



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, 20 April 2023

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, F D O'Brien, A J O'Connor

Co-opted Members: Beth Allender and Elizabeth Lee

Agenda

Page No.

- | | | |
|----------|--|----------------|
| 1 | Apologies for Absence | |
| 2 | Disclosure of Personal and Prejudicial Interests
www.swansea.gov.uk/disclosuresofinterests | |
| 3 | Prohibition of Whipped Votes and Declaration of Party Whips | |
| 4 | Minutes | 1 - 3 |
| 5 | Letter/s | 4 - 6 |
| 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 | Education Other Than At School (EOTAS) Update and feedback from Site Visit to Maew Derw Pupil Referral Unit
Cllr Robert Smith (Cabinet Member Education and Learning, Helen Morgan Rees (Director of Education) and Kate Phillips (Head of Vulnerable Learners) | 7 - 13 |
| 8 | Hearing the Voices of Children and Young People
Cllr Robert Smith (Cabinet Member Education and Learning, Helen Morgan Rees (Director of Education) and Rhodri Jones (Head of Achievement and Partnership Service) | 14 - 52 |

- | | | |
|-----------|---|----------------|
| 9 | Swansea Skills Partnership Update
Cllr Robert Smith (Cabinet Member Education and Learning), Helen Morgan Rees (Director of Education) and David Bawden (Strategic Co-ordinator for Education Skills, Achievement and Partnership Services) | 53 - 61 |
| 10 | Feedback from Partneriaeth Scrutiny Councillor Group
Councillor Lyndon Jones | 62 - 67 |
| 11 | Work Programme 2022-2023 | 68 - 69 |

Next Meeting: Thursday, 11 May 2023 at 4.00 pm



Huw Evans
Head of Democratic Services
Thursday, 13 April 2023

Contact: Scrutiny Officer

Agenda Item 4



City and County of Swansea

Minutes of the **Scrutiny Performance Panel – Education (Informal)**

Maes Derw Pupil Referral Unit, 231 Cockett Road, Cockett, Swansea. SA20FH (in person only)

Thursday, 16 March 2023 at 4.00 pm

Present: Councillor L R Jones (Chair) Presided

Councillor(s)

S Joy
A J O'Connor

Councillor(s)

J D McGettrick
R V Smith

Councillor(s)

F D O'Brien

Co-opted Member(s)

Beth Allender

Co-opted Member(s)

Co-opted Member(s)

Other Attendees

Robert Smith

Officer(s)

Kate Phillips
Michelle Roberts
Amanda Taylor

Head of Vulnerable Learner Service
Scrutiny Officer
Head of PRU

Apologies for Absence

Councillor(s): A Davis, A M Day, B Hopkins and S E Keeton
Co-opted Member(s): Elizabeth Lee

45 Site Visit to Maes Derw Pupil Referral Unit

The Panel thanked Amanda Taylor (Headteacher at Maes Derw Pupil Referral Unit) and her staff for the tour and information provided as part of the visit.

The Panel at the end of the visit said they welcomed the design and layout of the new facility and were particularly impressed with the enthusiasm and dedication of all the staff. They felt the work at the PRU was inspiring and the Panel appreciated the difference this is making to the lives of some of the most vulnerable pupils in Swansea.

The Panel will discuss the outcome of the visit and ask any further questions they have at their next meeting on the 20 April, where they will receive an update on the wider Education Other Than At School (EOTAS) provision from the Head of Vulnerable Learners.

The meeting ended at 6.00 pm



City and County of Swansea

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

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

Monday, 13 February 2023 at 3.00 pm

Present: Councillor L R Jones (Chair) Presided

Councillor(s)

S Joy
A J O'Connor

Councillor(s)

S E Keeton

Councillor(s)

J D McGettrick

Co-opted Member(s)

Elizabeth Lee

Co-opted Member(s)

Co-opted Member(s)

Other Attendees

Robert Smith

Officer(s)

Helen Morgan-Rees
Kelly Small
Michelle Roberts

Director of Education
Head of Education Planning and Resources
Scrutiny Officer

Apologies for Absence

Councillor(s): A M Day, B Hopkins, S M Jones and F D O'Brien

Co-opted Member(s): Beth Allender

37 Disclosure of Personal and Prejudicial Interests.

None

38 Prohibition of Whipped Votes and Declaration of Party Whips

None

39 Minutes

The Panel agreed the minutes.

