



Dinas a Sir Abertawe

Hysbysiad o Gyfarfod

Fe'ch gwahoddir i gyfarfod

## Pwyllgor Datblygu Polisi Addysg a Sgiliau

Lleoliad: O bell drwy Microsoft Teams

Dyddiad: Dydd Mercher, 15 Rhagfyr 2021

Amser: 4.00 pm

Cadeirydd: Y Cyngorydd Mike Durke

### Aelodaeth:

Cyngorwyr: J P Curtice, F M Gordon, B Hopkins, L R Jones, M A Langstone, H Lawson, M B Lewis, S Pritchard a/ac D W W Thomas

Gwyllo ar-lein: <https://bit.ly/300JsE5>

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### Agenda

Rhif y Dudalen.

- 1 Ymddiheuriadau am absenoldeb.
- 2 Datgeliadau o fuddiannau personol a rhagfarnol.  
[www.abertawe.gov.uk/DatgeluCysylltiadau](http://www.abertawe.gov.uk/DatgeluCysylltiadau)
- 3 Cofnodion. 1 - 4  
Cymeradwyo a llofnodi cofnodion y cyfarfod(ydd) blaenorol fel cofnod cywir.
- 4 Datganiad Sefyllfaol ar gyfer Addysg Alwedigaethol yn Abertawe. 5 - 8
- 5 Cynllun Gwaith 2020 - 2021. 9

**Cyfarfod nesaf:** Dydd Mercher, 19 Ionawr 2022 ar 4.00 pm

Huw Evans

Pennaeth Gwasanaethau Democrataidd

Dydd Mercher, 8 Rhagfyr 2021

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Cyswllt: Gwasanaethau Democrataidd - 636923

# Agenda Item 3



City and County of Swansea

## Minutes of the Education & Skills Policy Development Committee

Remotely via Microsoft Teams

Wednesday, 17 November 2021 at 4.00 pm

**Present:** Councillor M Durke (Chair) Presided

**Councillor(s)**

F M Gordon  
H Lawson  
D W W Thomas

**Councillor(s)**

B Hopkins  
M B Lewis

**Councillor(s)**

L R Jones  
S Pritchard

**Officer(s)**

Gareth Borsden	Democratic Services Officer
Helen Morgan-Rees	Director of Education
Stephanie Williams	Principal Lawyer

**Apologies for Absence**

Councillor(s): J P Curtice

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### 20 Disclosures of Personal and Prejudicial Interests.

In accordance with the Code of Conduct adopted by the City and County of Swansea, the following interest was declared;

Councillors Mike Durke – Agenda Item 4 - Keeping Pupils On Track: Examples of Best Practice from Pentrehafod and Dylan Thomas Schools – Personal.

### 21 Minutes.

**Resolved** that the minutes of the Education & Skills Policy Development Committee held on 20 October 2021 be agreed as a correct record.

### 22 Keeping Pupils On Track: Examples of Best Practice from Pentrehafod and Dylan Thomas Schools.

The Chair welcomed Mr Goulding and Mr Payne to the meeting.

Ashley Payne, Deputy Headteacher at Dylan Thomas Community School outlined the various actions and initiatives that had helped to support the pupils, staff and parents during the various lockdowns, amongst these were

- SCASH headteachers group which continued to meet via Teams throughout the pandemic,

- regular contact between the headteacher and the heads of all the primary catchment schools,
- initial setting up of the health hub in Townhill,
- availability of free school meals(50%+ of pupils) for children in the first lockdown and the change to payments system after that,
- provision of the childcare facility for key workers,
- delivery of IT equipment to children to enable inclusion in online work and attendance,
- checking of online pupil attendance and the follow up visits/calls by staff to encourage attendance and participation,
- delivery of work to pupils;
- particular support and help for vulnerable learners;
- development of Covid recovery action plan which links to the schools development plan,
- good liaison with staff, setting up of well-being groups and staff helping and supporting each other and covering for absent colleagues was excellent,
- mental health/anxiety issues for young people and their families,
- support and help for young people and families who had lost relatives – provision of counselling service and bereavement advice from local authority helped greatly,
- platform groups for young people with low moods – 6 week programme has worked well,
- transition arrangements for current year 8s did cause some problems due to the various lockdowns and restrictions and the subsequent lack of contact between school/pupil/families prior to them attending the school, which has been an issue,
- TIDE inclusion programme for vulnerable pupils and those with social problems was well used by pupils,
- issues with numbers of statemented pupils wanting to attend the school and lack of availability and access to the SDFs has been an issue which has led to an investment in nurture classes and significant improvements to the classrooms and learning provision for SDF pupils,
- continuing of attendance monitoring and follow up work with pupils to engage and encourage better attendance,
- community use of schools playing fields is protected, new gym been developed for pupils, and sport/well-being is embedded into curriculum now, recent appointment of rugby hub officer and links with Swans on ALN football,
- awarding of gcse grades this year via assessment/no exams,
- issues around the communications and leak of information from Welsh Government during the pandemic wasn't great for schools as often it was being reported in the media before the local authority/schools had received it and a lack of leadership and advice/guidance from the WJEC was also an issue,

