



## City and County of Swansea

### Notice of Meeting

You are invited to attend a Meeting of the

## Scrutiny Performance Panel – Education

**At:** Multi-Location Meeting - Gloucester Room, Guildhall / MS Teams

**On:** Thursday, 27 October 2022

**Time:** 4.30 pm

**Convenor:** Councillor Lyndon Jones MBE

#### Membership:

Councillors: A Davis, A M Day, B Hopkins, Y V Jardine, S M Jones, S Joy, S E Keeton, J D McGettrick, H M Morris, F D O'Brien and A J O'Connor

Co-opted Members: Beth Allender and Elizabeth Lee

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#### Agenda

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| <b>1</b> | <b>Apologies for Absence</b>   |                |
| <b>2</b> | <b>Disclosure of Personal and Prejudicial Interests</b><br><a href="http://www.swansea.gov.uk/disclosuresofinterests">www.swansea.gov.uk/disclosuresofinterests</a>  |                |
| <b>3</b> | <b>Prohibition of Whipped Votes and Declaration of Party Whips</b>   |                |
| <b>4</b> | <b>Minutes</b>   | <b>1 - 4</b>   |
| <b>5</b> | <b>Letters</b>   | <b>5 - 7</b>   |
| <b>6</b> | <b>Public Questions</b><br>Questions can be submitted in writing to <a href="mailto:scrutiny@swansea.gov.uk">scrutiny@swansea.gov.uk</a> up until noon on the working day prior to the meeting. Written questions take precedence. Public may attend and ask questions in person if time allows. Questions must relate to items on the open part of the agenda and will be dealt with in a 10 minute period. |                |
| <b>7</b> | <b>Role of the Education Scrutiny Performance Panel</b>  | <b>8 - 16</b>  |
| <b>8</b> | <b>Update on the Education Directorate</b><br>Invited to attend Cllr Robert Smith (Cabinet Member Education and Learning, Helen Morgan Rees (Director of Education), includes:<br>a) Estyn Inspection of Education Services in Swansea and resulting Action Plan. Sarah Hughes (Head of Improvement and Monitoring Unit)<br>b) Overview of the structure of and key priorities for Education                 | <b>17 - 26</b> |

currently. Sarah Hughes (Head of Improvement and Monitoring Unit)

- c) Partneriaeth Regional Education Partnership briefing and current position update. Rhodri Jones (Head of Achievement and Partnership Service)
- d) Pupil Voice Manifesto, what is it and the current position. Rhodri Jones (Head of Achievement and Partnership Service)

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|-----------|--|----------------|
| <b>9</b>  | <b>Discuss and agree Work Programme for 2022/2023</b>                      | <b>27 - 28</b> |
| <b>10</b> | <b>For Information - Recent Individual School Inspection Outcomes List</b> | <b>29 - 31</b> |

**Next Meeting:** Thursday, 17 November 2022 at 4.00 pm



**Huw Evans**  
**Head of Democratic Services**  
**Thursday, 20 October 2022**

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**Contact: Scrutiny Officer**

# Agenda Item 4



City and County of Swansea

## Minutes of the **Scrutiny Performance Panel – Education**

Remotely via Teams

Tuesday, 15 March 2022 at 2.00 pm

**Present:** Councillor L R Jones (Chair) Presided

**Councillor(s)**

C Anderson  
L James

**Councillor(s)**

S J Gallagher  
S M Jones

**Councillor(s)**

D W Helliwell  
L J Tyler-Lloyd

**Co-opted Member(s)**

D Anderson-Thomas

**Co-opted Member(s)**

**Co-opted Member(s)**

**Other Attendees**

Cllr Robert Smith, Cabinet Member for Education Improvement, Learning and Skills

**Officer/s**

Helen Morgan-Rees, Director of Education

Michelle Roberts, Scrutiny Officer

Pam Cole, Senior, Lead for Minority Ethnic Learners and Equalities

Alison Lane, Head of the Additional Learning and Inclusion Team

Kate Phillips, Head of Vulnerable Learner Services

Damien Beech, Head of School Improvement Team

**Apologies for Absence**

Councillor(s): A M Day, B Hopkins and M A Langstone

Co-opted Member(s): A Roberts

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**1 Disclosure of Personal and Prejudicial Interests**

None

**2 Prohibition of Whipped Votes and Declaration of Party Whips**

None

**3 Minutes**

The minutes of the 14 February 2022 were accepted by the Panel.

**4 Public Questions**

No public questions were received.

## **5 Verbal Update - Asylum Seeker and Refugee Pupils**

The Panel thanked Pam Cole, Senior Lead for Minority Ethnic Learners and Equalities for giving the Panel a verbal briefing and answering questions. The following was noted.

- The Panel heard that this service is funded by Welsh Government and is part of the wider service for pupils who have a first language other than English/Welsh, as English as an additional language (EAL learners). That EAL learners are a hugely diverse group and include settled families, economic migrants, Roma, asylum seekers and refugees. Also, Swansea is a very diverse city with over 140 languages and dialects spoken amongst our school population. The Panel were told that the key support lies within individual schools and the role of the central service was to guide and advise schools.
- The Panel asked about the provision that was being made for the arrival of families from Ukraine. They were informed that what we have in place currently and how we can best prepare in advance for any arrivals was being considered. Also, that it is difficult to know at this stage how many children will come into the city, which is different of other schemes the council has managed as we are usually informed of numbers in advance. It was recognised that this will be challenging because of the unpredictability of where families may be hosted in the city. This could impact on some schools that are not traditionally used to EAL pupils. The Panel agreed sharing of good practice across schools will be important.
- Swansea has been a Refugee and Asylum Seeker dispersal area for over 20 years and it is a City of Sanctuary. Swansea Council has the experience to and many systems in place for supporting families and their children which should provide a good grounding in this challenging time. The Panel were pleased to hear about the work currently being done across the city.

## **6 Additional Learning Needs Reform and Implementation**

The Panel thank Alison Lane, Head of the Additional Learning and Inclusion Team for attending the meeting and supplying the Panel with a written report. The following was noted.

- The Panel heard that this is a wide-ranging reform and the biggest shake up for many years in ALN. Also, that the Council had been concerned about implications of the pandemic on making progress but that staff need to be congratulated on the huge amount of work that has been completed in the last two years in keeping this on track through such a difficult time. They were told that the biggest challenge will be managing expectations and working together on a shared vision to get the very best model for our ALN pupils.
- The Panel welcomed the overall progress that has been made in relation to ALN reform. They are reassured that although we are in the early stages of this legislative reform, we are well positioned to face the challenges that lie ahead.