40 Letter/s

The letter from the Cabinet Member relating to the 15 December meeting and the letter to the Cabinet Member following the 19 January meeting were received by the Panel.

41 Public Questions

There were no public questions received.

42 Annual Budget Proposals - as they relate to Education matters

The Panel thanked the Cabinet Member for Education and Learning, the Director of Education and the Head of Education Planning and Resources for attending the meeting to discuss the Annual Budget as it relates to education matters. They provided a presentation that covered:

- Medium Term Budget Strategy
- Further key messages for 2023-2024 consultation
- Education – non-delegated proposals

43 Summarising views for feedback to Cabinet

After the discussion, with the Cabinet Member and Officers on the Annual Budget as it relates to Education, the Panel agreed the following feedback. This will be included in the Service Improvement and Finance Scrutiny Performance Panel response to Cabinet on the 16 February 2023.

- **Uplift.** We welcome the uplift in the budget this year from £202 to £215 million but recognise this will not cover all the financial pressure on schools budgets. However, it is very welcome and we recognise that it is the largest cash allocation for any Council department in Swansea, which highlights the fact that education is a top priority.
- **School Reserves.** We heard that the school reserves have reduced substantially and are now approximately £11 million across schools in Swansea. Concern was raised about the fact that some schools reserves are high while others have very low reserves and therefore these schools will require help and support.
- **Financial pressure.** We recognise that schools will be under a lot of pressure from a number of costs that are currently not fully known this year 2023/24, and indeed 2024/25, for example ALN, free school meals universal roll, fuel and energy costs and teacher pay increases etc.
- **Pressures on reducing school meals budget.** We must ensure there is no loss of quality or standard of the school meals provided and our aim should be to buy local.

44 Work Programme

The Panel accepted the work programme noting the next meeting on the 16 March 2023 will be informal as it will be part of a site visit to Maes Derw Pupil Referral Unit.

The meeting ended at 3.40 pm

Chair



Cllr. Lyndon Jones
Convener, Education Scrutiny Performance
Panel

Cllr.lyndon.jones@swansea.gov.uk

(By Email)

Please ask for: Councillor Robert Smith

Direct Line: 01792 63 7429

E-Mail: cldr.robert.smith@swansea.gov.uk

Our Ref: RS/JG

Your Ref:

Date: 17 February 2023

Dear Cllr. Jones,

Re: - Education Scrutiny Performance Panel – 19 January 2023

Thank you for your letter on 1 February 2023. Please find the following response below:

How is this and other good practice in relation to cluster working being shared across schools in Swansea?

Context

Swansea has fourteen cluster partnerships which, in the main, consists of one secondary school and four to seven primary schools. In most cases, schools are grouped by their geographical location although some, for example, Bishop Gore has schools in both Swansea East and Swansea West. The local authority maintains a cluster of faith schools which are not grouped geographically. Two special schools and one pupil referral unit (PRU) are not officially part of a cluster.

Activity

The pandemic has provided additional opportunities and challenges to the approach to cluster/partnership working. Pre-pandemic times saw a requirement for cluster schools to meet annually for the purpose of moderating and standardising end of key stage learner records. Welsh Government's (WG) removal of this assessment measure has removed the requirement to meet. However, in many cases, the pandemic forged stronger relationship between partners as there was a requirement to open cluster-based childcare 'hubs' where school staff were shared to provide key workers with daytime childcare while schools were shut. School leaders needed to meet regularly to plan arrangements forging stronger working relationships.

