wales of cohesive communities while improving the prosperity and resilience of our children, young people and families.

14. STRATEGIC OR RELEVANT TO ELECTORAL WARDS

14.1 The proposal is strategic to increase the number of Family Engagement Officers in RCT and comes as a result of previous Cabinet decisions and incoming Welsh Government funding.

15. CONCLUSION

15.1 Although the initial focus of the Family Engagement Officer pilot focused on attendance, it quickly became clear that the COVID-19 pandemic raised multiple barriers to engagement in education and learning which were experienced by all learners but particularly with our most vulnerable families.

- 15.2 Welsh Government has recognised the need for schools to become more community focussed and has provided funding to extend Family Engagement Officer provision in line with the prioritisation provided by RCT over the last two and a half years.
- 15.3 We are seeking agreement to reprioritise the resources previously agreed with Cabinet to extend the provision along one of the options outlined with a preference for Option Three. It is felt that this would have the greatest benefit by targeting support to the areas felt most in need at the time of writing.

Other Information:-

Relevant Scrutiny Committee

Children and Young People Scrutiny

Contact Officer

Daniel Williams, Head of Attendance and Wellbeing Service (Tel: 01443 744298)

AS AMENDED BY

THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CABINET

18th JULY 2022

REPORT OF THE DIRECTOR OF EDUCATION AND INCLUSION SERVICES IN DISCUSSIONS WITH THE CABINET MEMBER FOR EDUCATION AND INCLUSION SERVICES, COUNCILLOR RHYS LEWIS

Item: **FAMILY ENGAGEMENT OFFICERS REVIEW**

Background Papers

Consideration for Family Engagement Officer Roles, Cabinet, 13th February 2020. Report of the Director of Education and Inclusion Services in Discussions with the Cabinet Member for Education and Inclusion Services (Councillor Mrs J Rosser).

Consideration for Family Engagement Officer Roles - Feedback, Cabinet, 17th June 2021. Report of the Director of Education and Inclusion Services in Discussions with the Cabinet Member for Education and Inclusion Services (Councillor Mrs J Rosser).

Officer to contact:

Daniel Williams, Head of Attendance and Wellbeing Service (Tel: 01443 744298)

Summary of Survey Results (Open ended questions have been omitted)

1. Do you have explicit reference in your school improvement plans to how you will work with *families* to improve the wellbeing and achievement of all pupils?

Yes 59

No 37

2. What approaches have you used to strengthen family engagement within your setting?

Regular communication with families 96

Provide parents with resources to support the learning at home 85

Workshops opportunities for parents to support children's learning at home 54

Family volunteering opportunities 24

Family participation in school events 65

Communications that support different cultures and languages 30

At least annual parental voice strategies to help shape what you do in school 78

Other 20

3. Does the school offer support to parents to encourage them to support their child's learning at home?

Yes 93

No 3

4. Does your school offer tailored workshops to parents?

Yes 48

No	48
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5. If yes, what type of tailored workshop does your school provide?

Development of literacy	40
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Development of numeracy	31
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Emotional health and wellbeing	25
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Welsh Language	4
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Digital skills	21
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Speech and language	11
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6. How frequently do you offer tailored workshops?

Weekly	7
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Half-Termly	4
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Termly	19
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Annually	18
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7. Are parenting programs run on your school site?

Yes	25
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No	71
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8. How does the school consult with parents?

Parental surveys	82
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Face to face consultation	14
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9. How frequently does the school consult with parents?

Weekly	12
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Half-Termly	10
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Termly	39
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Annually	35
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10. Does your school have a Family Engagement Officer (FEO)?

Yes	35
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No	61
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11. Do you have explicit reference in your school improvement plan to how you will work with the *community* to improve the wellbeing and achievement of all pupils?

Yes	37
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No	59
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12. Does your school currently offer activities or services to children outside of the school day?

Yes	79
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No	17
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13. Does your school currently offer activities or services to children during the school holidays?

Yes	33
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No	63
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14. Does your school currently offer activities or services to families/ the community outside of the school day?

Yes	20
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No	76
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15. Does your school currently offer activities or services to families / the community during the school holidays?

Yes	13
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No	83
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16. Does your school offer or co-ordinate any adult community learning (ACL) opportunities?

Yes	8
No	88

17. Does your school have a dedicated community room available for parents and families to use?

Yes	34
No	62

18. Do any third sector organisations regularly work from your school?

Yes	23
No	73

19. Do you provide school assets for wider community use?

Yes - during school hours	11
Yes - outside of school hours	9
Yes - both during school hours and outside of school hours	8
No	68

20. Does the school have any services co-located at your school e.g. police, health, GP, YEPs

Yes	13
No	83

21. Does the school have a senior lead for developing family and community engagement?

Yes	51
No	45

22. To what extent does the school have a vision and plan for family and community engagement (1 being no vision and 5 being clear vision and plan)

3.48

23. As a school do you have explicit reference in your school improvement plan to how you will work with *agencies* to improve the wellbeing and achievement of all pupils?