## **7 Education Other Than At School (EOTAS)**

The Panel thanked Kate Phillips, Head of Vulnerable Learner Services, for attending the meeting and supplying the panel with a detailed report. The following was noted.

- The Panel heard about how the service is now being reviewed and this has included looking at the following key areas:
  - *A new EOTAS policy* - this is being finalised giving refinement to recommendations made to Cabinet in 2016 which is needed as five years have now passed. During the intervening years, it has been recognised that only referring children and young people with the most severe Social Emotional and Behavioural Difficulties (SEBD) needs to EOTAS provision may not be sufficient to meet the needs of Swansea. The effectiveness of prevention and early intervention by Swansea schools and central services mean that there are less children and young people requiring Pupil Referral Unit (PRU) provision. However, there are a greater number of children and young people with long-term SEBD needs and an increase in pupils with Autistic Spectrum Disorder (ASD) presenting with challenging behaviours. The new EOTAS task and finish group has identified the need to develop provision to meet the needs of this complex cohort above and beyond the current curriculum offer which is tailored to a reintegration model.
  - *Delivering improved outcomes within Maes Derw* - this includes attendance, exclusions and the part time provision at Maes Derw. It has been identified that all these are all areas can be improved. The need to ensure all pupil placements at Maes Derw are appropriate in order for learners' needs to be met has also been highlighted. Now that it has been a whole year since the opening of Maes Derw, it is appropriate to consider how well the changes are in meeting the needs of Swansea children and young people.
  - *EOTAS funding* - there is a continual need to ensure that the funding available for EOTAS provision in Swansea is targeted at need. Currently, the majority of the funding for EOTAS provision is with Maes Derw PRU, however, as needs change and those learners who meet the remit of Maes Derw reduce, there is a need to look at bespoke, multi-agency packages of support, which do not currently have dedicated funding. It would also be beneficial to target resource at earlier intervention and prevention. The effectiveness of the devolved money to secondary schools suggests targeting resource early is effective in reducing the number of learners requiring EOTAS provision.
- The Cabinet Member told the Panel that the 2016 report had provided a firm foundation for this service and we are now starting to build upon that. The Panel did recognise that the needs of pupils in Swansea will change and evolve, so were pleased to see the ability to flex and review our model of delivery.

## **8 New Curriculum Update including progress with implementation**

The Panel thanked Damien Beech, Head of School Improvement Team for attending the Panel, providing a report and discussing progress. The following was noted.

- The Panel welcome the overall progress that has been made in relation to the introduction of the new curriculum for Wales but they were still concerned with regard to the readiness of all schools to introduce the new curriculum. The Panel were told that the Welsh Government do recognise that curriculum design is an ongoing, cyclical process of engagement, design, planning, trialling, and

evaluation. Also, that it is an iterative process with each school's curriculum continuing to evolve to meet the needs of their learners. The Panel agreed and emphasised the importance of the role of School Improvement Advisers and Curriculum Advisers in advising and getting those schools who may be finding it more challenging, up to speed with their curriculum development. They also agreed with officers when they said school to school collaboration will be particularly beneficial in relation to curriculum development.

## **9 End of Year Report - Education Scrutiny**

As this is the final meeting of this municipal year, the Panel was invited to reflect on the year's scrutiny work, experiences and effectiveness. Including any ideas that will improve the effectiveness of the scrutiny of education are welcome.

The Panel agreed that seeing work happening on the ground had been missing this year due to the pandemic and were keen that visiting schools and meeting Headteachers staff and pupils should resume as soon as it is safely possible.

The Panel paid tribute to both schools and the education department in how they have dealt with education through the pandemic agreeing they had done a magnificent job.

The Convener of the Panel thanked Officer and fellow Panel members for their commitment to the Panel feeling that it has made a positive difference this year.

The meeting ended at 3.45 pm

**Chair**

# Agenda Item 5



**To:**  
**Councillor Robert Smith**  
**Cabinet Member for Education**  
**Improvement, Learning and Skills**

**BY EMAIL**

*Please ask for:* Michelle Roberts  
*Gofynnwch am:*  
*Scrutiny Office* 01792 637256  
*Line:*  
*Llinell*  
*Uniongyrchol:*  
*e-Mail* [scrutiny@swansea.gov.uk](mailto:scrutiny@swansea.gov.uk)  
*e-Bost:*  
*Date* 28 March 2022  
*Dyddiad:*

**Summary:** This is a letter from the Education Scrutiny Performance Panel to the Cabinet Member for Education Improvement, Learning and Skills following the meeting of the Panel on 15 March 2022 where they looked at the Panels watching brief items.

Dear Cllr Smith,

## **Education Scrutiny Performance Panel – 15 March 2022**

We would like to thank you and your supporting Officers for attending our meeting. We are writing to you to reflect on what we learnt from the discussion and to share the views of the Panel.

### **Refugee and Asylum Seeker Education Briefing**

We heard that this service is funded by Welsh Government and is part of the wider service for pupils who have a first language other than English/Welsh English (EAL learners). We heard EAL learners are a hugely diverse group and includes settled families, economic migrants, Roma, asylum seekers and refugees. Swansea is a very diverse city with over 140 languages and dialects spoken amongst our school population. We heard that the key support lies within individual schools and the role of the central service was to guide and advise schools.

We asked about the provision that was being made for the arrival of families from Ukraine. We were informed that what we have in place currently and how we can best prepare in advance for any arrivals was being considered. Also, that it is difficult to know at this stage how many children will come into the city, which is different to other schemes the council has managed, as we are usually informed of numbers in advance. We recognise this will be challenging because of the unpredictability of where families may be hosted in the city. This could impact on some schools that are not traditionally use to EAL pupils. We agree with you that sharing of good practice across schools will be important.

**OVERVIEW & SCRUTINY / TROSOLWG A CHRAFFU**

**SWANSEA COUNCIL / CYNGOR ABERTAWE**

**GUILDHALL, SWANSEA, SA1 4PE / NEUADD Y DDINAS, ABERTAWE, SA1 4PE**

**[www.swansea.gov.uk](http://www.swansea.gov.uk) / [www.abertawe.gov.uk](http://www.abertawe.gov.uk)**

We understand that Swansea has been a Refugee and Asylum Seeker dispersal area for over 20 years and that we are a City of Sanctuary. We were pleased to hear that Swansea Council, has the experience to and has many systems in place for supporting families and their children, which should provide a good grounding in this challenging time. We are pleased to hear about the work currently being done across the city and agreed with you when you said it is vital that we get this right.

