



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, 15 December 2022

Time: 4.00 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, A J O'Connor.

Co-opted Members: Beth Allender and Elizabeth Lee

Agenda

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6 Public Questions

Questions can be submitted in writing to scrutiny@swansea.gov.uk 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.

7 Annual Education Performance against identified priorities (RAG) and progress with Estyn Inspection recommendations (Cabinet Member Q&A)

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Cllr Robert Smith (Cabinet Member Education and Learning, Helen Morgan Rees (Director of Education) and Sarah Hughes (Head of Improvement and Monitoring Unit)

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Cllr Robert Smith (Cabinet Member Education and Learning, Helen

Morgan Rees (Director of Education) and Karin Jenkins (Head of Swansea Music)

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Next Meeting: Thursday, 19 January 2023 at 4.00 pm



Huw Evans
Head of Democratic Services
Thursday, 8 December 2022
Contact: Scrutiny Officer

Agenda Item 4



City and County of Swansea

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

Multi-Location Meeting - Gloucester Room, Guildhall / MS Teams

Thursday, 17 November 2022 at 4.00 pm

Present: Councillor L R Jones (Chair) Presided

Councillor(s)

A Davis
H M Morris
R V Smith

Councillor(s)

S Joy
F D O'Brien

Councillor(s)

J D McGettrick
A J O'Connor

Co-opted Member(s)

Beth Allender

Co-opted Member(s)

Elizabeth Lee

Other Attendees

Robert Smith

Officer(s)

Helen Morgan Rees (Director of Education)
Kate Phillips (Head of Vulnerable Learners)
Alison Lane (Head of Additional Learning Needs Team)
Kelly Small (Head of Planning and Resources Team)
David Thomas (Principal School Improvement Advisor)
Michelle Roberts (Scrutiny Officer)

Apologies for Absence

Councillor(s): A M Day, B Hopkins, S M Jones and S E Keeton

10 Disclosure of Personal and Prejudicial Interests

None

11 Prohibition of Whipped Votes and Declaration of Party Whips

None

12 Minutes

The minutes of the 27 October 2022 were accepted by the Panel.

13 Letters

The letter to the Cabinet Member arising from the previous meeting was noted by the Panel.

14 Public Questions

No public questions were received.

15 Additional Learning Needs Reform (Watching Brief)

The Panel thanked Kate Phillips (Head of Vulnerable Learners) and Alison Lane (Head of Additional Learning Needs Team) for their report giving background to and a position update on Additional Learning Needs Reform in Swansea. They outlined progress to date, successes and challenges, revised strategy and support, post 16, the Local Health Board and early year activity.

The Panel then discussed:

- Whether the cost neutral for implementation was an optimistic expectation by Welsh Government and is that expectation affecting implementation here.
- Post 16 and our links with colleges
- What sort of training is available, how are we and schools managing this and ensuring consistency of approach.
- How we differentiate between ALN and children that may for example need catch up after covid.
- How learner support requirements are identified and the length of time to put support in place.

16 Pupil Development Grant spend on vulnerable pupils

The Panel received a PowerPoint presentation made by Kelly Small (Head of Planning and Resources Team). The presentation looked at pupil development grant (PDG) use in Swansea schools and outlining progress with Policy Committee supported Cabinet recommendations. Autumn visits to schools considered school PDG plans as part of that process.

The Panel raised the following points:

- Projected drop in disposable income for families and the potential increase in the number of pupils needing support and are we prepared for this increase.
- The use of the PDG grant for individual pupils who may not fall within PDG, if needed, rather than blanket support for pupils receiving the grant.

17 School Improvement Service

David Thomas, Principal School Improvement Adviser introduced the report giving background to and outlining current position with the regard to the School Improvement Service.

The Panel discussed the following points:

- Importance of inspiring children by the world of work was raised, in particular, the opportunities that will and are being afforded by the City Deal.
- Importance of good links with the higher and further education settings and examination boards.
- Importance to look at what qualifications are needed for the future i.e., Swansea Skills Partnership and their work on digital competency in learners and staff.

18 New Curriculum for Wales Update (watching brief item)

David Thomas, Principal School Improvement Adviser provided the first of two reports scheduled this year that will outline progress with regard to the introduction in schools of the New Curriculum for Wales.

The Panel asked about the quality and cost of training programme supplied by Partneriaeth, whether is it proving beneficial and cost effective.

19 Feedback from Partneriaeth Scrutiny Councillor Group

The Panel noted the feedback from the Panel Convener with regard to the Partneriaeth Scrutiny Councillor Group on the 24 October 2022.

20 Work Programme 2022/2023

The Work Programme was noted.

The meeting ended at 6.00 pm

Chair

Agenda Item 5



To:
Councillor Robert Smith
Cabinet Member for Education and Skills

BY EMAIL

Please ask for: Michelle Roberts
Gofynnwch am:
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Date 25 November 2022
Dyddiad:

Summary: This is a letter from the Education Scrutiny Performance Panel to the Cabinet Member for Education and Skills following the meeting of the Panel on 17 November 2022 where the Panel looked Additional Learning Needs Reform, the Pupil Development Grant spend, the New Curriculum for Wales implementation and the School Improvement Service.

Dear Cllr Smith,

Education Scrutiny Performance Panel – 17 November 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.

Additional Learning Needs Reform

We thanked Kate Phillips (Head of Vulnerable Learners) and Alison Lane (Head of Additional Learning Needs Team) for their detailed report giving us some background to and a position update on, Additional Learning Needs Reform in Swansea. We heard about progress to date, successes and challenges, the revised strategy and support, post 16, the Local Health Board and early years activity.

We asked whether the Welsh Government expectation that implementation should be cost neutral was an optimistic one and whether that expectation was affecting our implementation of the reform programme here in Swansea. We were told that managing the complexity of pupils coming through is difficult to anticipate but that schools and the Education Department do work closely with social services and early years services to manage this, which is proving to be hugely beneficial.

OVERVIEW & SCRUTINY / TRUSLOW A CHRAFFU

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We heard that the reform programme includes all our further education partners in Swansea and that we also work with those in our neighbouring local authorities' areas, like for example Neath College.

We also wanted to understand what sort of training is available for schools and practitioners, how this was being managed and how we are ensuring consistency of approach. We heard that there is a significant training menu available that is open to all key stakeholders including schools, further education colleges, local health board and also includes independent schools. Moderation events are being held in and across schools to help to ensure consistency of approach. We were keen to emphasise the importance of consistency in the offer available to pupils with ALN in whatever school they may attend.

How schools differentiate between the needs of ALN pupils and children that may, for example, need catch up support after covid was raised. We heard that identifying ALN is a staged process and short interventions are not normally identified as ALN. ALN requirements are usually more longer-term. You told us that the benefit of the new reformed system is the flexibility it affords if implemented at its best.

We asked how learner support requirements are identified and the length of time it takes to put support in place. We were pleased to hear that pupils are screened as early as possible in their school journey. Hearing that often support or interventions can be put in place immediately, although where a diagnosis is required, this may take longer and entail a waiting list. The Council works closely with the Local Health Board to manage this.

Pupil Development Grant spend on vulnerable pupils

We thanked Kelly Small (Head of Planning and Resources Team) for her PowerPoint presentation that helped us understand the pupil development grant (PDG) use in Swansea schools, as well as outlining progress with the previous Policy Development Committee supported Cabinet recommendations. We were pleased to hear that that the school improvement advisers considered school PDG plans as part of their Autumn visits to schools.