Yes	46
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No	50
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24. In your school do you have a designated member of staff with responsibility for further improving multi-agency working as part of their roles and responsibilities?

Yes	59
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No	37
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25. Does your school provide wrap around provision before/after school on your school site?

Yes	33
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No	63
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Primary Settings Deprivation and Attendance Data

School	% in 10% most deprived	% in 20% MD	Deprivation Rank (1 being highest w/in 20%)	Attendance % 2021/22 up to Whitsun Half Term	Attendance Rank (1 being lowest)	Deprivation & Attendance (Lowest = most need)
Pontygwaith Primary School	38%	97%	1	86.5%	5	6
Penywaun Primary School	91%	92%	6	85.5%	3	9
Penpych Primary School	21%	93%	4	87.5%	9	13
Perthcelyn Community Primary School	69%	91%	7	87.3%	8	15
Pontrhondda Primary School	65%	69%	16	82.1%	1	17
Penrhys Primary School	89%	91%	8	87.7%	14	22
Capcoch Primary School	5%	88%	10	88.0%	17	27
Maerdy Primary School	93%	94%	3	88.6%	24	27
Tref Y Rhyg Primary School	82%	82%	12	87.7%	15	27
Cwmclydach Community Primary School	56%	56%	27	85.0%	2	29
Glenboi Primary School	77%	90%	9	88.1%	20	29
Craig Yr Hesg Primary School	45%	61%	21	87.6%	12	33
Tylorstown Primary School	73%	96%	2	89.3%	32	34
Bodringallt Primary School	47%	47%	31	86.2%	4	35
Hendreforgan Primary School	57%	61%	22	87.7%	13	35
Hirwaun Primary School	52%	53%	28	86.8%	7	35
Ynysboeth Primary School	70%	73%	14	88.3%	21	35
Heol Y Celyn Primary School	51%	67%	18	88.4%	23	41
Cymmer Primary School	65%	66%	19	88.6%	25	44

School	% in 10% most deprived	% in 20% MD	Deprivation Rank (1 being highest w/in 20%)	Attendance % 2021/22 up to Whitsun Half Term	Attendance Rank (1 being lowest)	Deprivation & Attendance (Lowest = most need)
Trealaw Primary School	35%	87%	11	89.5%	34	45
Darrenlas Primary School	4%	47%	32	88.3%	22	54
Miskin Primary School	4%	34%	40	88.0%	16	56
St Margaret's RC Primary School	13%	28%	46	87.6%	11	57
Treobart Primary School	1%	71%	15	89.9%	43	58
Cefn Primary School	59%	66%	20	89.9%	41	61
Pengeulan Primary School	24%	82%	13	90.5%	49	62
Ysgol Gynradd Gymraeg Bodringallt	51%	59%	25	89.6%	37	62
Ysgol Gynradd Gymraeg Llyn Y Forwyn	39%	68%	17	90.0%	45	62
Parc Lewis Primary School	12%	27%	47	88.1%	18	65
Ysgol Gynradd Gymraeg Abercynon	22%	42%	35	89.3%	31	66
Cwmbach C in W Primary School	0%	59%	26	90.0%	44	70
Llanhari Primary School	2%	61%	23	90.6%	51	74
Hawthorn Primary School	20%	32%	42	89.4%	33	75
Gelli Primary School	17%	19%	55	88.8%	26	81
Trallwng Infants School	3%	6%	73	87.5%	10	83
Cwmbach Primary School	2%	48%	30	90.9%	54	84
Cwmaman Primary	1%	60%	24	91.1%	61	85
Penrhiwceibr Primary School	26%	93%	5	91.8%	80	85
Ysgol Gynradd Gymraeg Pontsionnorton	14%	29%	45	89.8%	40	85
Llwynypia Primary School	11%	11%	67	88.1%	19	86
Ynyshir Community Primary School	22%	25%	48	89.8%	38	86