Matthew Goulding, Headteacher at Pentrehafod School also outlined the various actions and initiatives that had helped to support the pupils, staff and parents during the various lockdowns, and gave provide the committee with a detailed and informative powerpoint presentation which included and covered the following areas:

- make of the school – 1000+ pupils on role(11-16), 36.4% of pupils on free school meals(41.3% if transitional provision considered), 63% of pupils live in most deprived areas(WIMD),

- understanding vulnerability and its impact on student progress and life chances – developing a shared understanding of students who have a barrier to learning and development which could be from a wide ranging areas such as social deprivation, attendance problems, mental health issues, additional learning difficulties, free school meals, English as an additional languages etc
- key milestones in a child's journey through the school system – links with cluster schools and issues around lack of reading and literacy skills, inter-generational poverty and lack development of social skills of children, impact of Covid going forward,
- impact of new curriculum going forward on teaching and how and what children are taught,
- knowing your students – development of a detailed profile of each student on a both academic and well-being level, including cognitive profile, impact of adverse childhood experiences, attendance/exclusion etc,
- development of a “pupil on a page” programme which includes a wide area of data on topics such as attendance, achievement, conduct, wellbeing, reading levels etc,
- development of a “class” and a “year” on a page to compare, contrast and monitor across a wider cohort,
- possible need for greater support from local authority on attendance issues due to the ongoing impact of Covid and ideally each comprehensive could have their own dedicated education welfare officer,
- equity starts with achievement – encourage and give children the opportunity to be successful,
- Alumni programme – started in Easter 2020 – raising of pupils horizons and expectations, giving pupils different and life enriching experiences and taking them to places they have never been both physically and mentally, welcoming former pupils back into school both individually and via businesses to provide opportunities for work experience, apprenticeships and mentoring possibilities,
- excellent links with Careers Wales and the education business exchange scheme, careers fairs, employment videos,
- links with Virgin Atlantic Partnership – one of only three schools in the world which are involved,
- “brilliant club” – aimed at more able & talented pupils and help with university visits and extra tuition,
- developing whole school health and well-being – including engagement with community partners, refining of relationship/sex education programme, pupil survey helps to develop new ideas, development of school reading programme,
- impact of Covid particularly on the routines of school, engagement and attendance initiative and transition issues for current years 7 & 8,
- broad curriculum and offering of vocational courses – but there are some issues with students attending college and adapting to the different “non-school” environment,
- issues with Cynnydd project, particularly around data collation and bureaucracy issues,
- what we need to do going forward – country wide problems with literacy, development of Swansea wide reading profile, encouragement to participate in physical activity, pilot schemes with communities on mentoring and entrepreneurship.

Members asked various questions and made comments regarding both the presentations and work and initiatives undertaken by the two schools during the different phases of the various lockdowns, to which Mr Payne and Mr Goulding responded accordingly.

The Chair and Members thanked both teachers for their attendance and input.

**23 Workplan 2021/2022.**

The Chair referred to the workplan as outlined in the report and suggested the following areas for discussion at the next few scheduled meetings:

December - Vocational Education.

January - Sport, Health & Physical Literacy Provision and Outdoor Education.

February - Adverse Childhood Experiences.

Members supported the proposals for the future workplan and requested information on the Cynnydd programme be distributed to them when available.