As we emerged from the pandemic, during local authority funded Curriculum for Wales (CfW) professional learning, the School Improvement Team (SIT) took the opportunity to refresh its cluster contact database. Following this work, a number of useful meetings have taken place resulting in further improved links between schools both within clusters and beyond.

The SIT has plans to further develop this work in 2023 through its curriculum networks.

During 2022, as an outcome of SIT's support visits, officers were able to identify effective practice. Online events took place to share the curriculum design journey of schools via termly headteacher meetings.

As part of curriculum guidance, WG prioritised the development of a shared understanding of pupil progress through curriculum design. This became a focus for SIT and was the rationale for a series of cluster based CfW training events intended to support a partnership approach. This was highly effective and attracted over two hundred practitioners and leaders. This has provided a platform from which clusters have begun to embed their partnerships.

In April 2022, the regional consortium 'Partneriaeth' was formalised. SIT supported officers to allocate regional officers to each cluster in Swansea. Grant funding was provided to support each school equitably. This funding has been used to provide release time for practitioners to meet their colleagues. Around half of the clusters have skilfully planned a series of meetings designed to support a cluster approach to curriculum design and assessment. One example of this is the Pontarddulais cluster.

Swansea's Principal School Improvement Adviser now meets regularly with strategic leads across the region to further promote this work and signpost the effective practice that exists e.g., Pontarddulais.

The autumn term 2022 school improvement visit agenda contained items to support dialogue around each school's involvement in cluster/partnership working. In nearly all cases, effective practice is shared. In some cases, practitioners across the cluster have visited each other's schools, taught lessons, observed practice and co-constructed curriculum planning maps for specific areas of learning, for example, Literacy. In the best examples, schools are widening the scope of this work to include all areas of learning.

During the spring term 2023, school improvement advisers are set to evaluate the impact of such work by participating in, and facilitating, quality assurance activities such as book looks and listening to learners in order to support each setting's understanding of impact. In the best examples, schools and settings have changed their methods following cluster work, indicating that practitioners are making good use of the opportunities to share.

Plans for the future

- SIT to re-establish Swansea Curriculum and Assessment network (SCAN) that begun as a cross-phase group during the pandemic. A clear term of reference (ToR) has been established and a refresh of the membership is being undertaken. There is wide representation from across the directorate.
- Specialist teaching facility (STF) review being undertaken with a clear focus to provide a cluster-based solution to planned provision.
- SIT to continue to collate effective cluster practice as an outcome of support visits.
- Primary, Secondary and cross-phase headteacher meetings used as a conduit to share identified effective practice.
- Development of a regional database to support the collation and signposting of effective practice.
- Establishment of areas of learning and experiences (AoLE) leader's database.
- SIT to signpost and promote regional AoLE network meetings.
- Officers continue to challenge and support the work of regional officers linked to each cluster.

- SIT to facilitate curriculum planning workshops in each cluster.

Yours sincerely

Robert Smith

Y Cyngorydd Robert Smith / Councillor Robert Smith
Aelod y Cabinet Dros Addysg a Dysgu
Cabinet Member for Education & Learning

Agenda Item 7



Report of the Cabinet Member for Education Improvement Learning and Skills

Education Scrutiny Performance Panel – 20 April 2023

Update on Education Other Than at School (EOTAS) provision in Swansea

Purpose:	To update the Scrutiny Panel on EOTAS provision in Swansea.
Content:	An update on the current position, emerging issues and a proposed way forward.
Councillors are being asked to:	Consider the information provided and give views
Lead Councillor:	Councillor Smith, Cabinet Member for Education and Learning
Lead Officer & Report Author:	Kate Phillips, Head of Vulnerable Learner Service Kate.Phillips2@swansea.gov.uk

