



Dinas a Sir Abertawe

Hysbysiad o Gyfarfod

Fe'ch gwahoddir i gyfarfod

Pwyllgor Cyflawni Corfforaethol Addysg a Sgiliau

Lleoliad: Cyfarfod Aml-Leoliad - Ystafell Gloucester, Neuadd y Ddinas / MS Teams

Dyddiad: Dydd Mercher, 27 Gorffennaf 2022

Amser: 4.00 pm

Cadeirydd: Y Cyngorydd Mike Durke

Aelodaeth:

Cyngorwyr: J P Curtice, F M Gordon, B Hopkins, Y V Jardine, L R Jones, S Joy, S Pritchard a/ac T M White

Gwyllo ar-lein: <https://bit.ly/3AL9TdY>

Agenda

Rhif y Dudalen.

- 1 Ymddiheuriadau am absenoldeb.**
- 2 Derbyn datgeliadau o fuddiannau personol a rhagfarnol.**
www.abertawe.gov.uk/DatgeluCysylltiadau
- 3 Cofnodion.** **1 - 2**
Cymeradwyo a llofnodi cofnodion y cyfarfod(ydd) blaenorol fel cofnod cywir.
- 4 Diweddariad gan yr Adran Addysg.** **3 - 7**
- 5 Rhaglen Waith 2022-2023.** **8 - 14**

Cyfarfod nesaf: Dydd Mercher, 28 Medi 2022 am 4.00 pm

Huw Evans
Pennaeth y Gwasanaethau Democrataidd
Dydd Iau, 21 Gorffennaf 2022

Cyswllt: Gwasanaethau Democrataidd - (01792) 636923

Agenda Item 3



City and County of Swansea

Minutes of the **Education & Skills Corporate Delivery Committee**

Multi-Location Meeting - Gloucester Room, Guildhall / MS

Teams

Wednesday, 22 June 2022 at 4.00 pm

Present: Councillor M Durke (Chair) Presided

Councillor(s)

J P Curtice
S Joy

Councillor(s)

F M Gordon
S Pritchard

Councillor(s)

L R Jones
T M White

Officer(s)

Gareth Borsden
Stephen Holland
Sarah Hughes

Democratic Services Officer
Senior Solicitor

Head of Improvement and Monitoring Unit, Education
Planning & Resources

Helen Morgan-Rees

Director of Education

Apologies for Absence

Councillor(s): B Hopkins

4 Disclosures of Personal & Prejudicial Interests.

In accordance with the Code of Conduct adopted by the City & County of Swansea, no interests were declared.

5 Minutes.

Resolved that the Minutes of the Education & Skills Policy Development Committee held on 16 March 2022 and the Education & Skills Corporate Delivery Committee held on 24 May 2022 be approved and signed as correct records.

6 Terms of Reference.

The Chair referred to the circulated terms of reference and indicated that the committee would aim to focus on topics linked to the corporate priorities which will be presented to Council in July.

He referred to the different roles that the CDCs and scrutiny play, but outlined that close working relationships between the two can be beneficial.

The terms of reference for the committee were noted.

7 Supporting the Challenges for Learners in Recovering from the Pandemic.

The Chair outlined that the circulated report had been compiled a result of the previous PDCs work over the last municipal year in looking at issues to assist and support learners, particularly vulnerable learners both during and post pandemic.

He outlined that the whole Covid pandemic period has been an incredibly difficult time for young people, teachers, support staff in schools and internal Education Department staff.

Helen Morgan-Rees referred to the report which sought to consider the implications of recovery from the pandemic for learners in Swansea schools.

She outlined the background to the previous PDCs work, the evidence gathering undertaken and the information/data collected and collated from the various individuals and organisations who attended the meetings during the year. This information was outlined and detailed in the report.

She indicated that although some of the proposals in the report have already begun to be imbedded in schools, the main body of recommendations if supported by the Committee and agreed by Cabinet in July, the implementation and introduction of these would be dependent on both resources and staffing for schools and the department.

Resolved that the report and its ten recommendations be approved and be presented to Cabinet in July.

8 Work Plan Discussion.

The Chair indicated that further to the discussion undertaken on the item relating to the terms of reference earlier in the agenda, he proposed that the committee at its meeting in July, receive a presentation/update from the Department to cover issues such as the relevant corporate priorities and to include some background information for members on the number of schools/staff/buildings etc.

Agreed that the item for the July meeting be as outlined above.

9 Date & Time of Meetings.

The Chair proposed that the committee continue to meet at 4pm on a Wednesday as they have for the past few years.

All members agreed with the proposal and the meetings remain at 4pm on a Wednesday.