### **Additional Learning Needs (ALN) Reform Update**

We heard that this is a wide-ranging reform and the biggest shake up for many years in ALN. Also, that the Council had been concerned about the implications of the pandemic on making progress but we agreed that staff need to be congratulated on the huge amount of work that has been completed in the last two years to keep this on track through such a difficult time. We look forward to seeing further developments as it progresses in the future. We were told that the biggest challenge will be managing expectations and working together on a shared vision to get the very best model for our ALN pupils.

We welcomed the overall progress that has been made in relation to ALN reform. We were reassured that although we are in the early stages of this legislative reform, we are well positioned to face the challenges that lie ahead.

### **Education Other Than At Schools (EOTAS) Update**

We were told that the service is now being reviewed and this has included looking at the following key areas:

- *A new EOTAS policy* - this is being finalised giving refinement to recommendations made to Cabinet in 2016, which is needed as five years have now passed. During the intervening years, it has been recognised that only referring children and young people with the most severe Social Emotional and Behavioural Difficulties (SEBD) needs to EOTAS provision may not be sufficient to meet the needs of Swansea. The effectiveness of prevention and early intervention by Swansea schools and central services mean that there are less children and young people requiring Pupil Referral Unit (PRU) provision. However, there are a greater number of children and young people with long-term SEBD needs and an increase in pupils with Autistic Spectrum Disorder (ASD) presenting with challenging behaviours. The new EOTAS task and finish group has identified the need to develop provision to meet the needs of this complex cohort above and beyond the current curriculum offer which is tailored to a reintegration model.
- *Delivering improved outcomes within Maes Derw* - this includes attendance, exclusions and the part time provision at Maes Derw. It has been identified that these are all areas which can be improved. The need to ensure all pupil placements at Maes Derw are appropriate, in order for learners' needs to be met has also been highlighted. Now that it has been a whole year since the opening of Maes Derw, it is appropriate to consider how well the changes are meeting the needs of Swansea children and young people.
- *EOTAS funding* - there is a continual need to ensure that the funding available for EOTAS provision, which in Swansea is targeted at need. Currently, the majority of the funding for EOTAS provision is with Maes Derw PRU, however, as needs change and those learners who meet the remit of Maes Derw reduce, there is a need to look at bespoke, multi-agency packages of support, which do not currently have dedicated funding. It would also be beneficial to target resource at earlier



intervention and prevention. The effectiveness of the devolved money to secondary schools suggests targeting resource early is effective in reducing the number of learners requiring EOTAS provision.

You told us that the 2016 report had provided a firm foundation for this service and we are now starting to build upon that. We recognise that the needs of pupils in Swansea will change and evolve, so we are pleased to see the ability to flex and review our model of delivery here in Swansea therefore enabling us to meet those changing needs.

### **New Curriculum for Wales Update**

We welcome the overall progress that has been made in relation to the introduction of the new curriculum for Wales but our concerns still remain with regard to the readiness of all schools to introduce the new curriculum. We were told that some comprehensive schools would be ready by September, while others would not be. Also, that all primary schools in Swansea would go ready or not in September. We felt this was very concerning and emphasised the importance of getting this right, otherwise pupils will suffer.

We were told the Welsh Government recognise that curriculum design is a cyclical process of engagement, design, planning, trialling, and evaluation. Also, that it is an ongoing process with each school's curriculum continuing to evolve to meet the needs of their learners. We agreed and emphasised the importance of the role of School Improvement Advisers and Curriculum Advisers in advising and getting those schools who may be finding it more challenging, up to speed with their curriculum development. We also agreed with officers when they said school to school collaboration will be particularly beneficial in relation to curriculum development.

### **Your Response**

We would welcome your comments on any of the issues raised in this letter but on this occasion do not require a formal written response.

Yours sincerely

### **COUNCILLOR LYNDON JONES**

Convener, Education Scrutiny Performance Panel

[Cllr.lyndon.jones@swansea.gov.uk](mailto:Cllr.lyndon.jones@swansea.gov.uk)

# Agenda Item 7



## Report of the Convener

Education Scrutiny Performance Panel – 27 October 2022

### Role of the Education Scrutiny Performance Panel

<b>Purpose:</b>	As it is the first meeting of the municipal year (and Council term) this report has been written to help to give clarity and ensure understanding of the role of the Education Scrutiny Performance Panel. It is also designed to aid the discussion on effective working.
<b>Content:</b>	A description of the role of Performance Panels, the focus of the Education Panel, and link to relevant Council Priorities / Policy Commitments is provided.
<b>Councillors are being asked to:</b>	<ul style="list-style-type: none"><li>• Discuss the role of the Panel and effective working</li></ul>
<b>Lead Councillor:</b>	Councillor Lyndon Jones, Convener of the Education Scrutiny Performance Panel
<b>Lead Officer &amp; Report Author:</b>	Michelle Roberts, Scrutiny Officer E-mail: <a href="mailto:michelle.roberts@swansea.gov.uk">michelle.roberts@swansea.gov.uk</a>

#### 1. Introduction

- 1.1 Within the Council's arrangements for Overview & Scrutiny, the Scrutiny Programme Committee is responsible for developing a Scrutiny Work Programme and managing the overall work of scrutiny to ensure that it is as effective as possible.
- 1.2 The broad aim of the scrutiny function is to engage non-executive councillors in activities to:
  - provide an effective challenge to the executive
  - help improve services, policies, and performance
  - engage the public in its work
- 1.3 At the same time the Committee must ensure that the work of scrutiny is:
  - manageable, realistic and achievable given resources available to support activities
  - relevant to council priorities
  - adding value and having maximum impact
  - coordinated and avoids duplication
- 1.4 In order to discharge the work of Scrutiny, the Scrutiny Programme Committee can establish informal Scrutiny Panels and Working Groups.

There are two types of Scrutiny Panel:

- Inquiry Panels will undertake discrete in-depth inquiries into significant areas of concern on a task and finish basis.
- Performance Panels will undertake provide ongoing in-depth monitoring and challenge to particular services / service areas

1.5 The Committee has established six Performance Panels, each with a specific focus:

- Service Improvement & Finance
- **Education**
- Adult Services
- Child & Family Services
- Development & Regeneration
- Climate Change & Nature

1.6 Panel meetings will typically involve consideration / assessment of service performance reports from Cabinet Members, with support from lead officers, and discussion of issues arising. Where necessary, Panels will drill down into specific matters. Panels may request relevant reports on activities, performance and information that will help it to assess progress regarding the Council's work, commitments, and implementation of agreed plans.