We asked how prepared we and schools are for the potential increase in pupils requiring support because of a projected drop in disposable income of families because of the cost-of-living crisis. We heard that as we are moving to universal free school meals, the free school meals proxy data will be less reliable and currently it is difficult to predict how many parents will sign up to it. The Director told us that it is important to also look at all the costs of a school day, she explained that the council does have representatives from the department on the Poverty Forum where this is considered.

School Improvement Service

David Thomas, Principal School Improvement Adviser introduced the report giving background to and outlined the current position with the regard to the School Improvement Service.

We emphasised the importance of inspiring children in the world of work and, in particular, the opportunities that will and are being afforded by the City Deal. We were pleased to see that the Swansea Skills Partnership was focussing on developing the digital competence of not only pupils but teachers and school staff. We were also pleased to hear that good links with the higher and further education settings and examination boards have been made.

New Curriculum for Wales Update

We thanked David Thomas, Principal School Improvement Adviser for providing the first of the scheduled updates this year. He gave an outline on progress with regard to the introduction of the New Curriculum for Wales into schools in Swansea.

We were interested to explore the quality and cost of the training programme supplied by Partneriaeth, asking whether it is proving to be beneficial and value for money. We heard that the cost is free to schools at source but schools when they release a teacher, may have to pay supply teacher costs. The Partneriaeth training offer is currently good and broad. The Council makes a contribution to this partnership of £123,000 a year, which works out at approximately £30 equivalent per teacher per year, making pooling of resources for professional learning a cost-effective solution.

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

Agenda Item 7



Report of the Cabinet Member for Education Improvement Learning and Skills

Education Scrutiny Performance Panel – 15 December 2022

Performance against Education Objectives and Progress against the Estyn recommendations following the 2022 Estyn inspection of Local Government Education Services

Purpose:	To brief the Panel on 2021-2022 academic year Education Directorate objectives and success in meeting objectives. To brief the Panel on progress against the recommendations made following the 2022 Estyn Inspection of Swansea Local Government Education Services.
Content:	An overview of progress towards Education objectives and recommendations made by Estyn.
Councillors are being asked to:	Consider the information provided and give views.
Lead Councillor:	Cabinet Member for Education Improvement Skills and Learning
Lead Officer & Report Author:	Helen Morgan Rees, Director of Education Helen.Morgan-Rees@swansea.gov.uk Sarah Hughes, Team Manager for Education Strategy Sarah.hughes@swansea.gov.uk

1. Background

- 1.1 The Education Scrutiny Performance Panel normally receives an annual performance report from the statutory chief officer for education. Since the pandemic, Welsh Government no longer collects end of key stage assessment information, and the national categorisation of schools has ceased. Some assessment information has been analysed locally, and available data is included in this report. However, outcomes should not be compared to pre-pandemic data and cannot be used to hold schools to account. Estyn inspection activity resumed in schools during spring term 2022 and further inspections took place during the summer term.
- 1.2 Education and skills remains to be a key corporate priority and the Education Directorate is committed to delivering against the agreed steps to meet objectives within the Corporate Plan, which was revised for 2022-2023.

1.3 The education and skills objectives for 2022-2023 can be summarised as follows:

- 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.

2. Progress in the 2021-2022 academic year for Education Directorate objectives

2.1 Through service plans, the Education Directorate outlines the required work to achieve Corporate Plan objectives. Each quarter, a Corporate Management Team (CMT) Director Termly Report is produced to share progress. The latest report, highlighting progress to the end of the academic year 2022, can be found at **Appendix A**.

2.2 Since 2013, the Education Directorate has updated its annual self-evaluation report in line with Estyn's frameworks and was most recently revised prior to the Estyn inspection in June 2022. The most recent self-evaluation, alongside evaluation of progress of key plans and recommendations made following the inspection has helped to support the identification of key priorities and a full self-evaluation across the Estyn framework will next take place in line with Estyn's revision of its framework for Local Government Education Services planned for 2024.

2.3 Service plan priorities are reviewed on an annual basis by heads of service in consultation with team managers. The Education Directorate utilises a RAYG rating rather than a RAG rating of performance against objectives.

2.4 The Achieving Better Together recovery plan for the Council captured emerging priorities for Education following the pandemic and reports were taken to a monthly board meeting. The priorities for Education for academic year 2021-2022 can be found in **Appendix B** as reported to CMT at the end of the academic year 2022. Since this report, it has been agreed that many of those emerging priorities are now 'business as usual' and will continue to be addressed through existing planning and delivery processes.

2.5 The Education Directorate revised its performance indicators in readiness for April 2021, but plans were put on hold corporately. Currently, the key statutory performance indicators relevant to education that are reported are the attendance percentages for primary and secondary school sectors in Swansea. Performance on attendance has been significantly negatively impacted by the pandemic, a situation reflected across Wales, so it remains difficult to make comparisons over time. Reporting of the percentage of statements of educational needs (SEN) within the statutory timeframe ceased in line with the introduction of the Additional Learning Needs and Educational Tribunal Act (2018) legislation. New performance measures will be developed in line with identified priorities.

3. Progress against the recommendations made by the Estyn inspection of Local Government Education Services in 2022

3.1 Following the Estyn inspection of Local Government Education Services in June 2022, two recommendations were made. The first was to ‘review post-16 provision to ensure that it meets the needs of all learners’, and the second was to ‘strengthen Welsh-medium provision across all ages and areas of the local authority’. This report outlines progress to 1 December 2022.

3.2 A three-year post-16 strategy has been developed for provision in Swansea. This strategy was developed over several months in consultation with key stakeholders including Swansea City and County Association of Secondary Headteachers, Gower College Swansea, Careers Wales, Partneriaeth and Welsh Government. The strategy was approved by the Post-16 Forum on 7 November 2022. Governance of the strategy and its progress will be through the Post-16 Forum.

3.3 Our vision for post-16 education in Swansea is ‘to work together to develop high quality post-16 provision, expand choice, and raise the standards that young people achieve in Swansea’. Through the strategy, our priorities are for high quality provision, fair and supportive transition and to develop strong employability skills. These priorities and their sub-priorities are below:

	Priority	Aim
Provision	Sub-priority one: Local strategic planning of post-16 programmes	To ensure that strategic planning involves all Swansea sixth forms and Gower College through sharing the delivery plan of the planning and funding framework.
	Sub-priority two: Models of partnership working	To explore the feasibility of sharing resources across the city through models of partnership working.
	Sub-priority three: Online/hybrid models of curriculum delivery at post-16	To explore and implement online/hybrid models of curriculum delivery at post-16.
	Sub-priority four: Joint professional learning activities	To ensure there are joint professional learning activities, including post-16 CPD events, networking, and professional dialogue.

Transition	Sub -priority five: Advice, information, and guidance for post-16	To ensure advice and guidance to learners is impartial, focused on learners' needs, and informed by the provision, standards, and support available at all local post-16 education and training providers.
	Sub-priority six: Post-18 progression routes	To work together on supporting local post-18 progression routes to higher education and training.
Employability	Sub-priority seven: Swansea Bay City Deal and priority skills needs	To ensure a coordinated and coherent approach that addresses the needs of the Swansea Bay City Deal.