1. Background

- 1.1 In 2016, Swansea Cabinet agreed a report proposing a complete overhaul of Education Other Than at School (EOTAS) services in Swansea. This included agreement for a purpose built pupil referral unit (PRU) that has now been completed and is fully operational, known as Maes Derw.
- 1.2 The intention of the proposals agreed from the 2016 report were that Swansea Council extensively overhauled its entire EOTAS service and that the PRU significantly reduced capacity in recognition of increased devolution of funding and responsibility to schools. The needs of the majority of learners with social, emotional and behavioural difficulties (SEBD) should be met through mainstream education, with central provision only being made for those learners with the most severe SEBD needs.
- 1.3 The current EOTAS provision in Swansea currently includes Maes Derw PRU, independent special schools, home tuition delivered via the Home Tuition Service and Tŷ Fedw provision. The Local Authority also devolves £700k annually to secondary schools to focus on providing SEBD provision for learners in Key Stage 4 to remain in mainstream during this critical point in education.
- 1.4 The largest central provision is Maes Derw with 158 available places and a budget of £2,673,659.

- 1.5 The needs of learners in Swansea have changed since 2016 and it is appropriate to review the current offer to learners requiring EOTAS and make changes where necessary.

2. Current EOTAS provision

- 2.1 The Home Tuition Service which has a caseload of approximately 75 children and young people including a number who are awaiting placements in Maes Derw or who have been allocated places there but are not attending.
- 2.2 Tŷ Fedw is a specialist provision for children and young people (CYP) who have a Statement of Special Educational Need along with SEBD and who may be on the Autistic Spectrum (ASD). There are four part time places. This provision is currently full and considered highly effective in meeting the needs of the CYP who attend.
- 2.3 There are currently 127 pupils on roll at Maes Derw some of whom attend on a part time basis. Total capacity is 158 but some phases of the provision are oversubscribed whereas others have capacity. Maes Derw has been established on the premise that pupils who access the provision do so for an agreed period with the aim of reintegrating in to mainstream provision. This is in line with Welsh Government expectations of PRUs.

3. Current issues

- 3.1 There has been an increase in referrals to EOTAS provision for CYP who are experiencing anxiety and emotionally based school avoidance. This has seen an increase in numbers within the Tŷ Glas provision at Maes Derw as well as the home tuition caseload.
- 3.2 There has also been an increase in the number of CYP who are neurologically diverse, some of whom exhibit challenging behaviour in response to their environments. The reintegration model operated in the PRU is not appropriate for learners with this type of need although it is currently our identified central provision for social, emotional and behavioural difficulties.
- 3.3 There has been a national increase in the number of exclusions from school, both permanent and fixed term. In addition, school attendance is low, often attributed to emotionally based school avoidance. This trend is reflected in Swansea and while our national position is relatively strong we recognise a pressing need to seek innovative solutions to the current challenges and to promote engagement and inclusion.
- 3.4 Budget pressures are significant for local government and the Education Directorate has needed to identify savings both in year and for future years. Maes Derw has received significant investment to operate as a PRU and has been allocated the majority of the funding for EOTAS services. As a PRU is not the appropriate provision to meet the needs of all of the learners requiring EOTAS provision in Swansea there is a need to both rebalance the distribution of budget and also maximise the potential of the Maes Derw building.

4. Steps to address current issues:

- 4.1 The work of the Team Around the PRU has now concluded and it was agreed to establish a means of providing bespoke education packages for those learners, mainly in Key Stage 4, who cannot access PRU provision as it is not

appropriate to meet their needs. £150,000 has been transferred to the Pupil Support Team budget from the PRU budget and this team are now supporting and developing bespoke packages of support to both prevent referral in to the PRU and also offer an alternative arrangement should the point of referral be reached. This funding has also been used to strengthen the work of the Pupil Engagement Team in reducing exclusion and promoting inclusion. Permanent exclusions are decreasing and fixed term exclusions are beginning to plateau but there is more work to be done in reducing exclusions.