1.7 Performance Panels are expected to have on-going correspondence with relevant Cabinet Members in order to share views and recommendations, arising from monitoring activities, holding them to account for service performance, quality and improvement.

1.8 The Committee also determines the frequency of Performance Panel meetings that can be supported within the overall Scrutiny Work Programme. Performance Panels will meet on an on-going basis during the Council term until otherwise agreed by the Committee. Accordingly, Panels will develop a work plan for meetings that effectively discharge their responsibilities and Committee expectations.

1.9 Non-executive councillors who are not members of the Committee have the opportunity to participate in Panels and other informal task and finish groups. The membership of Panels and Working Groups is determined by the Committee. The Committee will appoint Panel Conveners in the first year of a Council term, however, has agreed for Performance Panels to then re-confirm / appoint their Convener at the start of every subsequent municipal year. There are no fixed number of seats on Panels, however, more than one political group should be represented on each and should be of a manageable size in terms of team working and effective questioning. A minimum of 3 members should be present at all meetings.

1.10 Performance Panel Conveners are required to provide the Scrutiny Programme Committee with regular progress reports on the work and impact of their Panels. Performance Panel conveners can attend meetings of the Scrutiny Programme Committee as co-opted members.

- 1.11 Panels and Working Group meetings are accessible to the public, just as the Scrutiny Programme Committee. Agendas, reports, letters relating to scrutiny activities are published on the Council's modern.gov online platform:  
<https://democracy.swansea.gov.uk/ieDocHome.aspx?bcr=1&LLL=0>

## **2. The Education Scrutiny Performance Panel**

- 2.1 The Education Scrutiny Performance Panel is responsible for ongoing monitoring of Council performance in relation to all Education matters. The Panel have considered items within the following five categories:

### **1. Individual Schools Scrutiny**

This includes speaking to individual schools across Swansea with the purpose of understanding their current performance and prospects for improvement. In 2021/22, the Panel met with Morryston Secondary School and Penyrheol Secondary School. These meetings were conducted via Microsoft Teams. Before each session, the Panel also met with the relevant School Improvement Adviser to understand the current position at the school. Prior to the pandemic (and hopefully in future years) the Panel have and will go out to schools to meet and speak to Head Teachers, Chairs of Governors and pupils in order to gain an understanding of the work completed on the ground.

### **2. Annual Scrutiny Items**

- Annual Education Performance against identified priorities (RAG) and Q&A with the Cabinet Member
- Annual Budget as it relates to Education matters
- Pupil Development Grant Spend on vulnerable pupils
- School Improvement Services

### **3. Watching Brief Items**

- Additional Learning Needs Reform (twice yearly)
- New Curriculum for Wales (twice yearly)
- Education Other Than At School services EOTAS (annually)
- Education Recovery Planning (as needed)
- Future years to include Pupil Voice Manifesto progress (to be agreed)

### **4. Updates**

- ERW, and now Partneriath Regional Education Partnership progress update/s
- ERW, and now Partneriath Regional Education Partnership Scrutiny (*Convener of Education Scrutiny Panel updates the Education Panel after each ERW and now Partneriath Scrutiny meeting*)
- Swansea Skills Partnership progress update

### **5. Other Items**

Any areas of concern that may arise throughout the year. This enables the flexibility to add items to work programme as and when need. This

has included for example: educating Asylum Seeker and Refugee Children briefing and also briefing relating to safeguarding with regard to Harassment of pupils in school settings.

- 2.2 The Panel currently has a membership of 14 councillors and two parent governor co-optee's. It has two vacancies for co-optee's from faith schools namely Catholic Church in Wales and Church in Wales.
- 2.3 In accordance with the agreed Scrutiny Work Programme, the Panel meets every month. This has been programmed, usually for, a Thursday at 4.00pm (or 4.30pm when necessary) but should the Panel wish to make a visit to a school where they wish to meet pupils and staff this will need to be arranged in school hours.
- 2.5 The Panel will write to the relevant Cabinet Members, to convey its views including views and recommendations/action, arising from its discussions. These letters, and responses from the Cabinet Member, are reported back to the Panel for comment, discussion and further follow up if required.
- 2.6 Link to Policy Commitments 2022-2027 (taken from Council report of 7 July 22)

### **Education**

Swansea Council will commit to investing £1 billion for better education, including £150 million investment in new and better schools.

Commitments, the first one hundred days of term:

- We commit to mapping out future priorities, in line with our Quality in Education (QEd) / Sustainable Communities for Learning programme.
  - Swansea Council will commence the upgrade works at Cefn Hengoed Community School, progressing our £7million investment in a new Community Sports Barn in Bonymaen.
  - We shall begin delivery of new special school facilities.
  - The Council will seek to expand free school meal provision and implement a freeze on school meal prices.
  - We will commence the new regional partnership arrangements; the South West Wales Education Partnership will be a regional collaborative arrangement designed to promote excellence in all of our schools.
  - We will keep school leadership standards high in Swansea.
- 2.7 The priorities for 2022-23 that are set out within our corporate plan are:
    - Improving education and skills - so that every child and young person in Swansea gains the skills and qualifications they need to succeed in life. A link to the [Councils Corporate Plan](#), pages 17 to 20 relate specifically to Education matters have been attached to report.

### **3. Support**

- 3.1 Performance Panels have the dedicated support of a member of the Council's Scrutiny Team. For the Education Scrutiny Performance Panel, it is currently Michelle Roberts, [michelle.roberts@swansea.gov.uk](mailto:michelle.roberts@swansea.gov.uk). This lead

Scrutiny Officer will assist with work planning and project-manage scrutiny activities and help to ensure that things run smoothly, for example by:

- directly supporting meetings
- liaison with Cabinet Members, departments, partners and the public
- contacting and arranging witness sessions
- carrying out research and arranging evidence gathering
- carrying out/assist with consultation and public engagement exercises
- helping to keep the work to time
- capturing and reflecting back the ideas, evidence gathered and any key issues that have been highlighted
- assisting in the drafting of scrutiny letters and reports
- promoting work using social media and other methods of communication

3.2 The Corporate Management Team and Service Departments are also an essential source of advice and support. Engagement with departments will be important in providing context for areas of work, knowledge about policies and service delivery, and technical expertise.