3.4 As part of the delivery of the post-16 strategy, there will be an extensive learner voice survey. The aim is to speak to a wide range of learners to better understand their experiences of the provision on offer, the transition process, and their understanding of employability skills and pathways. It is intended to capture both qualitative and quantitative information through a range of workshops, focus groups and questionnaires to aid planning and ensure that the needs of learners are met in Swansea. It is planned to begin the consultation with learners during the spring and summer terms of 2023.

3.5 The Cabinet approved Swansea's Welsh in Education Strategic Plan (WESP) 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.

3.6 A delivery plan has been developed outlining key workstreams to take forward the aims of the WESP, broken down into actions to be delivered within the first five years and actions to be taken forward later into the WESP's duration. This plan will be reviewed regularly to ensure any changes to local or national requirements are considered and a progress report produced to share with key stakeholders. The WESP delivery plan has been shared with Partneriaeth Addysg Gymraeg Abertawe (Swansea Welsh Education Partnership) for consultation and will be finalised by mid-December and later shared with Welsh Government.

4. Conclusions and Summary

4.1 Suitable progress has been made for many objectives and where significant aspects require attention, steps to address these have been identified. Key outcomes achieved to the end of the 2021-2022 academic year include:

- Very good inspection outcomes in collaboration with Child and Family Service.
- Full delivery of universal free school meals (uFSM) for all Reception aged children.
- Full implementation of Directorate re-structure.
- Above Wales average learner outcomes at AS, A-Level and GCSE (Welsh Government final 2022 analysis expected mid-December).

- Ministerial approval of statutory Welsh in Education Strategic Plan.

There are a number of key challenges that are being closely monitored by the Education Directorate including:

- Demographic pressures in year groups affecting admissions and subsequent appeals.
- Budget pressures, inflationary impacts and rising costs on Medium Term Financial Plan (MTFP).
- Demands for delivery of significant Welsh Government programme such as Universal Free School Meals (uFSM).
- Loss of key staff to other organisations.
- Sickness in key areas.

Overall, the performance against historic key headline indicators is impossible to report. The key assurances for school management, governance and performance are now mainly achieved through monitoring and evaluation by education officers.

5. Integrated Assessment Implications

- 5.1 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.
- 5.2 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'.
- 5.3 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.

5.4 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 performance and functions of the Swansea Music Service and National Music Service 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.

6. Legal implications

6.1 There are no legal implications within this report.

7. Finance Implications

7.1 There are no financial implications within this report.

Appendices:

Appendix A: CMT Director's Update Report Overview for Scrutiny

Appendix B: Achieving Better Together Overview for Scrutiny

Appendix C: Performance against Objectives Reporting Criteria

2022-2023 Education Directorate Progress Report Q2

New considerations across future service plans

1. Review post-16 learner voice and choice (Estyn recommendation)
2. Implement the post-16 curriculum collaboration strategy
3. Implement the vocational strategy (created for September 2022)
4. Address recommendations from previous policy development committee
5. Consider emerging priorities via new corporate plan and alignment with CDC

1. Achievement and Partnership Service

Key Service Objectives for 2022-23:

- Supporting school self-evaluation and improvement
- Deliver the requirements of the Welsh in Education Strategic Plan
- Monitor, evaluate and report on performance of education services across the Directorate

Progress Update for Q2:

Milestone	Progress/RAYG
1.1 Develop Swansea's Welsh in Education Strategic Plan (WESP) 2022-2032	Final WESP approved (Cabinet and Minister) following final comments by the Minister in readiness for September 2022 implementation.
1.2 Deliver a Digital Strategy and maximise Welsh Government investment in school' infrastructure	Digital Strategy delivered and 2022-2023 orders through Hwb Infrastructure submitted.
1.3 Improve the co-ordination and planning of Pupil Voice activities and ensuring that it feeds into corporate planning and processes	Pupil Manifesto (secondary) delivered and presented to full Council.
1.4 Provide consistency and quality of school improvement advisers to support schools well	Estyn identifies school improvement as a strength. Clear agenda set for monitoring visits. School profiler embedded.

	Team capacity maintained.
1.5 Improve performance on responding to FOI, Subject Access and Annex C requests	New process in place with nearly all request receiving a response within the statutory deadlines.
1.6 Fully implement Arweinwyr, the new governor portal	Arweinwyr now implemented and officers actively using the new system.
1.7 Rebalance budgets in service areas to reflect current need	Budgets re-balanced to reflect current needs but a few legacy issues and savings targets putting pressure on current resource and planned future resource.

Performance Summary – Attainment:

Note: Not comparable with previous years. Can be compared to all-Wales figures where available.

Indicator	Result 2022	Comments
Baseline Assessment – Language & Communication English	O1+ 85.3% O2+ 51.9% O3+ 6.1%	
Baseline Assessment – Language & Communication Welsh	O1+ 64.0% O2+ 11.5% O3+ 0.8%	
Baseline Assessment – Mathematical Development	O1+ 88.4% O2+ 54.1% O3+ 7.7%	
Baseline Assessment – Personal & Social Development	O1+ 88.5% O2+ 62.1% O3+ 12.0%	
Baseline Assessment – Physical Development	O1+ 93.5% O2+ 71.1% O3+ 20.4%	
Baseline Assessment – Baseline Assessment Indicator (BAI)	O2+ 35.6%	This is a local Swansea measure, used by Swansea schools for over 5 years. To obtain the BAI, learners

		need to have O2+ in LCE/LCW, MDT and PSE in combination.
Key Stage 3 Level 5+ Core Subject Indicator	77.5%	
Key Stage 4 – Provisional as of August 2022 – final data available from mid-December 2022. Year 11 PLASC Cohort.		
GCSE Pass Rate (A* to G)	97.3%	In 17 subjects, a 100% pass rate was observed.
Percentage of GCSE grades at A* to A	27.9%	Wales average 25.1%
Percentage of GCSE grades at A* to C	72.5%	Wales average 68.6%
Learners who have obtained 5 or more A* to A	26.5%	
GCSE Welsh First Language Pass Rate (A* to G)	99.7%	20.7% A*-A, 83.2% A*-C. Wales average 98.5%.
GCSE Mathematics Pass Rate (A* to G)	95.2%	18.4% A*-A, 60.3% A*-C. Wales average 94.2%.
GCSE Mathematics – Numeracy Pass Rate (A* to G)	95.5%	19.8% A*-A, 57.8% A*-C. Wales average 94.9%.
GCSE English Language Pass Rate (A* to G)	99.1%	24.4% A*-A, 73.4% A*-C, Wales average 98.2%.
GCSE English Literature Pass Rate (A* to G)	99.6%	27.0% A*-A, 73.7% A*-C. Wales average 98.3%.
GCSE Welsh Literature Pass Rate (A* to G)	100%	25.9% A*-A, 83.9% A*-C. Wales average 99.7%.
Capped 9 Points score	380.4	
Literacy points measure	43.8	
Numeracy points measure	41.0	
Science points measure	43.6	
Skills points measure (Welsh Baccalaureate)	42.4	
Percentages of A2 grades at A*-A	48.7%	All Wales 40.9%
Percentages of A2 grades at A*-C	90.3%	All Wales 85.3%
Percentages of A2 grades at A*-E	99.9%	All Wales 98.0%
School leavers who are NEET	1.6%	All Wales 1.6%. Swansea only LA in Wales who were able to track every school leaver and know their destination.
Number of year 11 cohort continuing in full time Education 2021	91%	All Wales 88%
Progression to full time-education in year 13 2021	83%	All Wales 77%
Progression from sixth form to Higher Education	73%	Joint highest figure.