- 4.2 Following the success of Tŷ Fedw, plans to provide similar provision in the primary sector are underway and work is being completed at Clwyd Primary School who will be able to provide provision from September 2023 for primary age learners who have behavioural difficulties as a consequence of additional learning needs.
- 4.3 A new Inclusion Strategy has been finalised and is awaiting Cabinet approval. This outlines 5 key priorities in relation to provision for vulnerable learners, one of which is securing sufficient specialist places to meet the changing demand in learner need. There is a further priority around supporting emotional health and wellbeing. Both of these priorities are intended to address some of the current pressures on finding appropriate placements for CYP who find it challenging to engage with education either as a consequence of an additional learning need or emotional health and wellbeing issues.
- 4.4 The Education Directorate is in the process of undertaking a resetting and rebalancing exercise in relation to Specialist Teaching Facilities. This work will support schools further to create inclusive learning environments meeting the needs of all learners wherever possible. The work should also increase and enhance provision for learners with Autism and we aim to include increased specialist support for social, emotional and behavioural difficulties within the remit of this work.
- 4.5 A Cabinet report has been prepared in order to seek permission to evolve provision for EOTAS in Swansea. While the recommendations of the 2016 Cabinet report sets the direction of travel for Maes Derw, needs of CYP have changed and so we must adapt and flex our provision.

5. Summary

- 5.1 In Swansea, we have a whole school approach to promoting inclusion with many schools demonstrating innovative approaches to supporting CYP with social, emotional and behavioural difficulties. However, there is an increasing need and a decreasing budget and so we must maximise available resources and amend, adapt and innovate.
- 5.2 Significant investment in the Maes Derw building has been critical to improving our PRU provision and there is a clearly stated remit for the PRU. However, a PRU has a specific remit and so Swansea needs to extend the EOTAS provision available to meet the needs of all learners. This has to be achieved within the existing budget envelope.
- 5.3 The forthcoming paper to Cabinet will allow for the current changes to EOTAS provision to be formalised and a more comprehensive review and redesign undertaken.

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.

8. Integrated Assessment Implications

8.1 An IIA is not required as this report is for information only.

Appendices: None

Education Scrutiny Visit to Maes Derw. Follow up questions:

1. Can you give an example of a 'bespoke package' for a young person in EOTAS, both within Maes Derw and outside Maes Derw?

See Maes Derw Timetables provided as examples:

The Manager of the Pupil Support Team has provided case studies of children on bespoke timetables.

Case studies will be circulated to the Panel members by email outside of the meeting, due to sensitive nature.

2. How long does a young person have to wait for a place in Maes Derw?

Response from Headteacher at Maes Derw is as follows:

“This will depend on many different factors and will differ per phase, per term and per year. Usually, pupils can be admitted within 15 days of panel recommendation. This term, this year we are full in many phases, and new admissions can only take place when pupils come off roll - either by re-integrating back to mainstream, transition to the next phase or moving out of Swansea. This is the first time that we have been in this position to my knowledge, and the issue is replicated across Wales”

Individual heads of phases manage their own waiting lists and the current caseload information as provided by Maes Derw is as follows:

	On Roll	Pending list	Total	Capacity	Spaces
Ty Canol	11	0	11	14	3
Ty Glas	35	7	39	35	-4
Ty Gwyrdd KS3	28	7	35	28	-7
Ty Gwyrdd KS4	33	0	33	55	22
Ty Porffor	20	4	24	21	-3
	127		142	153	26

1 space in FP

3. What provision is made for those young people on the waiting list, how many hours per week of education do they have?

The response from the Headteacher of Maes Derw is as follows:

Whilst on the waiting list for additional support from the PRU, they remain on roll at their school, where it is the responsibility of the school to meet the pupil's needs.

Maes Derw do not provide any support for pupils on the waiting list. Many of the pupils on the Maes Derw waiting list are in receipt of home tuition and the home tuition service also provide access to some additional vocational provision if appropriate. Many of the pupils on the waiting list will also be receiving support from other services such as Early Help Hubs, Education Welfare Service, Youth Offending Service and CAMHS.

4. There are currently 31 unfilled places in Maes Derw. Why is this, and why can these places not be redistributed according to need?