3.3 The Committee should recognise that resource constraints may have an impact on the scrutiny activity and delivery of work plans. Being focussed, proportionate and flexible will be important as we carry out scrutiny.

#### **4. Effective Working**

4.1 The Panel is encouraged to consider how it can work more effectively, for example in its preparation for meetings, and think about its approach to issues including the following:

- Developing Questions and Questioning Strategy
- Use of short Pre-meetings / Post meetings
- Team / Inclusive Working and Communication
- Decorum at meetings
- Meeting times / length
- Any other practical considerations

**Background Papers:** None

**Appendices:** None

## Improving **Education & Skills**

### **Why this priority is a well-being objective.**

- We want all children and young people in Swansea to be ambitious, capable enterprising learners who are ready to learn throughout their lives and be creative contributors to life and work.
- We want all children and young people to attend school regularly, to be safe, to be resilient and to be healthy.
- We want all children and young people with additional learning needs to have timely and effective support to enable them to reach their full potential.
- We want to encourage and support vulnerable learners and their families to be engaged in learning.
- As corporate parents of Looked After Children, we want our Looked After Children to succeed in school and to have opportunities for further education, higher education, employment or training.
- We want our children and young people to be aware of their rights and responsibilities in Swansea and as global citizens.
- We want our children and young people to have good Welsh language skills.

### **The longer term challenges this well-being objective will help address.**

- Ensuring young people have the STEM (science, technology, engineering and mathematics) skills to be able to take the opportunities arising from the Swansea Bay City Deal.
- Providing a school estate that is fit for the 21st century.
- Recovering from the impact of the Covid-19 pandemic on children and young people's learning and health and well-being.
- Addressing the inequalities created by the link that exists between educational attainment and economic prosperity.
- Ensuring that the support for the provision of additional learning needs is stronger, less adversarial and places children and young people at the centre of decision making.
- Ensuring equal opportunities for all learners to learn Welsh and speak the language confidently and to promote the benefits of bilingualism/ multilingualism.

## The steps we will take to meet this well-being objective.

- **Pupil attendance and performance** - Support and challenge schools to improve attendance and pupil performance, with a focus on improving literacy (in English and Welsh), numeracy and digital competence for all children of all ages, including children who are looked after (LAC), educated other than at school (EOTAS) or have additional learning needs (ALN).
- **Impact from Covid-19** - Support pupils, families and schools to maintain continuity of learning and well-being during the Covid-19 response and recovery.
- **Welsh language** - Increase the number of children taught through the medium of Welsh and promote the use of Welsh in schools and socially through the Welsh in Education Strategic Plan.
- **Pupil voice** - Continue to involve children and young people in their education and community through Schools Councils and engagement events.
- **Pupil rights and responsibilities** - As part of our commitment to the UNCRC, support schools to design a curriculum that will help its learners understand and exercise their responsibilities and rights; to respect the needs and rights of others; and show their commitment to the sustainability of the planet.
- **Poverty and disadvantage** - Ensure our vulnerable children are not disadvantaged by poverty or other factors that negatively affect their well-being and limits or restricts them in achieving and attaining high standards in education.
- **Schools estate** - Transform the schools' estate to meet demand and respond to the developments set out within the local development plan (LDP) whilst ensuring community benefits from contracts.
- **School buildings** - We will, by using our school building and maintenance programme, reduce our carbon footprint.
- **STEM** - Align our education system and continue to collaborate with partners ensuring we create the right people with the right skills to supply the new economies and meet the challenge of the Swansea Bay City Deal.
- **Apprenticeships** - Raise vocational aspirations and skill levels in the workplace, contributing to the development of ambitious, skilled young people and adults by providing high-quality apprenticeships.
- **Lifelong learning** - Develop independent learning skills for lifelong learning to reflect the changing nature of work and to support well-being, creativity and reduce social isolation.



## The contribution this Well-being Objective makes to the national goals.

A prosperous Wales	A Resilient Wales	A more equal Wales	A Wales of more cohesive communities	A Wales of vibrant culture and thriving Welsh language	A healthier Wales	A globally responsible Wales
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

## How we will maximise our contribution to the national goals through the way in which we work.

- *Preventing problems from occurring or from getting worse* – Supporting schools to design engaging curriculums so that pupils improve their skills and qualifications that they need to go on into further and higher education, training or employment. Early support for learners and their families to overcome barriers to good attendance. Collaboration with families who choose to electively home educate.
- *Addressing long-term challenges* – Ensuring the school curriculum in Swansea provides pupils with the skills and qualifications for the future and contributes to the success of the Swansea Bay City Deal in raising prosperity.
- *Working in partnership with others* – Collaborate with local authorities through the regional arrangements to support school improvement services. Improved collaboration and information sharing with agencies to ensure early identification and support to achieve positive outcomes for children and young people.
- *Avoiding conflicts between public body objectives* – Creating synergy between national and local objectives and economic development.
- *Involving people* – Involving learners in their education through a range of engagement mechanisms in order to demonstrate we value these key stakeholders. Ensure the views of families and the wider community are considered.

## How we will measure progress<sup>3</sup>.

- Attendance at school.
- Reduced exclusions from schools.
- Achievement at the end of Key Stage 4, including those receiving free school meals, children looked after by the Council, pupils educated other than at school.
- Enrolment and attainment in Mathematics and Science subjects at the end of key stage 4.
- Success of individual and personal plans for most vulnerable children.

<sup>3</sup> Provisional pending review and data development.

- Levels of enrolment and attainment of Welsh at Key Stage 4.
- Timeliness in completing statutory Individual Development Plans for learners with additional learning needs.
- Young people known to be NEET at 16 years of age.
- Enrolment and outcomes of apprenticeships in the Council and the wider community.
- Engagement with training weeks secured for the economically inactive or unemployed through community benefit clauses in contracts.
- Number of learners in Year 1 receiving their education in a Welsh-medium primary school.