2. Vulnerable Learner Service

Key Service Objectives for 2022-23:

- Work in partnership to develop a safe and inclusive education system
- Coherent strategies and partnership working together to deliver strategic priorities
- Early access to preventative inclusion services to enhance learner wellbeing and opportunity
- Review and reset of EOTAS Provision with particular focus on Maes Derw PRU

Progress Update for Q2:

Milestone	Progress/RAYG
2.1. Develop and consult on an inclusion strategy to articulate vision and strategy	Initial draft strategy in place which now needs refinement for wider circulation and consultation.
2.2 Develop a cohesive, planned approach to the programme of safeguarding audits and the upskilling of peer auditors	Plan in place and potential peer auditors identified.
2.3 Establish cluster working groups to take forward next phase of STF review	Engagement with identified secondary heads planned.
2.4 Develop quality assurance processes and expectations in relation to inclusive practice within schools	Draft quality assurance document is in development.
2.5 Strengthen the work of the Pupil Support Team to support schools to design bespoke education arrangements for those learners at risk of permanent exclusion	Pilot undertaken and resources to implement secured
2.6 Use whole school approaches and data driven targeted approaches to improve attendance across the LA	Full welfare officer workshop sessions completed and revised guidance issued to schools
2.7 Rebalance budgets in service areas to reflect current need	Budgets re-balanced to reflect current needs but a few legacy issues and savings targets putting pressure on current resource and planned future resource.

Performance Summary – Local Termly Measures:

Indicator	Spring 2022	Summer 2022
Primary Attendance	90.28%	89.95%
Secondary Attendance	87.20%	86.62%
Permanent Exclusions Issued by Schools (regardless of PDC status)	11	7
Number of Permanent Exclusions Overturned/Withdrawn	6	0
All pupils receiving fixed term exclusions (Primary)	15	22
All pupils receiving fixed term exclusions (Secondary)	335	282
Learners in EOTAS Provision	119	126
Number of Electively Home Educated Pupils – Compulsory School Age		249
Number of Electively Home Educated Pupils – Above School Age (statement)		7
Number of mid-year school transfer requests	703	784

3. Education Planning and Resources Service

Key Service Objectives for 2022-23:

- Work in partnership to develop a sustainable education system
- Coherent revenue and capital strategies to deliver strategic priorities in the challenging financial climate
- Deliver rollout of Universal Free School Meals
- Implement a new absence management procedure for Catering and Cleaning
- Procurement of a new catering system, including online payments
- Deliver Sustainable Communities for Learning

Progress Update for Q2:

Milestone	Progress/RAYG
3.1 Accommodation ready for Year 1 delivery of Universal Free School Meals (uFSM)	uFSM Cross-Directorate Programme Board established and work is being identified to ascertain requirements for uFSM across all primary schools.
3.2 Staff/catering ready for Year 1 delivery of uFSM	Staff will be deployed as appropriate to deliver for Year 1 cohort.

3.3 Online catering, payment and data systems ready for Year 1 delivery of uFSM	SIMS MIS has been updated to identify uFSM. Project group has been set up to look at retendering for online catering and payment systems.
3.4 New and compliant system implemented for new absence management procedure for Catering and Cleaning	Staff have been appointed and awaiting commencement date to support this work.
3.5 Tender of new system for catering for secondary schools, including online payments	Project group has been set up to look at retendering for online catering and payment systems.
3.6 Capital delivery in accordance with project plan for Sustainable Communities for Learning	Capital delivery is under way in accordance with the programme.
3.7 Challenge meetings held with EDSLTL to identify savings/income opportunities to support the MTFP	Regular challenge meetings are held quarterly with EDSLTL.

Education Workstreams Achieving Better Together Summary 2021-2022

Workstream	Progress
1. Develop and embed the benefits of a blended learning approach to education. Build on blended opportunities for future ways of working.	Blended and remote approaches for teaching in schools, professional learning and agile working for staff are embedded well and became part of business as usual during 2021-2022. This project is complete and delivered well.
2. Develop and embed support for ALN learners within mainstream and in-County provision	The transformational programme of change has been delivered very well, despite the pandemic. Key success seen in strengthening workforce capacity to support learners with ALN in schools. In addition, an innovative online portal is now available to enhance support for learners. Estyn has recently acknowledged the pace and thoroughness of developments in this area, despite the pandemic. The programme has a small few areas to complete and these will be reported at ALN Board meetings. From August 2022, this project becomes business as usual.
3. Build on attainment levels to improve the quality and skills of the labour force	Key highlights include the curriculum networks in secondary schools recognised as embedded. The networks are considered by external regulators to be valuable and embedded. The project has led to the development of two key strategies, namely a post 16 curriculum collaboration strategy and a vocational strategy which will be reported to Education's post-16 Forum with Cabinet Member input and the Education Business meeting, again with Cabinet Member input. Both strategies considered business as usual now. In addition, a key highlight is the review of literacy and numeracy provision in schools given the challenges presented in pandemic times. As a key recovery strand in future, it is likely that from August 2022, the wording will specify literacy and numeracy attainment as a follow-up to the audit of provision conducted at the start of 2022.
4. Safeguarding and wellbeing	The close working relations between Education and Child and Family Services has been consolidated well. It is now considered part of business as usual. Key highlights are the co-designed continuum of need (to support all parties in understanding the thresholds of support and intervention required to support and protect children) and the strengthening of safeguarding culture and practice. Again, the embedded work is acknowledged as an area of strength by Estyn in a recent inspection.

<p>5. Improve pupil wellbeing</p>	<p>A cohesive forum is now embedded as part of business as usual to ensure that pupil wellbeing, because of the pandemic, is addressed through a range of interventions including additional school counselling, single points of access to mental health services and alternative counselling services for children and young people. Key highlights include building capacity in all schools to be able to measure emotional wellbeing of their learners. Ongoing activity will include strengthening partnerships with Public Health Wales during the next three years to ensure we benefit from the collaborative advantage of streamlining support to learners in Swansea.</p>
<p>6. Improve practitioners' and leaders' wellbeing</p>	<p>Success highlight in this project includes securing two additional officers to support the mental health of education staff in schools. This strand needs to remain live to ensure that the working group meet regularly and has outputs that lead to tangible benefits that are communicated well and understood by all stakeholders and partners. Next steps will be to ensure continuity, reporting mechanism and schedule of business.</p>
<p>7. Support for other priority objectives - decarbonisation, climate change, environmental management</p>	<p>Successes include the establishment of a school climate change forum and Swansea pupil manifesto highlighting climate issues. The contribution to existing projects will remain open in order that more embedded practice is achieved over time. Next steps will be to plan and advertise the climate change forum well in advance to maximise participation and achieve agreed aims.</p>
<p>8. Ensure foundations for learning are restored in schools and as part of a 0-25 learning continuum</p>	<p>Key success highlight is the restoration of professional learning for schools with a range of local and regional events secured to support national reforms and specific events to consider how barriers to learning, because of the pandemic, can be removed. Given the ongoing work on literacy and numeracy, it may be pertinent to replace this strand with a specific one focussed on school attendance and an additional one on improving pupil behaviour as these are now considered the main impediments to restoring foundations to learning. Next steps will be to replace this workstream with the two mentioned above.</p>
<p>9. Address learner progression through good quality teaching and curriculum provision</p>	<p>Key highlight is that the delivery of national expectations on pupil progression is starting to develop via regional workshops. A wellbeing audit tool has been provided to schools. Networks of professional practice in secondary schools are embedded. From August 2022, this workstream will become business as usual as WG do not require local authorities to have oversight of pupil progress and regional responsibilities on delivery are now finalised.</p>