**Resolved** that the updated workplan as outlined above be approved.

The meeting ended at 5.32 pm

**Chair**



## Report of the Director of Education

### Education and Skills Policy Development Committee - 15 December 2021

## Positional Statement for Vocational Education in Swansea

<b>Purpose:</b>	To give the Policy Development Committee a positional statement on vocational education in Swansea for children and young people aged 14-19
<b>Report Author:</b>	David Bawden
<b>Finance Officer:</b>	Peter Keys
<b>Legal Officer:</b>	Steph Williams
<b>Access to Services Officer:</b>	Rhian Millar
<b>For Information</b>	

### 1. Background

- 1.1 This report provides an outline of the current vocational education and training provision in Swansea for 14-19 year olds. It covers vocational opportunities in schools and post-16 settings.
- 1.2 Learning provision for 14-19 year olds in schools and colleges in Wales is determined by the Learning and Skills (Wales) Measure, 2009; which places a duty on local authorities, 14-19 networks, schools and colleges to work with Welsh ministers to provide local curricula that comprise of a range of courses and options for learners. The Education (Local Curriculum for Pupils in Key Stage 4) Wales Regulations 2009 (the local curriculum regulations) set out that each local curriculum must contain a minimum of 25 courses and consist of a minimum of three vocational courses of study. The local curricula requirements for learners aged 16 contains a minimum of 30 courses of study, which include a minimum of five general courses and five vocational courses.
- 1.3 In April 2014, the Welsh Government issued statutory guidance on how the Learning and Skills Measure 2009 should be implemented (Welsh Government, 2014b). It explained how local curricula for 14-19 year olds should be designed through joint planning with suitable consideration of both vocational and academic routes. Regional partnerships, local authorities, secondary schools and further education institutions have due regard to this statutory guidance. However, this policy has not been updated since the Further and Higher

Education Act 2014 effectively removed the duty to collaborate from FE colleges (National Assembly for Wales, 2014).

- 1.4 The Junior Apprenticeship programme in Wales is aimed at 14-16 year olds and enables them to undertake a level 1 or 2 vocational pathway at a local college, developing practical skills while gaining qualifications. A programme known as the Junior Academy in Swansea has been developed through partnership with Swansea schools and Gower College Swansea since 2019/2020. See 2.6, 2.7 below

## **2. Current position**

### **14 – 16 Vocational opportunities**

- 2.1 All Swansea schools meet the requirements of the learning and skills measure to offer at least three vocational courses at ages 14-16. This is delivered in a number of ways:

- Vocational courses delivered on school site by school staff, for example Health and Social Care
- Vocational courses delivered on school site by college staff, for example Children's Care and Learning Development
- Vocational courses delivered off site by college staff, for example Engineering and Construction
- Full-time vocational course and work-related experience (Junior Academy) delivered off site by college staff and industry links, for example Landscaping & Horticulture and Hair & Beauty

- 2.2 All Swansea schools deliver some vocational courses by staff within their own setting. This is most common for courses such as Travel and Tourism, Health and Social Care, Children's Care and Learning Development (CCLD) and Sport and Coaching. One school uses staff expertise from Gower College to design and deliver a curriculum in CCLD. These courses are typically delivered for three hours per week.

- 2.3 Gower Junior College is a 'paid for' provision offered by the college to all schools. These courses are offered at the college to make best possible use of facilities, equipment, and staff expertise. Some schools use this as part of their options open to all key stage 4 pupils while others use the provision for learners who, for various reasons, are following an alternative curriculum. Courses offered include Construction, Engineering, Landscaping and Horticulture, Hair and Beauty and Catering and Hospitality. For 2021/2022 there are 18 groups of learners completing level 1 and level 2 courses. These are also typically delivered for three hours per week

- 2.4 Coleg Sir Gâr and Neath Port Talbot College deliver vocational programmes to learners who live near county borders. Bryngwyn Vocational Skills Centre (Coleg Sir Gâr) and Llansamlet Construction Centre (NPTC Group of Colleges) deliver courses in construction.

- 2.5 In addition, Gower College and Inspire Training are vocational provisions as part of the framework of providers offered to schools through the Cynnydd programme. The Cynnydd project aims to meet the requirements of Specific Objective 2 (To reduce the number of those at risk of becoming NEET,

amongst 11–24 year-olds) European Social Fund Operational Programme, by providing several interventions targeted at young people who are identified as being at the very greatest risk of becoming NEET (Not in Employment, Education or Training). In the case of both these providers, programmes have been developed to introduce learners to a wide range of vocational areas and aid the transition to further vocational training and apprenticeship opportunities within local post-16 settings. The Cynnydd programme will come to an end as of September 2022.