**The contribution this well-being objective makes to the Public Service Board Well-being Objectives.**

Children have the best start in life to be the best they can be	People live well and age well	Working with nature	Strong communities
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

# Agenda Item 8



## Report of the Cabinet Member for Education & Learning

### Scrutiny Performance Panel

## Update on the Education Directorate

<b>Purpose:</b>	To provide an updated overview of the Education Directorate in Swansea.
<b>Content:</b>	An update on the recent Estyn inspection of Local Government Education Services, the Education Directorate's structure and key priorities, the regional education partnership and Pupil Voice Manifesto.
<b>Councillors are being asked to:</b>	Consider the information provided and give views
<b>Lead Councillor:</b>	Councillor Smith, Cabinet Member for Education Improvement Learning and Skills
<b>Lead Officer &amp; Report Authors:</b>	Director of Education: <a href="mailto:helen.morgan-rees@swansea.gov.uk">helen.morgan-rees@swansea.gov.uk</a> Sarah Hughes: <a href="mailto:sarah.hughes@swansea.gov.uk">sarah.hughes@swansea.gov.uk</a> Rhodri Jones: <a href="mailto:rhodri.jones@swansea.gov.uk">rhodri.jones@swansea.gov.uk</a>

### 1. Estyn Inspection of Local Government Education Services

- 1.1 In June 2022, Estyn inspected Swansea Council under its Local Government Education Services (LGES) framework.
- 1.2 A preliminary visit took place to conduct interviews with a range of stakeholders including headteacher representatives for primary, secondary and special schools; representatives of Chairs of Governors across primary, secondary and special schools; the regional education partnership, Partneriaeth; Gower College Swansea; trade union representatives; diocese; the local health board, Swansea Parent Carer Forum and officers from other Directorates of the Local Authority.
- 1.3 The core inspection consisted of data analysis from learner outcomes, school inspections and stakeholder questionnaires; scrutiny of evidence provided by the local authority including a self-evaluation report; and interviews with a range of Members and officers.

- 1.4 The inspection covered the three LGES inspection framework areas of Outcomes; Education Services; and Leadership and Management. Four local inspection questions were identified for Swansea, which were: Supporting the implementation of the Additional Learning Needs and Education Tribunal Act 2018; Supporting schools to improve; Supporting the Public Services Board; and Support for learners at risk of disengaging and provision for pupils in EOTAS. Audit Wales inspected the Local Authority's use of resources under the inspection area of Leadership and Management.
- 1.5 Estyn provide a single judgement on whether a local authority's education services should be placed into a category of 'causing significant concern'. Estyn judged that education services in Swansea do not fall into this category.
- 1.6 The report was published on 1 September 2022 and identified many strengths and notable features.
- 1.7 The local authority has been invited to submit two case studies on its work in relation to strong support for school improvement and the quality of support in mainstream schools for pupils at risk of disengagement, which will then be published by Estyn.
- 1.8 Two recommendations were made. The first is to 'review post-16 provision to ensure that it meets the needs of all learners', and the second is to 'strengthen Welsh-medium provision across all ages and areas of the local authority'.
- 1.9 Work had begun to address the areas of recommendation prior to the inspection. New strategies for post-16 provision and vocational provision are in development and key stakeholders, including children and young people, sixth forms, further education institutions and work-based learning providers will be involved in the continued development of these strategies.
- 1.10 The Cabinet approved Swansea's Welsh in Education Strategic Plan in July 2022, which has since been approved by the Welsh Government. A ten-year vision for increasing and improving planning for Welsh-medium educational provision in Swansea is included in this plan. A delivery plan will be developed with stakeholders from Partneriaeth Addysg Gymraeg Abertawe (Swansea Welsh Education Partnership) during the autumn term.

## **2. Overview of the structure for Education services in Swansea**

- 2.1 In response to the Council's senior management review and to ensure a fit-for-purpose management structure to support key priorities, the Education Directorate underwent a restructure of its Education Senior Leadership Team (EDSLT) for implementation by 1 September 2022.
- 2.2 As part of the restructure, a third Head of Service was reinstated. The three service areas in the Education Directorate are Vulnerable Learners; Planning and Resources; Achievement and Partnership.
- 2.3 The Vulnerable Learners Service has three Teams. The Pupil Support Team includes the Education Welfare Service, safeguarding, Looked After Children

(LAC), admissions, inclusion and home tuition. The Additional Learning Needs and Inclusion Team includes Additional Learning Needs (ALN) and behaviour support. Maes Derw Pupil Referral Unit is also located under this service.

- 2.4 The Planning and Resources Service has three Teams. The Capital Team includes capital projects, oversight of school condition and maintenance and school business continuity planning. The Funding and Information Team includes Directorate and schools' finance, planning of school places and school organisation. The Catering and Cleaning team, also located under this service, supports nearly all schools with provision of school meals and cleaning.
- 2.5 The Achievement and Partnership Service has three Teams. The School Improvement Team supports school improvement, music, Minority and Ethnic and Gypsy Roma Traveller team and membership of the Standing Advisory Council on Religious Education. The Stakeholder and School Support Team includes school governor support, the Directorate's support team and digital infrastructure in schools. The Education Strategy Team oversees all strategic planning and performance, management systems, links to regulatory activity (Estyn) and Directorate resilience.

### **3. Key priorities for the Education Directorate**

- 3.1 The Education Directorate delivers against the key priorities outlined in the Corporate Plan, particularly those outlined under the Education & Skills priority. These priorities can be viewed at [www.swansea.gov.uk/corporateplan](http://www.swansea.gov.uk/corporateplan).
- 3.2 The Directorate also delivers against priorities outlined in Abertawe 2023, a plan co-produced with headteacher representatives. These priorities can be viewed at [www.swansea.gov.uk/abertawe2023](http://www.swansea.gov.uk/abertawe2023). A new plan, Abertawe 2027, will now be developed to identify new priorities for the medium-term, alongside the development of the new Corporate Plan and ensuring stakeholder contribution including headteachers and the Pupil Voice Manifesto.
- 3.3 As part of Swansea Council's Achieving Better Together plan, an Education Recovery Plan was developed to support learners and schools in a range of areas, with workstreams to:
- build upon the development of blended learning opportunities.
  - develop and support provision for additional learning needs (ALN) learners.
  - support safeguarding and wellbeing for all learners, particularly vulnerable children.
  - build upon attainment levels to support quality of skills for the future labour force.
  - support cross-cutting themes across the local authority's work including supporting those who are black, Asian and minority ethnic, decarbonisation and climate change.
  - support the wellbeing of practitioners and leaders.
  - support learner progression through good teaching and an engaging curriculum.
  - ensure foundations for learning are restored.

- monitor the support needs across schools for a range of functions.
- manage the impact of external cost pressures on school meal prices.

3.4 The key priorities for the Education Directorate for 2021-2022 was to deliver the objectives of the Council's recovery plan and also to:

- ensure learning opportunities take place in safe environments, particularly considering Covid-19.
- continue to plan and maintain the programme of investment to meet current and future demand for places, including for specialist provision and Welsh-medium education, and address condition and suitability issues.
- implement Swansea's Additional Learning Needs Strategy 2019-2022.
- improve research-based learning, and learning alongside blended learning.
- implement the Curriculum Development Strategy 2019-2022.
- implement the Positive Behaviour Strategy to focus on prevention and early intervention for schools.
- improve leadership of schools by continuing to develop partnerships for school improvement.