10. Monitor support needs of schools on a range of functions	Success is highlighted in the development of an innovative school profiler within the local authority enabling officers to target support more effectively for schools requiring more support on a range of functions such as finance, human resources and health and safety. The profiler is now embedded and monitored via the schools' issues forum therefor this workstream will become business as usual from August 2022.
11. Manage school meal prices and externally driven cost pressures	Paid school meals will remain frozen from September 2022 in terms of cost resulting in a need to bid again to the Economic Recovery Fund (ERF) to cover loss of income to the school meal service and/or an increased service level agreement cost to schools. In terms of universal free school meal project, the delivery is monitored elsewhere so that element should become business as usual. It may be wise to keep paid school meals' loss of income a live issue to repeat the bid to ERF again this year.
12. Review of home to school transport	This workstream was deemed as business as usual early on and is ongoing, not part of Achieving Better Together, for the avoidance of doubt.

In addition, the Policy Development Committee for Education and Skills met during municipal year 2021-2022 to discuss supporting the challenges for learners recovering from the pandemic. The committee made ten recommendations that were approved by Cabinet in July 2022. Five of the recommendations fall clearly within the remit of the Education officers and others are yet to be scoped and clarified. It is useful to add three of the PDC (as was) recommendations to the Achieving Better Together recovery plan to avoid duplication, secure delivery and provide assurance on monitoring and reporting, namely:

1. Council considers how well schools engage with parents and communities in person, via social media, formally and informally – to be added to recovery plan
2. Council explores the idea of Swansea Council becoming Adverse Childhood Experience (ACE) informed Council – to be added to recovery plan
3. Council maps existing Learning Champions to inspire learners and seeks the support of both universities in driving forward Learning Champions for Swansea learners – to be added to recovery plan

In summary

Education's contribution to Achieving Better Together will look like this in future as the following new ten workstreams are related to the pandemic or need ongoing consideration as part of the steering group:

September 2021 – July 2022	August 2022 and ongoing
1. Develop and embed the benefits of a blended learning approach to education. Build on blended opportunities for future ways of working.	1. Improve attendance
2. Develop and embed support for ALN learners within mainstream and in-County provision.	2. Improve behaviour support in schools
3. Build on attainment levels to improve the quality and skills of the labour force	3. Improve literacy and numeracy attainment
4. Safeguarding and wellbeing	4. Improve practitioners and leaders' wellbeing in schools
5. Improve pupil wellbeing	5. Support for other priority objectives - decarbonisation, climate change, environmental management
6. Improve practitioners' and leaders' wellbeing	6. Manage school meal prices and externally driven cost pressures but likely to move to BAU quickly
7. Monitor support needs of schools on a range of functions	7. Council considers how well schools engage with parents and communities in person, via social media, formally and informally
8. Support for other priority objectives - decarbonisation, climate change, environmental management	8. Council explores the idea of Swansea Council becoming Adverse Childhood Experience (ACE) informed Council
9. Address learner progression through good quality teaching and curriculum provision Ensure foundations for learning are restored in schools and as part of a 0-25 learning continuum	9. Council maps existing Learning Champions to inspire learners and seeks the support of both universities in driving forward Learning Champions for Swansea learners – to be added to recovery plan
10. Ensure foundations for learning are restored in schools and as part of a 0-25 learning continuum	10. Improve leadership, including governance across schools Reporting officer – Rhodri Jones
11. Manage school meal prices and externally driven cost pressures	

APPENDIX C

Reporting Criteria	RAYG Rating
<ul style="list-style-type: none"> • Nearly all operational performance objectives, targets, outcomes, timescales are on plan • Professional service delivery for customer/client base is on target, feedback evidence • Budgets and savings targets on plan • Resources in place, no pressure points • Compliance with all statutory and legal requirements • No external challenges and drivers posing risks, no adverse PR anticipated • No health and safety, wellbeing or safeguarding concerns 	<p>GREEN</p>
<ul style="list-style-type: none"> • Most operational performance objectives, targets, outcomes, timescales are on plan • Professional service delivery for customer/client base is mostly on target, feedback evidence • Budgets and savings targets mostly on plan, no significant issues • Resources mostly in place, minor pressure points • Compliance with all statutory and legal requirements • No external challenges and drivers posing risks, no adverse PR anticipated • No health and safety, wellbeing or safeguarding concerns 	<p>YELLOW</p>
<ul style="list-style-type: none"> • A majority of operational performance objectives, targets, outcomes, timescales are not on plan • Professional service delivery for customer/client base is not on target, lack of feedback evidence • Budgets and savings targets are not on plan, with key pressures • Resources not in place, key pressure points • Compliance with all statutory and legal requirements • External challenges and drivers posing risks, minor adverse PR anticipated • Minor health and safety, wellbeing or safeguarding concerns, although solution identified 	<p>AMBER</p>
<ul style="list-style-type: none"> • Few operational performance objectives, targets, outcomes, timescales on plan • Professional service delivery for customer/client base is not on target, with a significant lack of feedback evidence • Significant issues with budgets and savings targets • Few resources in place, significant pressure points • Non-compliance with many statutory and legal requirements • Significant risks around external challenges and drivers, adverse PR anticipated • Health and safety, wellbeing or safeguarding concerns with substantial implications. 	<p>RED</p>

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 progress against the Education Directorate's priorities for the 2021-2022 academic year and also the progress against the recommendations made in the Estyn inspection of Local Government Education Services in June 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 progress against the Education Directorate's priorities for the 2021-2022 academic year and also the progress against the recommendations made in the Estyn inspection of Local Government Education Services in June 2022. This report 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

Screening completed by:
Name: Sarah Hughes
Job title: Team Manager for Education Strategy
Date: 05/12/22

Approval by Head of Service:
Name: Rhodri Jones
Position: Head of Achievement and Partnership Service
Date: 05/12/22

Agenda Item 8



Report of the Cabinet Member for Education and Learning

Education Scrutiny Performance Panel 15 December 2022

Swansea Music Team Update

Purpose:	To update the Education Scrutiny Performance Panel Music Provision for/in Swansea Schools
Content	A briefing on: - Swansea Music, Service Level Agreement (SLA) - The National Music Service Wales
Councillors are being asked to:	Consider the information provided and give views
Lead Councillor:	Councillor Robert Smith, Cabinet Member for Education and Learning
Lead Officer & Report Author:	Karin Jenkins, Head of Swansea Music E-mail karin.jenkins@swansea.gov.uk

1. Background

- 1.1 Swansea Music was established in September 2016 following the disaggregation of the former West Glamorgan Music Service which served the counties of Neath Port Talbot County Borough Council and the City and County of Swansea. Swansea Music currently sits within the Achievement and Partnership Service and forms part of the School Improvement Team.
- 1.2 The core responsibility of Swansea Music is to support and to help raise standards and support schools to provide high quality music provision. Swansea Music provides a complete range of music tuition and music services to meet the needs and aspirations of all pupils, collectively and individually, and those of schools and local communities. Access to Music Service provision is at the discretion of the Head Teacher and Governing Body and it is a non-statutory service. For the academic year 2022-2023, 48 Primary Schools, 8 Secondary Schools, 1 Special School and Maes Derw Pupil Referral Unit access the Service Level Agreement (SLA).