School	% in 10% most deprived	% in 20% MD	Deprivation Rank (1 being highest w/in 20%)	Attendance % 2021/22 up to Whitsun Half Term	Attendance Rank (1 being lowest)	Deprivation & Attendance (Lowest = most need)
Aberdare Park Primary School	10%	17%	60	88.9%	28	88
Caegarw Primary School	2%	18%	58	89.2%	30	88
Cilfynydd Primary School	0%	1%	83	86.6%	6	89
Williamstown Primary School	21%	31%	44	90.0%	46	90
Penderyn Primary School	23%	24%	49	89.9%	42	91
Oaklands Primary School	2%	46%	33	91.1%	59	92
Our Lady's RC Primary School	17%	42%	36	91.0%	56	92
Treorchy Primary School	14%	19%	56	89.8%	39	95
Ysgol Gynradd Gymraeg Aberdar	14%	34%	41	91.0%	55	96
Cwmlai Primary School	23%	23%	50	90.4%	48	98
Abercynon Community Primary School	9%	13%	64	89.5%	35	99
Coedpenmaen Primary School	3%	9%	70	89.0%	29	99
Caradog Primary School	7%	38%	38	91.1%	62	100
Penyreglyn Primary School	28%	49%	29	91.4%	72	101
Ton Infants School	11%	12%	65	89.6%	36	101
Hafod Primary School	4%	5%	75	88.8%	27	102
Ysgol Gynradd Gymraeg Tonyrefail	39%	43%	34	91.4%	71	105
Abernant Primary School	1%	17%	61	90.0%	47	108
Ysgol Gynradd Gymraeg Bronllwyn	14%	21%	54	91.0%	58	112
Llwynocrwn Primary School	14%	15%	62	90.8%	53	115
Ysgol Gynradd Gymraeg Ynyswen	16%	38%	39	91.7%	76	115
Alaw Primary School	8%	23%	51	91.3%	69	120

School	% in 10% most deprived	% in 20% MD	Deprivation Rank (1 being highest w/in 20%)	Attendance % 2021/22 up to Whitsun Half Term	Attendance Rank (1 being lowest)	Deprivation & Attendance (Lowest = most need)
Blaengwawr Primary School	2%	22%	52	91.3%	68	120
SS Gabriel & Raphael RC Primary School	31%	39%	37	92.8%	89	126
Aberdare Town C in W Primary	6%	32%	43	92.5%	85	128
Maesycloed Primary School	3%	11%	68	91.1%	60	128
Darran Park Primary School	13%	14%	63	91.3%	67	130
Gwaunmeisgyn Primary School	20%	22%	53	91.7%	77	130
Rhigos Primary School	3%	3%	78	90.7%	52	130
Ton Pentre Junior School	12%	12%	66	91.2%	64	130
Ysgol Gynradd Gymraeg Castellau	6%	6%	74	91.0%	57	131
Ysgol Gynradd Gymraeg Llwyncelyn	16%	19%	57	91.5%	74	131
Trehopcyn Primary School	1%	1%	84	90.6%	50	134
Parc Primary School	3%	5%	76	91.2%	63	139
St Michael's RC Primary School	11%	18%	59	92.1%	82	141
Ysgol Gynradd Gymraeg Evan James	4%	9%	71	91.3%	70	141
Llanilltud Faerdref Primary School	4%	5%	77	91.2%	65	142
Ffynnon Taf Primary School	1%	2%	81	91.3%	66	147
Cwmdar Primary School	5%	7%	72	91.8%	79	151
Llantrisant Primary School	3%	3%	79	91.8%	78	157
Llwydcoed Primary School	2%	10%	69	92.8%	88	157
Tonysguboriau Primary School	1%	1%	85	91.4%	73	158
Maesybryn Primary School	1%	1%	86	91.6%	75	161
Llanharan Primary School	0%	2%	82	91.8%	81	163

School	% in 10% most deprived	% in 20% MD	Deprivation Rank (1 being highest w/in 20%)	Attendance % 2021/22 up to Whitsun Half Term	Attendance Rank (1 being lowest)	Deprivation & Attendance (Lowest = most need)
Brynnau Primary School	0%	3%	80	92.2%	84	164
Dolau Primary School	0%	1%	87	92.2%	83	170
Pontyclun Primary School	0%	1%	88	92.7%	86	174
Gwauncelyn Primary School	0%	1%	89	92.7%	87	176
Coedylan Primary School	1%	1%	90	93.2%	91	181
Penygawsi Primary School	0%	0%	91	93.1%	90	181
Ysgol Gynradd Gymunedol Gymraeg Llantrisant	0%	0%	92	94.0%	92	184

Key: Schools already included in previous pilot Proposed for inclusion Option 2 Schools who already employ an FEO

Appendix Three

Secondary Attendance Start of year to end of Summer 1 2021/22

School	Attendance
Ferndale Community School	80.7%
Mountain Ash Comprehensive School	81.4%
Hawthorn High School	81.8%
Tonyrefail Community School	82.1%
Ysgol Nantgwyn	82.5%
Pontypridd High School	83.1%
Porth Community School	83.9%
Aberdare Community School	83.9%
Ysgol Gyfun Cwm Rhondda	84.3%
Bryncelynnog Comprehensive School	85.2%
Treorchy Comprehensive School	85.2%
Ysgol Gyfun Rhydywaun	86.9%
Ysgol Garth Olwg	87.7%
Cardinal Newman RC Comprehensive School	88.1%
Y Pant Comprehensive School	89.7%
St John Baptist C in W High School	89.7%
Ysgol Llanhari	90.5%

Key

: Schools already included in previous pilot Proposed for inclusion Option 3