3.5 Annually, performance against priorities is reviewed alongside a self-evaluation exercise using the Estyn Common Inspection Framework. Service and team plans outline actions that specify how key priorities will be delivered. Following a review of improvement planning, the Directorate will streamline the number of plans it produces to ensure key priorities are clear and visible for all stakeholders.

#### **4. Briefing and Position Update for Partneriaeth Regional Education Partnership**

4.1 Partneriaeth became a legal entity in April 2022 and services three Local Authorities in South-West Wales – Swansea, Carmarthenshire and Pembrokeshire. This new partnership is a regional collaborative arrangement designed to promote excellence in all of our schools and settings.

4.2 Partneriaeth's senior leadership team comprises of a Lead Officer (Ian Altman) and three Senior Strategic Advisers (Cressy Morgan, Greg Morgan and Gwennan Schiavone). Each Senior Strategic Adviser (SSA) has responsibility for two priority areas in the Business Plan which was written in partnership with Local Authority Senior School Improvement Officers from each of the Counties. In addition, the SSAs are each allocated to a Local Authority and work closely with key LA officers as well as school leaders. Cressy Morgan is the link for Swansea and has responsibility for Curriculum & Assessment and Strong Inclusive Schools within the Business Plan. Cressy meets regularly with David Thomas, Principal School Improvement Adviser and Rhodri Jones, Head of Achievement and Partnership Service as well as other local authority groups. This model has addressed previous concerns about communication and strong relationships across the region are developing as a result.

4.3 Partneriaeth strives to deliver a professional learning service, focused on challenge and support strategies that improve teaching and learning in classrooms and lead to improved pupil attainment and progress in all schools. The Partneriaeth Professional Learning offer is focussed on a range of priorities and has been developed with leaders to ensure that it is meeting their needs. It is designed to allow easy access to schools and is developed under the following areas:

- Curriculum for Wales
- Equity and Well-being
- Cross-curricular skills
- Cymraeg
- Research and Enquiry
- Pedagogy
- Secondary Subject Support
- National Career Pathways

4.4 In addition to this universal offer Partneriaeth officers can provide bespoke support brokered directly either by school leaders or school improvement partners.

4.5 Each cluster has been allocated a Partneriaeth link officer to ensure consistency of approach and support the cluster through a range of priorities. The link officer is able to broker support in from Partneriaeth to meet the needs of the cluster/school and also share practice from schools and clusters from across the region. For example, the Pontarddulais cluster have accessed support from Partneriaeth officers to work on developing a shared understanding of progression in 2 Areas of Learning and Experience: Humanities and Health and Well-being

4.6 Whilst core school improvement remains as part of Local Authority provision and Partneriaeth officers supplement when appropriate. This arrangement avoids duplication of support and adds value for money.

## **5. Swansea Pupil Voice Manifesto**

5.1 A Pupil Voice Professional Learning Community (of secondary school teachers and pupils) has come together to develop 'A pupil voice manifesto' for Swansea.

5.2 Learners have been working hard to determine issues important to them and produce a manifesto for Swansea Council to respond to and act upon. This culminated in a presentation to Council on 7<sup>th</sup> July 2022: [Agenda for Council on Thursday, 7 July 2022, 5.00 pm - Swansea](#).

5.3 Thirty-two pupil representatives from secondary schools throughout Swansea gave a presentation outlining the "Swansea Pupil Voice Manifesto 2022 – What Matters to us!"

5.4 They outlined a range of innovative and positive ideas that Swansea Council should consider as a means to help improve the communities of Swansea.

These ideas formed their “Pupil Voice Manifesto”. The Manifesto covered these areas:

- Safety & Feeling Safe in our Community
- Improved Sports, Equality & Facilities
- Mental Health
- Climate Change & Environmental Awareness
- Black, Asian, Minority, Ethnic – Equality
- LGBTQ+
- Substance Abuse & Vaping
- Visible & Invisible Disability Awareness & Equality

5.5 During their presentation to Council the learners asked for feedback on these key areas with a response in the form of “You Said; We Did” to be prepared to feedback to the learners during the autumn term.

5.6 An event is being arranged for 18<sup>th</sup> November 2022 to mark Universal Children’s Day. This will provide an opportunity to bring school representatives together to, amongst other things, received this feedback.

5.7 It is also our intention for the Pupil Voice Manifesto to feed into the planning/consultation process for the new Corporate Plan and for a revision of [Abertawe 2023 - Swansea](#).

## **6. Legal Implications**

6.1 There are no legal implications from this report. It is for an update only.

## **7. Finance Implications**

7.1 There are no financial implications from this report. It is for an update only.

## **8. Integrated Assessment Implications**

8.1 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 socio-economic 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.



- 8.2 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 economic, social, environmental and cultural well-being of Wales by taking action, in accordance with the sustainable development principle, aimed at achieving the 'well-being goals'.
- 8.3 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.
- 8.4 An IIA Screening Form has been completed with the agreed outcome that a full IIA report was not required for the following reasons:
- This is a report to share information. The summary of impacts is low. No mitigation is required.
  - This is a report to share information regarding the implementation of the Curriculum for Wales, which is linked to the corporate objective of improving education and skills.
  - This is a report to share information. No risks have been identified and no impact is envisaged.

**Background papers:** [Estyn Inspection Report 2022](#)

**Appendices:**

Appendix A – IIA Screening Form

# Integrated Impact Assessment Screening Form

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:**

This is a report to provide Education Scrutiny with an overview of the Education Directorate’s context as of September 2022. Should any policies or plans be taken forward following this, they would be subject to their 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"/>

# Integrated Impact Assessment Screening Form

**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 direct impact from this report. Any plans or policies developed in the future 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. Plans and policies developed by the Directorate aim to have a positive impact for all learners and schools in Swansea.

# Integrated Impact Assessment Screening Form

## 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)

This is a report to provide Education Scrutiny with an overview of the Education Directorate's context as of September 2022 and is not proposing any new policies or plans as part of this report.

Any future policies or plans developed by the Directorate would be subject to their own IIA.