1.3 Staffing levels at present are a Head of Music Service, one administration assistant (0.2 FTE), 2 Team Leaders (1 FTE) and 19 other members of teaching staff of which 2 are full-time and 17 are part-time. All teaching staff are employed on School Teachers' pay and conditions. There are 7 members of staff who have qualified teacher status and are therefore paid as qualified teachers, the rest of the staff members are paid as unqualified teachers. All contracted staff undertake performance management, administered by the Head of Swansea Music and Team Leaders.

1.4 Instrument specialisms of contracted staff include (with some members of staff teaching more than one specialism):

- Brass x 3
- Woodwind x 4
- Strings x 6
- Percussion x 3
- Harp x 1
- Keyboard x 1
- Guitar and ukulele x 2
- Vocal x 1

1.5 Since 2016 Swansea Music has extensively enhanced its SLA provision with the current SLA prospectus offering a wide range of options for schools including:

- Swansea Music's First Steps (Whole Class music for Reception, Year 1 and Year 2 pupils)
- Whole-Class 'PlayAlong' Project
- Whole-Class 'SingAlong' Project
- Whole-Class 'BandAlong', 'JazzAlong' and 'SambaAlong' Projects
- Traditional Instrumental and Vocal Tuition, Small & Large Group
- Traditional Instrumental and Vocal tuition, Individual Tuition
- School Ensembles and Choir Rehearsals
- Swansea Youth Music After-School Activities for Pupils
- Additional Support Packages and Projects Available for One-off Costs and support the options choices including Music Therapy and Wellbeing
- Curriculum Support and Collaboration
- Wellbeing, Live Performance & Career Opportunities
- Transition Support Projects for Schools

2. Briefing on Swansea Music Service Level Agreement (SLA)

2.1 In April 2021, a review of the Music SLA was undertaken through engagement with a stakeholder working group. Members of the working group included local authority officers, representatives from primary and secondary schools and the Swansea Music Service. Due

to the disruption to learning caused by the pandemic, the focus of the new Music SLA Prospectus ([found here](#)), encourages schools to use music and the arts to support pupils' wellbeing and academic learning. The vision is to provide inclusive music opportunities for all pupils within a school setting. By working together, the focus is also to ensure all pupils have real-life experiences, to make up for the disruption caused by the pandemic. The new SLA model launched to schools in September 2021 is radical in its design, and it affords schools greater flexibility to select their option choices to suit the needs of their pupils highlights the progression routes and County, Regional and National ensembles. To maximise impact, the flexible SLA offer enables schools to increase the level of whole-class or large group sessions delivered to pupils, so that more pupils have opportunities and experiences to enjoy the benefits of learning a musical instrument. The new SLA options, together with the introduction of the Curriculum for Wales, create exciting opportunities for developing the Expressive Arts Area of Learning and Experience in Swansea, cultivating a sense of place and sense of belonging, as embodied in the Cynefin. Swansea Music Service is one of the few Music Services in Wales to offer a full range of whole-class programmes 'PlayAlong' and 'SingAlong', designed by the Music Service across a range of instruments including whole-class singing.

2.2 The summary of ambitions from the Prospectus include four overarching priorities, commitments and a suggested funding model:

2.2.1 Priorities: The four over-arching priorities for pupils include:

- Supporting wellbeing and learning post pandemic/lockdown.
- Strengthening skills and enriching experiences for Curriculum for Wales.
- Reducing the disadvantage gap.
- Promoting Cynefin.

2.2.2 Commitments: Swansea Music Service are committed to ensuring learners irrespective of their background have opportunities to:

- learn to play a range of musical instruments.
- learn to sing.
- perform with others.
- progress to the highest levels.

2.2.3 Suggested Funding Model: A suggested music-funding model for schools, irrespective of whether they buy into the SLA or not, could be:

- Delegated music budget – focussed on whole-class sessions for all pupils.
- PDG – to support efsm/LAC pupils* to progress through grades.

- Charging parents – to assist with costs for pupils from more advantaged backgrounds to progress through grades.

3. Briefing on The National Music Service Wales

3.1 The past 10 years has seen a prolonged decrease in the level of funding for music services resulting in local solutions being sought and delivered, and a range of models being developed. As well as reflecting the differences in funding, they also highlight differences locally in demand and demographic challenge. A range of terms of conditions of engagement exists, costs for schools vary and consequently, an uneven level of provision and pupil offer remains. The impact of this is a huge decrease in uptake and progression of pupils, a high turnover and difficulty in retention or recruiting staff, low morale, and a sense that the situation even now, has yet to reach still its lowest point in terms of impact on opportunities for young people.

3.1.1 January 2015: A task and finish group to consider the challenge was chaired by Karl Napierella OBE. Many of the difficulties that existed then, have been compounded and accelerated in the meantime. Although a number of recommendations were put forward, accepted and acted on, none had gone to the heart of the issue. In January 2017, the Welsh Government Culture Committee then chaired by Bethan Sayed, was tasked with holding an inquiry into the 'Future Funding of Music Services'.

3.1.2 June 2018: [Hitting the Right Note, Culture, Welsh Language Committee](#)

- Music Services need to be protected, nurtured and accessible to all.
- Cuts to school music services, due to austerity measures, were causing a crisis in Welsh music education.
- The importance of equality of provision and access to pupils.
- Lack of a national strategy of vision for music services in Wales.
- The inquiry called on the Welsh Government to provide that strategic direction, by implementing a National Action Plan for Music.

3.1.3 January 2020: [Music Services Feasibility Study](#) Highlighted five options:

- The status quo – a disparate service, which is gradually shrinking with loose coordination, based upon local authority provision.
- Allowing the market to determine provision.
- A strong national coordinating body run by providers, including local authorities/co-operatives/charities/private businesses, and individual tutors. This would be an extension of CAGAC (Cymdeithas Addysg Gerdd Awdurdodau Cymru/Welsh

Authorities Music Education Association), which is a subcommittee of ADEW (Association of Directors of Education in Wales), forming a more representative formal body.

- A regional service with a national coordinating body.
- A national service.

3.1.4 March 2020: Covid-19 Pandemic

- Hiatus and Covid-19 further hits music services.
- [ISM report, Dec 2020](#)

3.1.5 January 2021: Welsh Government Working Group meets to pick up from the feasibility study. Two main objectives:

- Music Plan for Wales, in conjunction with relevant stakeholders and in parallel with the introduction of a new Curriculum for Wales from 2022.
- Effect of Covid-19.

3.1.6 December 2021: [Welsh Government - Programme for Government](#): The Welsh Government committed to: 'Push forward towards a million Welsh speakers, and enable our tourism, sports and arts industries to thrive. We will: Establish a National Music Service'.