- 2.6 In 2019/2020 a new full time vocational programme was offered to all schools in Swansea as part of Welsh Government's Junior Apprenticeship model. Known as the Junior Academy in Swansea and operating from Gower College's Tŷ Coch campus, this is a four day a week programme for learners. Learners on the programme spend one day a week in their school completing Mathematics, English and other requirements of the statutory curriculum not covered at the college.
- 2.7 The Junior Academy is aimed at young people 14-16 years old who have a very clear idea of the vocational pathway they wish to follow and would benefit from a less traditional route. The programme particularly suits those who are at risk of disengaging with the school system and becoming NEET. There are currently 13 learners from four different secondary schools following vocational pathways in Landscaping & Horticulture and Hair & Beauty. Alongside their studies, each learner takes part in work related opportunities through a range of work readiness activities and sector related experiences. All learners who successfully completed the Junior Academy in 2021 progressed to higher level vocational studies, apprenticeships, or employment. The Junior Academy is very much a partnership project between Gower College and secondary schools with a welfare and progression coordinator responsible for support and progression to suitable pathways upon leaving.
- 2.8 Schools in Swansea have access to and make good use of the 'Have a Go' Welsh Government initiative. This is an initiative that allows schools to access specific industry kits to aid teaching and learning experiences. The kits that can be borrowed for a certain length of time encourage learners to find out about vocational careers and apprenticeships. Industry kits are available across five industry sectors; Construction and Infrastructure, Engineering and Technology, Health, Hospitality and Lifestyle, IT and Enterprise and Media and Creative. A successful element of the Community Renewal Fund bid is to replicate this project on a local level so that both school children and post-16 learners can access similar kits to give an engaging insight into career options.
- 2.9 Careers Wales operates in all Swansea secondary schools to deliver employer engagement. There are dedicated advisers that link schools and pupils with employers from different sectors and industries with the aim of motivating, inspiring and raising awareness of a range of different careers. Employers have visited many schools to give presentations, deliver workshops and mock interviews. Apprenticeship applications for school leavers are completed through Careers Wales.
- 2.10 Careers Education as part of Curriculum for Wales will be called 'careers and work-related experiences' (CWRE) and will be embedded throughout every area of learning and experience. CWRE will start in primary school and be developed throughout their school life.



## **Post-16 Vocational opportunities**

- 2.11 The post-16 landscape in Swansea gives learners a vast range of vocational training opportunities. Learners can continue with vocational options in sixth forms, further education institutions (FEIs), training providers or through apprenticeships with local employers.
- 2.12 Six of seven sixth forms in Swansea offer level 3 vocational qualifications at subsidiary diploma level (the equivalent to one A-level). These qualifications sit alongside A-levels as part of learning programmes with progression into further vocational studies, apprenticeships, and employment. Two Welsh medium sixth schools offer level 3 vocational qualifications through the medium of Welsh at diploma level in Business, IT and Sport. Class sizes are often small for these subjects however there are larger cohorts studying Health and Social Care and Applied Science (Forensics).
- 2.13 Gower College Swansea and neighbouring FEIs offer a vast range of vocational options at levels 1, 2 and 3 for full diploma (two A-level equivalent) and extended diploma (three A-level equivalent). These courses include those that have been identified by the Regional Learning and Skills Partnership (RLSP) as having skills shortages, for example Health and Social care, Construction and the Built Environment, Digital Technology and Advanced Engineering. Apprenticeships are also offered through Gower College Swansea.
- 2.14 Inspire Training offer traineeships and apprenticeships for school leavers in the following vocational areas; Business Administration, Construction, Customer Service, Hair and Beauty, Health and Social Care, ICT, Retail, Motor Mechanics and Sport.

## **3. Legal implications**

- 3.1 There are no legal implications

## **4. Finance Implications**

- 4.1 There are no finance implications.

## **5. Integrated Assessment Implications**

- 5.1 None arising from this information report

**Background Papers:** None

**Appendices:** None

### Education & Skills PDC - Work Plan 2021-2022

Meeting Date	Agenda Items
16 June 2021	Workplan Discussion
21 July 2021	Professor Christopher Chapman (Glasgow University)
15 September 2021	Data Trends on Vulnerable Learners.
20 October 2021	Further Information & Data Trends on Vulnerable Learners. Exclusion Data & Statistics.
17 November 2021	Keeping Pupils On Track: Examples of Best Practice from Pentrehafod and Dylan Thomas Schools.
15 December 2021	Vocational Education.
19 January 2022	Sport, Health & Physical Literacy Provision and Outdoor Education.
16 February 2022	Adverse Childhood Experiences.
16 March 2022	