The meeting ended at 4.33 pm

Chair

Education Corporate Delivery Committee

27 July 2022

Context for Swansea Local Government Education Services

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Agenda Item 4



Cyngor **Abertawe**
Swansea Council



Swansea Schools

- 91 mainstream schools
- 77 primary schools, including 10 providing Welsh-medium education
- 14 secondary schools, two of which are Welsh-medium schools
- Two special schools and one pupil referral unit
- Strong school inspection outcomes – no school currently in Estyn monitoring
- Teachers – 2095 (1869.4FTE)
- Support Staff – 2602 (2026.8) – note does not include catering, cleaning, caretaking, leisure or crossing patrols.



Learners in Swansea

- 29.9% of Swansea pupils in 20% most deprived areas in Wales
- 22.2% of 5 to 15-year-olds are eligible for free school meals. Higher than the Wales average of 20%
- 10.9% of pupils aged 5+ are fluent in Welsh
- Lower than Wales average of 16%
- 16.4% of pupils aged 5+ from ethnic minorities
- Higher than Wales average of 12.7%
- 24.2% of pupils have special educational needs
- Higher than Wales average of 20% (April 2021)
- 117 children per 10,000 looked-after by local authority in March 2021 compared with 115 for Wales
- 31 additional learning needs pupils placed in out-of-county provision



School Buildings

- £216m school capital schemes delivered on site since last inspection in 2013
- Condition rating A+B schools: 56%
- Clear track record of new build and refurbishment projects including brand new Welsh medium builds
- Suitable strategy to maintain school buildings



Education Budget

- Education budget:
£189,396,000: Per pupil
Swansea £5,236 and Wales
£5,325
- Funding delegation to
schools maximised and
improved per pupil funding
- No Swansea school in
deficit reserve position

Agenda Item 5



Report of the Director of Education

Education & Skills Corporate Delivery Committee - 27 July 2022

Work Programme 2022-2023

Purpose: To provide the Education Corporate Delivery Committee with a draft outline of their work programme for 2022-2023 and what they seek to achieve in terms of policy objectives.

Report Author: Sarah Hughes

Finance Officer: Peter Keys

Legal Officer: Stephanie Williams

Access to Services Officer: Rhian Millar

For Information

1. Introduction

- 1.1 The purpose of the Corporate Delivery Committees (CDCs) is to develop policies or policy direction for consideration and adoption by Cabinet and / or Council as appropriate.
- 1.2 CDCs are free to choose any items for inclusion within their work programme in line with their terms of reference, but these should be aligned to the Council's Policy Commitments and Corporate Priorities. The Council adopted a new Policy Commitment statement and approved a refreshed Corporate Plan on the 7 July 2022.
- 1.3 CDCs should ensure that each individual work programmes contains a manageable number of items that have been prioritised in consultation with the relevant Cabinet Member(s) and with input from Corporate Directors.

- 1.4 Each individual work programme item must have a clearly defined output, such as a specific policy, that is deliverable within a realistic timescale given the available resources. When developing their work plans, CDCs should clearly map out the process and resources required for the development of new policies.
- 1.5 CDCs should seek to avoid any overlap with Scrutiny. They should seek to develop and deliver draft policies for adoption at Cabinet or Council and provide written reports with clear outputs. Verbal reports will not be permitted.

2. Work Programme for Education CDC

- 2.1 Following a discussion between the Director and Cabinet Member(s), the priorities outlined below, have been identified as draft items for Education CDC for the work programme 2022-2023, subject to the approval or amendment of Education CDC. The table below also records the anticipated outputs and outcome from each work plan item; the policy commitment that each CDC work plan item helps deliver; and the corporate priority that each CDC work plan item is aligned to.

CDC Work Plan item	Required output, e.g. policy	Intended outcome	Policy Commitment	Corporate priority
Strengthening school leaders	Policy	Supporting staff to continuously improve and develop the next generation of community leaders. Support for induction, mentoring and development.	Maintaining successful school leadership	
Attendance and Inclusion Policy	Policy	A new policy to increase attendance and reduce exclusions. Supporting schools to support children within schools.		Improving Education & Skills – Pupil attendance and performance, Impact from Covid-19

Strengthened and Effective School Governance	Policy	A new policy to support effective school governance including recruitment, support, training and resolution of issues in order for governing bodies to provide effective challenge and work effectively with headteachers.	Maintaining successful school leadership	
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3. Integrated Impact Assessment Implications

- 3.1 The Council is subject to the Equality Act (Public Sector Equality Duty and the socio-economic duty), the Well-being of Future Generations (Wales) Act 2015 and the Welsh Language (Wales) Measure, and must in the exercise of their functions, have due regard to the need to:
- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Acts.
 - Advance equality of opportunity between people who share a protected characteristic and those who do not.
 - Foster good relations between people who share a protected characteristic and those who do not.
 - Deliver better outcomes for those people who experience socioeconomic disadvantage.
 - Consider opportunities for people to use the Welsh language. Treat the Welsh language no less favourably than English.
 - Ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.
- 3.2 The Well-being of Future Generations (Wales) Act 2015 mandates that public bodies in Wales must carry out sustainable development. Sustainable development means the process of improving the social, economic, environmental and cultural well-being of Wales by taking action, in accordance with the sustainable development principle, aimed at achieving the ‘well-being goals’.
- 3.3 Our Integrated Impact Assessment (IIA) process ensures we have paid due regard to the above. It also takes into account other key issues and priorities, such as poverty and social exclusion, community cohesion,

carers, the United Nations Convention on the Rights of the Child (UNCRC) and Welsh language.