Response from Headteacher at Maes Derw is as follows:

There are actually 26 places currently unfilled across the PRU and not 31. Most of these (22) are in KS4 (Ty Gwyrdd). Last year, in the period between March 2022 and July 2022, there were 58 referrals made to the EOTAS Panel for provision in the PRU. There are currently 4 more panels until the end of this academic year. This year, we have seen an expected rise in numbers post covid across most phases, but a particularly large rise in numbers of pupils in Y9. This will mean that on transition to KS4 in September, our KS4 provision will be starting with more pupils in September 2023 than it currently stands, not including any new recommendations made by EOTAS panel in the interim period. This will also mean that there will be 15 places available in KS3 in September 2023 when Y9 pupils transition to Y10

The number of spaces available is decided by the senior leadership team at Maes Derw. The current capacity is 153 although it was previously agreed at 158.

5. Am I correct in calculating that the current cost per pupil in this provision is just over £21,000 pa?

The budget identified in the paper divided by the total capacity gives a figure of around £21,000 however, calculating the costs are complex as the provision has not been at capacity for a number of years and unlike schools it is funded for the same amount irrespective of number on roll.

For the current financial year the provision is overspent whereas it has previously been underspent.

It is also important to note that the places offered are not full time with some pupils attending school for up to 50% of their timetable. The cost per pupil also includes transport costs, both home to school transport and transport during the day. Meas Derw spends approximately £500,000 on transport. Based on current number on roll the cost per learner for transport is £4000 per annum.

The chart below provides some comparisons based on the number of places available. The highlighted line gives the best indication of cost per pupil as it covers a three year average of actual pupil numbers and expenditure.

It is recognised by the Senior Leadership Board in the Education Directorate that both the PRU budget and building could be used differently to have a broader reach

and support the prevention and early intervention agenda. A report is being presented to Swansea Cabinet imminently to take forward plans.

NOR	BUDGET	£ PER PUPIL	Notes
153	3,915,600	25,592.15	FY2022-2023 Projected net expenditure if PRU at capacity.
158	3,915,600	25,782.27	FY2022-2023 Projected net expenditure if PRU at capacity with original figures.
127	3,915,600	30,831.50	FY2022-2023 Projected net expenditure actual number on roll.
120	3,915,600	32,630.00	FY2022-2023 Projected net expenditure, pupil numbers as per PLASC 2023
109	3,438,317	31,640.95	Average NOR over last three years, average net expenditure over 3 years
63.5	3,915,600	61,662.99	50% current NOR FY 2022-2023 projected net expenditure

6. What is the average cost per pupil allocation in a mainstream school in Swansea?

The average budget for a primary pupil is £3534.05 and a secondary pupil is £4,489.92.

Special school places are calculated at around £23,000 per pupil although there may also be additions for swimming pools and therapies.

Agenda Item 8



Report of the Cabinet Member for Education and Learning

Education Scrutiny Performance Panel – 20 April 2023

Hearing the Voices of Children and Young People

Purpose:	To brief the Panel on work undertaken during 2022-2023 to hear the voices of children and young people in Swansea.
Content:	An overview of work undertaken by the Education Directorate and work undertaken by the Partnership and Involvement Team based in the Social Services Directorate.
Councillors are being asked to:	Consider the information provided and give views.
Lead Councillor:	Cabinet Member for Education & Learning
Lead Officer & Report Author:	Rhodri Jones, Head of Achievement & Partnership Service Rhodri.jones@swansea.gov.uk Sarah Hughes, Team Manager for Education Strategy Sarah.hughes@swansea.gov.uk

1. Introduction

- 1.1 This report provides an overview of the work undertaken to listen to the voices of children and young people over the last year. The Education Directorate works closely with the Partnership and Involvement Team in Social Services, who engage with children and young people both in educational settings and also in the community to ensure their voices are heard. The Partnership and Involvement Team have also facilitated events linked with Education.
- 1.2 In 2014, Swansea Council launched its Children's Rights Scheme, which sets out the arrangements that Swansea Council will put in place to ensure compliance with its duty to have due regard to the UNCRC. The Council continues to uphold its statutory commitment to facilitating County-wide mechanisms to hear the voice of children and young people, as set out in Section 12 of the Children and Families (Wales) Measure 2010 and Article 12 of the UNCRC.
- 1.3 Hearing the voices of children and young people is a corporate priority and was detailed as a step to meet the Education & Skills well-being objective in the Corporate Plan 2022/23 which states that 'Pupil Voice – Continue to involve

children and young people in their education and community through Schools Councils and engagement events’.