3.1.7 May 2022: The National Plan for Music Education was published on Tuesday, 17 May 2022 with the supporting budget for local authorities published on 17 June 2022 [National Plan for Music Education](#)

3.2 Award of Funding for the National Music Service (NMS) Wales: October 2021 - March 2022.

3.2.1 Preparing for the NMS 2021-2022: Music Services across Wales received a significant investment, £5.5 million, from Welsh Government in 2021/2022 for the purchase of musical instruments, adaptive musical instruments and equipment to build the infrastructure of the National Music Service and in addition a grant of £6,820,000 to spend on digital music resource platform and licences (Charanga and Music Mark membership).

- Instrument Category Grant: Swansea Council/Swansea Music Service received an allocation to purchase musical instruments in six specific key categories identified. The Welsh Local Government Association (WLGA) and Welsh Government Commercial Delivery (WGCD) worked alongside music services to put in place procurement arrangements to support the grant for the purchase of musical instruments across Wales.
- Category 1: Brass Instruments and Accessories: Normans Musical Instruments were awarded the tender.

- Category 2: String Instruments and Accessories; Normans Musical Instruments were awarded the tender.
- Category 3: Woodwind Instruments and Accessories: Haydock Music were awarded the tender.
- Category 4: Percussion Instruments and Accessories: Normans Musical Instruments were awarded the tender.
- Category 5: Special Adaptive Instruments and Accessories: EV-entz Ltd were awarded the tender.
- Category 6: Digital Musical Equipment and Accessories: EV-entz Ltd were awarded the tender.
- In addition, a proportion of the grant could be spent on supporting costs including storage, distribution and future maintenance.

3.2.2 Category 5: Adaptive Instruments

Swansea Music's Plan to support ALN pupils in Swansea using the instrument grant involved:

- working with ALN specialists to agree Adaptive Musical Instrument and equipment spend.
- agreeing ALN Adaptive Instruments to support students in mainstream and special school settings following a questionnaire to ALNco staff and pupils.
- Creation of ALN Musical Packs loaned on a half-term/termly basis with 36 establishments (34 STFs and 2 Special Schools).
- Going forward, create opportunities for Swansea Music teachers to work with ALN pupils to develop music activities and instrumental music within the new National Music Service framework including a 'PlayAlong' Celebration for ALN pupils in Summer 2023.

3.2.3 Digital music resource platform and licences 2021-2022: *Swansea Council/Swansea Music* received access and funding for corporate memberships and licenses as follows:

- Charanga Licences for schools and music service.
- Music Mark Membership.
- CPD & Training including Charanga.

3.3 Award of Funding for the National Music Service: April 2022 - March 2023

The Welsh Government awarded the Welsh Local Government Association (WLGA) with grant funding of £4,500,000 per year over 2022-2025 to support the WLGA, as lead body, to work in partnership with councils and other key organisations to establish the National Music Service, and to implement the priorities set out in the National Plan for Music Education.

Allocation of funding 2022-2023 - The majority of the funding, £4,065,000, is allocated directly to each council's music service based on a pre-existing funding formula related to learner numbers per council. The remainder of the funding will be used to support national strategy work, including costs associated with:

- the National Music Service Co-ordinator role and business needs.
- National Music Service branding, promotion, translation and communications.
- External evaluation.
- Professional learning for music service staff across Wales.
- Partnership working grant supporting CAGAC.
- National Youth Arts Wales grant.

3.3.1 Music in schools programmes of work: Music Services are required to follow the National Plan for Music Education to finalise the deliverables for their plan which will need to deliver the following programmes of work supporting Curriculum for Wales:

- First experiences.
- Music pathways.
- Music tuition- with support to young people from low-income households and those from underrepresented groups.
- Live music experiences.
- Music examinations (in and outside of school).

3.3.2 Music in schools programmes of work: What is Swansea Music Doing?

- BuzzAlong Abertawe/Swansea BuzzAlong 2022-2023: To support the Cerdd 2 Progression Step Framework, each Year 3 pupil will receive a PBuzz and for the academic year 2022-2023, each Year 3 classroom practitioner will receive termly (possibly 2 in Autumn Term 2022) face to face CPD training days at the Brangwyn Hall delivered by Chris Fower, PBuzz Cymru and a Swansea Music Practitioner. In addition, the Swansea Music Practitioner will supplement the training days with half termly online Q & A check-in/drop-in sessions. To celebrate the year, Year 3 pupils will take part in a BuzzAlong Bonanza at the Brangwyn Hall in June 2023.
- PlayAlong Abertawe/ Swansea PlayAlong 2022-2023: Each Year 4 pupil in the Cerdd 3 Progression Step Framework in Swansea will receive one of the six PlayAlong Schemes, which could include one of the following: TootAlong (Woodwind), StringAlong (String), StrumAlong (Ukulele/guitar), BeatAlong (Drumming/Percussion), GlissAlong (Harp), Singalong (singing). The 45 minute sessions will be delivered by a Swansea Music Practitioner on a weekly basis for up to 6 weeks.

- World Drumming 2022-2023: In the Autumn Term 2022, Year 7 pupils in the Cerdd 4 Progression Step Framework in Swansea will have the opportunity to select one of the World Drumming workshops which will be delivered by a specialist Community. In addition, there will be possible opportunities for workshops in the Spring and Summer Term 2023. Schools will be offered four different drumming sessions and they will be asked to select one of the four. The options will include African, Samba, Taiko or Tabla.
- ALN Music Instrument Carousel: Each of the 36 ALN settings in Swansea (34 STFs and 2 Special Schools), will have the opportunity to use one of the six ALN Musical Packs for a period of 1 half term which has been arranged in a carousel between a cluster of settings. Going forward, Swansea Music aims to create opportunities also for Swansea Music Specialists to work with ALN pupils and staff to develop music activities and instrumental music within the new National Music Service Framework. A 'PlayAlong' Celebration for ALN pupils is planned in the Summer term 2023.
- Elective Home Education (EHE) First Experiences 2022-2023: In a hub setting EHE learners have the opportunity to experience musical activities in a relaxed environment. Swansea Music will deliver a series of termly workshops at 4 hubs across Swansea for up to 35 pupils. The termly series will include:
 - Music Matter
 - Carnival
 - Come and Play
- Music Pathways: Support GCSE and A-level provision: Survey how many pupils are paying for lessons.
- Examinations: continue to develop Swansea Music's Internal County Assessments.

3.3.3 Music outside of schools: programmes of work. The following programmes of work supporting children and young people outside of school developed with wider community partners:

- Music for lifelong learning, health and wellbeing.
- Making music with others: music activities and ensembles.
- Making music with others: performing and creative industries.
- Improving equity, diversity and inclusion.
- Music examinations (in and outside of school).

3.3.4 Music outside of schools' programmes of work: What is Swansea Music Doing?

- Making Music with Others 2022-2023: Relaunch Music Centre activities in Autumn Term 2022 with a Come and Play opportunity. Free membership for the Autumn Term 2022 and a review of opportunities in the Spring Term 2023. Re-establish

strong partnership working developed pre pandemic with BBCNOW, WNO, Gower Festival and develop new partner opportunities under the umbrella of Swansea Music's Moulding Musical Minds Initiative.