- 3.4 An IIA Screening has been completed (Appendix A) and as there are no specific equality issues relating to this report there is no need to complete a full IIA report. Any policy agreed by the Education CDC will be subject to its own IIA.

4. Financial Implications

- 4.1 There are no financial implications associated with this report.

5. Legal Implications

- 5.1 There are no legal implications associated with this report.

Background papers: None

Appendices: Appendix A: IIA Screening

Service Area: Achievement and Partnership
 Directorate: Education

Q1 (a) What are you screening for relevance?

- New and revised policies, practices or procedures
- Service review, re-organisation or service changes/reductions, which affect the wider community, service users and/or staff
- Efficiency or saving proposals
- Setting budget allocations for new financial year and strategic financial planning
- New project proposals affecting staff, communities or accessibility to the built environment, e.g., new construction work or adaptations to existing buildings, moving to on-line services, changing location
- Large Scale Public Events
- Local implementation of National Strategy/Plans/Legislation
- Strategic directive and intent, including those developed at Regional Partnership Boards and Public Services Board, which impact on a public bodies functions
- Medium to long term plans (for example, corporate plans, development plans, service delivery and improvement plans)
- Setting objectives (for example, well-being objectives, equality objectives, Welsh language strategy)
- Major procurement and commissioning decisions
- Decisions that affect the ability (including external partners) to offer Welsh language opportunities and services

(b) Please name and fully describe initiative here:

The Education CDC will consider a range of policies to include in its work programme for 2022-23. Any policies taken forward will be subject to its own IIA.

Q2 What is the potential impact on the following: the impacts below could be positive (+) or negative (-)

	High Impact		Medium Impact		Low Impact		Needs further investigation
	+	-	+	-	+	-	
Children/young people (0-18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older people (50+)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other age group	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Future Generations (yet to be born)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Race (including refugees)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asylum seekers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gypsies & travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religion or (non-)belief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Welsh Language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poverty/social exclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carers (inc. young carers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community cohesion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marriage & civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q3 What involvement has taken place/will you undertake e.g. engagement/consultation/co-productive approaches?

Please provide details below – either of your activities or your reasons for not undertaking involvement

We will continue to engage our schools to inform and develop policies taken forward.

Q4 Have you considered the Well-being of Future Generations Act (Wales) 2015 in the development of this initiative:

- a) Overall does the initiative support our Corporate Plan's Well-being Objectives when considered together?
Yes No
- b) Does the initiative consider maximising contribution to each of the seven national well-being goals?
Yes No
- c) Does the initiative apply each of the five ways of working?
Yes No
- d) Does the initiative meet the needs of the present without compromising the ability of future generations to meet their own needs?
Yes No

Q5 What is the potential risk of the initiative? (Consider the following impacts – equality, socio-economic, environmental, cultural, legal, financial, political, media, public perception etc...)

High risk

Medium risk

Low risk

Q6 Will this initiative have an impact (however minor) on any other Council service?

Yes No **If yes, please provide details below**

There is no impact from this report. Any policy developed will require the Education Directorate to work closely with other Directorates to enable delivery.

Q7 What is the cumulative impact of this proposal on people and/or communities when considering all the impacts identified within the screening and any other key decisions affecting similar groups/ service users made by the organisation?

There is no impact from this report. The policies to be developed aim to have a positive impact for all learners and schools in Swansea.

Outcome of Screening

Q8 Please describe the outcome of your screening below:

- **Summary of impacts identified and mitigation needed (Q2)**
- **Summary of involvement (Q3)**
- **WFG considerations (Q4)**
- **Any risks identified (Q5)**
- **Cumulative impact (Q7)**

A range of policies are to be considered by the Education CDC for its work programme for 2022-23.

All policies aim to have a positive impact on children and young people minimal impact on all other groups.

All schools will be kept engaged to ensure that the benefits are realised across all our schools.

All policies fit within the expectations and considerations of the WFG with no risk in their implementation. The cumulative impact is seen as very positive.

Any policy taken forward will be subject to its own IIA process.

Full IIA to be completed

Do not complete IIA – please ensure you have provided the relevant information above to support this outcome

Screening completed by:
Name: Sarah Hughes
Job title: Improvement and Monitoring Manager
Date: 19/07/2022

Approval by Head of Service:
Name: Rhodri Jones
Position: Head of Achievement and Partnership Service
Date: 19/07/22