Learner voice remains in the corporate plan 2023/28 under the Education & Skills objective. The importance is detailed under ‘*Involving People – by involving learners in their education through a range of engagement mechanisms in order to demonstrate we value these key stakeholders*’.

Specific strategies also detail this, e.g., the Inclusion Strategy will promote learner participation in decision-making.

2. The Children’s Rights and Human Rights City Schemes and the Pupil Manifesto

- 2.1 Since the original Children’s Rights Scheme was adopted in 2014, work has been carried out with stakeholders to ensure the most recent scheme compliments the ‘Right Way’ principled approach that is being embedded nationally and led by the Children’s Commissioner for Wales. Principles include Participation; Empowerment; Embedding; Accountability; and Non-Discrimination. A copy of the ‘plan on a page’ which outlines what the Council will do to ensure that Children’s Rights are at the heart of decision making are included in Appendix A.
- 2.2 On 7 July 2022, learner representatives from Swansea secondary schools presented to Council their ‘Swansea Pupil Voice Manifesto 2022’. The manifesto was developed as a result of their discussions of ‘what matters to us’ and suggested a range of ideas that could be considered by the Council to help them and support their communities.
- 2.3 The Manifesto covered eight topics:
 - Safety and feeling safe in our community
 - Improved sports, equality and facilities
 - Mental health
 - Climate change and environmental awareness
 - Black, Asian, Minority, Ethnic – equality
 - LGBTQ+
 - Substance abuse and vaping
 - Visible and invisible disability awareness and equality
- 2.4 At the end of the presentation, a final request was made for “Could the Council provide a presentation on ‘you suggested – we did’ that we could share with all pupils in all schools?”.
- 2.5 Following this, the priorities and suggestions shared by the Children’s Rights events, Human Rights City events and the Manifesto were collated and shared with managers across all Directorates in order to respond to children and young people. The response template was extended to include ‘what we will do’ in addition to what ‘we did’ so that feedback could show that important suggestions would still be actioned, even if there had not been opportunity to do so to date.

3. Universal Children's Day Event

- 3.1 On 21 November 2022, the Council held an event to mark Universal Children's Day at the Waterfront Museum. It was a well-attended event, with over 150 learners representing primary and secondary schools from across Swansea.
- 3.2 A presentation sharing feedback for the 'you said.. we did...' was given, followed by a workshop on how children and young people would like to be communicated with, to ensure regular dialogue, updates and feedback is shared in a way that is accessible to all. The feedback was collated and will now inform future communication methods with children and young people.
- 3.3 A presentation from an ex-Swansea school pupil sharing their personal journey around visible and invisible disability followed, as well as a presentation on climate change and environmental awareness. Both presentations resulted in lively discussion and questions from the children and young people in attendance.
- 3.4 Thirty-five stalls were also set up as part of a networking session in the event, which provided an opportunity for services and organisations to reconnect with children and young people. This also included local authority teams, e.g. contribution to the development of the Wellbeing Plan.

4. School Councils and Beyond

- 4.1 The School Councils (Wales) Regulations 2005 sets it out clearly that the governing body of a school must establish a school council, the purpose of which is to enable pupils to discuss matters relating to their school, their education and any other matters of concern or interest and to make representations on these to the governing body and the headteacher.
- 4.2 The headteacher of a school must ensure that meetings of the school council are convened on six occasions during the school year and ensure that all school council meetings are supervised by at least one member of the school staff. Both the governing body and the headteacher of a school must consider any matter communicated to them by the school council and provide a response to the school council.
- 4.3 The membership of the school council must consist solely of registered pupils at the school. The governing body of a school and the headteacher must make arrangements for at least one registered pupil of each year group, from Year 3 and above, to be elected to membership of the school council.
- 4.4 The headteacher of a school must ensure that the school council has the opportunity to nominate up to two pupils from years 11 to 13 (inclusive) from its membership to be associate pupil governors on the school's governing body. The governing body must accept any pupil nominated and appoint him or her as an associate pupil governor on the governing body.