- Music for lifelong learning, health and wellbeing 2022-2023:
 - Moulding Musical Minds – 'Making Music Felling Good' Interactive musical extravaganza at the Brangwyn Hall, in Summer 2023 featuring Presenter Kevin Johns, OBE, Swansea Music's Swashbuckling Orchestra, will celebrate the 'Year of the Sea' and demonstrate a vast array of musical instruments taught through the Playalong Scheme and apprentice pirates from Swansea Schools will have the opportunity to 'have a go'.
 - SingAlong with ABC of Opera: Y5 pupils will have the opportunity to experience the world of the Academy of Barmy Composers at the Grand Theatre in the Spring Term 2023.

4. Conclusions/Key Point Summary

4.1 The benefits of the new Swansea Music flexible SLA model:

- affords schools a greater degree of choice and flexibility to bespoke their music provision in terms of the number of hours as well as the type of instrumental/vocal tuition that suits the needs of the school and its community.
- gives greater opportunities to reach more pupils through its inclusive whole class 'PlayAlong' and SingAlong option choices.

4.2 The potential challenges posed by the new Swansea Music SLA model include:

- concerns around the funding of progression steps after the First Experiences/PlayAlong programmes. The music pathways programme of work within the National Music Framework aims to provide children and young people with music-making activities to support their health and well-being, as well as giving opportunities for those who wish to progress and pursue a career in the creative industries.
- challenges in and around the availability and flexibility of the workforce required to maintain a flexible model going forward.

4.3 The benefits of the National Music Service Plan:

- builds upon, but does not replace, the existing music tuition and music-making activities offered to schools and settings by local authorities. Schools have access to projects whether or not they have SLA with their local authority. Local authorities' music

services provide a vital link between activities delivered in school and those accessed out of school.

- allows for a strategic approach and a sustainable budget for a three-year period from 2022.
- gives the opportunity to broaden the delivery model to include an inclusive offer to stakeholders across Wales rather than by Council.
- promotes equality of opportunities for children and young people to experience and develop their abilities in music, regardless of their background and is fundamental for a diverse and inclusive music education sector. The Equality, Diversity and Inclusion (EDI) initiatives will address barriers to accessing music such as cost and access to music tuition and provision.
- Creates opportunities for Music as one of the disciplines in the Expressive Arts Area of Learning and Experience. The role of the Music Service will be to support music education and signpost its programmes, and to advise schools and settings on the experiences and opportunities available from its programmes.

4.4 The potential challenge posed by the National Service Plan:

- Council Music Service structures and delivery models vary significantly across Wales. This variation could pose a significant challenge in terms of an uniformed approach given the time scale and conditions of the grant.

5. Integrated Assessment Implications

5.1 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.

- 5.2 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'.
- 5.3 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.
- 5.4 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 performance and functions of the Swansea Music Service and National Music Service 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.

6. Legal Implications

- 6.1 There are no legal implications.

7. Financial Implications

- 7.1 There are no financial implications.

Background papers: None.

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:

To brief/update the Scrutiny Panel on the Swansea Music Service. 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Race (including refugees)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asylum seekers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gypsies & travellers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poverty/social exclusion	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carers (inc. young carers)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community cohesion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 school leaders and the wider education family 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

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.

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 Scrutiny with an update on the work of the Swansea Music Service.

Any policies or plans be taken forward by the Education Directorate linked to this work 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

Screening completed by:
Name: Karin Jenkins
Job title: Head of Swansea Music
Date: 02/12/2022

Approval by Head of Service:
Name: Rhodri Jones
Position: Head of Achievement and Partnership Service
Date: 04/12/2022

Agenda Item 9

Education Scrutiny Performance Panel Work Programme 2022/2023

Date	Items to be discussed	Who invited
Meeting 1 22 Sep 22 4.30pm	Meeting Cancelled	
Meeting 2 27 Oct 22 4.30pm	<ol style="list-style-type: none"> 1. Role of the Education Scrutiny Performance Panel 2. Estyn Inspection Feedback/report and recommendations (Sarah Hughes) 3. Education overview and discussion session to include: <ul style="list-style-type: none"> ○ Overview of structure of and key priorities for Education currently (Sarah Hughes) ○ Partneriaeth Regional Education Partnership briefing and current position update (Rhodri Jones) ○ Pupil Voice Manifesto, what is it and the current position (Rhodri Jones) 4. Discuss and agree Work Programme for 2022/2023 	Convener Cabinet Member and Director Relevant officers Panel members
Meeting 3 17 Nov 22 4pm	<ol style="list-style-type: none"> 1. Additional Learning Needs Reform Update (watching brief item) (Kate Phillips and Alison Lane) 2. Pupil Development Grant Spend on vulnerable pupils (Kelly Small) 3. School Improvement Service (Annual) (David Thomas) 4. New Curriculum for Wales Update (David Thomas) 5. Feedback from Partneriaeth Scrutiny Councillor Group 	Cabinet Member, Director and Relevant officers Convener
Meeting 4 15 Dec 22 4pm	<ol style="list-style-type: none"> 1. Annual Education Performance against identified priorities (RAG) and Cabinet Member Q&A including Estyn Inspection progress with recommendations (Sarah Hughes) 2. Music Provision for/in Swansea Schools (Karin Jenkins) 	Cabinet Member, Director and Relevant officers
Meeting 5 19 Jan 23 4pm	Schools Scrutiny Session 1 – Pontarddulais Secondary School and its Cluster of Primary Schools. To look at how they are introducing the New Curriculum for Wales	Headteachers, Chairs of Governors and relevant officers
Meeting 6 Feb 2023 TBA	Pre-decision Scrutiny - Annual Budget as it relates to Education matters (Kelly Small)	Cabinet Member, Director and Relevant officers
Meeting 7 16 Mar 23 4pm	School Scrutiny Session 2 – Education Other Than At School services (EOTAS) update – combine with a visit to Maes Derw PRU (Amanda Taylor)	Relevant officers

Meeting 8 20 Apr 23 4.30pm	<ol style="list-style-type: none"> 1. *Hearing the Voices of Children and Young People (Rhodri Jones) 2. Additional Learning Needs Reform Update (watching brief item) (Kate Phillips and Alison Lane) 3. Swansea Skills Partnership Update (Rhodri Jones) 4. Estyn Inspection – progress with recommendations 5. Tackling Racism in Schools (Jennifer Harding-Richards) 6. Feedback from Partneriaeth Scrutiny Councillor Group 	Cabinet Member, Director and Relevant officers Convener
Meeting 9 11 May 23 4.00pm	<ol style="list-style-type: none"> 1. *Harassment in Schools Update (Lisa Collins/Rhodri Jones) 2. New Curriculum for Wales Update (watching brief item) 3. Quality in Education (QEd) / Sustainable Communities for Learning Update (Louise Herbert-Evans) 4. Outdoor Play in Primary Schools (TBC) 5. Cookery lessons in Schools (TBC) 6. End of year review in Education Scrutiny 	Cabinet Member, Director and Relevant officers Panel

***Newly added item or changed date**

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.

The Panel will look at ways to include the pupil voice within the work of the panel.

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 Education Strategy)
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)
David Thomas (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)
Lisa Collins (Child Protection and Safeguarding Officer – Vulnerable Learners)
Helen Howells (Team Manager Pupil Support – Vulnerable Learners)