Full IIA to be completed

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

<b>Screening completed by:</b>
<b>Name: Sarah Hughes</b>
<b>Job title: Team Manager for Education Strategy</b>
<b>Date: 03/10/22</b>

<b>Approval by Head of Service:</b>
<b>Name: Rhodri Jones</b>
<b>Position: Head of Achievement and Partnership Service</b>
<b>Date: 11/10/2022</b>



<b>Meeting 8</b> 20 Apr 23 4.30pm	1. Additional Learning Needs Reform Update (watching brief item) (Kate Phillips and Alison Lane) 2. Swansea Skills Partnership Update (Rhodri Jones) 3. Tackling Racism in Schools (Jennifer Harding-Richards)  4. Feedback from Partneriaeth Scrutiny Councillor Group (Chair of Scrutiny)	Cabinet Member, Director and Relevant officers Convener
<b>Meeting 9</b> 11 May 23 4.00pm	1. New Curriculum for Wales Update (watching brief item) (TBC) 2. Quality in Education (QEd) / Sustainable Communities for Learning Update (Louise Herbert-Evans) 3. Outdoor Play in Primary Schools (TBC) 4. End of year review in Education Scrutiny	Cabinet Member, Director and Relevant officers Panel

The Panel will also receive relevant individual school Estyn reports as they are published, along with any other reports or information relevant to Education Scrutiny.

## Background

Cllr Robert Smith, Cabinet Member for Education and Learning  
Helen Morgan Rees, Director of Education

The Officers listed in above timetable and their roles:

Sarah Hughes (Head of Improvement and Monitoring Unit)  
Rhodri Jones (Head of Achievement and Partnership Service)  
Kate Phillips (Head of Vulnerable Learners)  
Alison Lane (Head of Additional Learning Needs Team)  
Kelly Small (Head of Planning and Resources Team)  
TBC (Principal School Improvement Officer)  
Karin Jenkins (Head of Swansea Music)  
Amanda Taylor (Head of PRU and BSU)  
Jennifer Harding-Richards (Religion, Values and Ethics Adviser)  
Louise Herbert-Evans (Team Manager Capital)

# Agenda Item 10

## Recently Published Individual School Estyn Reports (as of 19 October 2022)

### Clwyd Community Primary School

**Published 5 May 2022:**

[Inspection report Clwyd Community Primary School 2022 \(gov.wales\)](#)

**Recommendations:**

R1 Ensure that leaders evaluate the difference that improvement initiatives and day-to-day provision make to pupil progress

R2 Ensure that learning experiences and the learning environment promote free play, creativity and independence for younger pupils

R3 Address the site safety issue identified during the inspection

The school will draw up an action plan to address the recommendations from the inspection. Estyn will invite the school to prepare case studies on its work in relation to inclusion and the purpose driven development of pupils' skills for dissemination on Estyn's website.

### St Joseph's Catholic Primary School

**Published 5 May 2022:**

[Inspection report St Joseph's Cathedral Primary School 2022 \(gov.wales\)](#)

**Recommendations:**

R1 Secure teachers' understanding of effective classroom assessment so that they can evaluate teaching and learning in their classes and identify how to help pupils move on in their learning

R2 Identify and share the strong practice that exists in the school

The school will draw up an action plan to address the recommendations from the inspection. Estyn will invite the school to prepare two case studies for dissemination on Estyn's website. They will be about: • using digital learning to further pupils' knowledge and understanding and raise standards across the curriculum • creating a culture of inclusion that supports pupils' well-being, encourages positive attitudes to learning and secures progress and achievement for all.

### Newton Primary School

**Published 19 May 2022:**

[Inspection report Newton Primary School 2022 \(gov.wales\)](#)

**Recommendations:**

R1 Focus improvement processes precisely on the aspects of teaching and learning that are most in need of improvement

R2 Ensure that older pupils develop their writing skills progressively to an appropriately high level

R3 Improve the quality of feedback to pupils so they understand their next steps and use this feedback to move their learning forward

The school will draw up an action plan to address the recommendations from the inspection.

### **Llangyfelach Primary School**

**Published 7 July 2022:** [Inspection report Llangyfelach Primary 2022 \(gov.wales\)](#)

#### **Recommendations:**

- R1 Share the good practice in curriculum design across the school
- R2 Reduce the variability in the quality of teaching across the school by drawing on existing examples of effective practice
- R3 Improve standards of handwriting and presentation across the school

The school will draw up an action plan to address the recommendations from the inspection.

### **Ysgol Pen-y-bryn**

**Published 15 August 2022:** [Inspection report Ysgol Pen-y-Bryn 2022 \(gov.wales\)](#)

#### **Recommendations:**

- R1 Address the health and safety issues identified during the inspection
- R2 Improve the quality of the outdoor learning environment
- R3 Continue to strengthen self-evaluation arrangements and improvement planning

The school will draw up an action plan to address the recommendations from the inspection. Estyn will invite the school to prepare a case study in relation to its film provision, for dissemination on Estyn's website.

### **Waun Wen Primary School**

**Published 22 August 2022:** [Inspection report Waun Wen Primary 2022 \(gov.wales\)](#)

#### **Recommendations:**

- R1 Address the issues concerning the physical environment of the school that affect pupils' well-being identified in the report
- R2 Improve outdoor provision to ensure that it meets the needs of all pupils

The school will draw up an action plan to address the recommendations from the inspection. Estyn will invite the school to prepare a case study on its work in relation to removing barriers to learning, for dissemination on Estyn's website.

### **Dunvant Primary School**

**Published 22 August 2022:** [Inspection report Dunvant Primary 2022 \(gov.wales\)](#)

#### **Recommendations:**

- R1 Improve pupils' Welsh oracy skills across the school
- R2 Ensure that teachers provide opportunities for pupils to write extensively using their well-developed independent skills



R3 Ensure that learning experiences in the outdoors are consistent and resourced equitably across the school

The school will draw up an action plan to address the recommendations from the inspection. Estyn will invite the school to prepare a case study on its work in relation to creating and operating a secondment project for teachers in Swansea, to enrich their teaching and leadership skills through working for a year in another school, for dissemination on Estyn's website.

## **Cila Primary School**

**Published 30 August 2022:** [Inspection report Cila Primary School 2022 \(gov.wales\)](#)

### **Recommendations:**

R1 Address the issue related to the school site, identified at the time of inspection

R2 Focus monitoring, evaluation and improvement strategies more sharply on pupils' learning

R3 Improve pupils' Welsh speaking skills

R4 Ensure that teachers plan learning that supports and challenges pupils at the correct level more consistently

The school will draw up an action plan to address the recommendations from the inspection.