4.5 Swansea schools have a long history of ensuring that pupil participation goes way beyond the requirement of having a school council, with the national definition of participation being at the centre of our schools' ethos in that *participation means that it is a learner's right to be involved in making decisions, planning and reviewing any action that might affect them. Having a voice, having a choice.* This has been evident as all our schools plan the development and delivery of the Curriculum for Wales.

5. Partnership and Involvement Team

5.1 Over the last twelve months, the Partnership and Involvement Team have continued to undertake an extensive variety of activities that have provided opportunities to listen to the voices of children and young people.

5.2 Some examples of workshop activities include:

- A session held at Olchfa school involving 29 young people aged 14-18 from secondary schools (including sixth forms) on 'Shared Values – Celebrating Similarities and Understanding Differences'.
- A session held at Swansea Grand Theatre Multicultural Hub involving 14 young people from secondary schools for White Ribbon Day 2022, discussing safety and Domestic Violence
- Children's Rights Workshops – in 2023, there have been 37 sessions across nine schools, with 748 learners to help children understand their Rights wants and needs.
- Student representatives from a Swansea secondary school joining police youth volunteers and other supporting adults attending the Bouygues UK construction site on Oxford Street in the city centre to view two murals that had been produced by Fresh Creative Co inspired by young people and aim to celebrate diversity and encourage people to be respectful in our communities. This was following a group of 60 young people from across Swansea, Neath Port Talbot and Bridgend aged 11-18 who came together to discuss important issues and share their personal experiences, feelings and emotions on topics such as racism, religion, culture and social backgrounds.
- The first 'Us Girls' session, aimed at 14-18 year old women, with a focus on personal safety.

More details of these sessions can be found in Appendices B to E.

5.3 Following the introduction of the ability to vote at 16 in Wales, a Votes at 16 Ambassadors project was established between Democratic Services, The Partnership and Involvement Team and secondary schools. 19 ambassadors were recruited from 10 secondary schools to promote and encourage their peers to register to vote for the elections. Ambassadors were supported in schools and youth settings.

A tender was awarded to Swansea MAD who worked with 30 secondary school pupils from YGG Bryntawe and YG Gwyr to develop a social media video promoting votes at 16, changes in law enabling young people to votes, voting as a democratic right and information on how to register to vote. The video can be viewed at <https://www.swanseamad.com/vote/>.

- 5.4 The Partnership and Involvement team were involved in supporting 26 young people from Swansea to work in partnership with young people from Neath Port Talbot as members of the Western Bay Junior Safeguarding Board to develop a LGBTQ+ resource pack for schools, 'Equali-tea'. These packs have since been distributed to all secondary schools in Swansea and Neath Port Talbot. The team have also attended secondary schools who have requested support in teaching of the pack.

The Junior Safeguarding Board made up of 23 young people have also facilitated sessions on the pack with senior decision makers – CMET in Swansea, NPT Corporate Parenting Board and the Western Bay Children's Safeguarding Board. Each session was deemed highly successful by adult participants.

Based upon requests from primary school children, there are plans to establish how the Equali-tea pack can be used in primary school settings.

- 5.5 Previous reports talk about work planned for ALN, disability, climate and nature emergency, quiet voices, UNCRC Action Plan.

6. Learner Voice in Schools' Quality Assurance and Monitoring

- 6.1 The Education Directorate's School Improvement Team speak to learners during 'listening to learner' activities as part of schools' quality assurance and monitoring. Examples of questions used are included in Appendices F to G.
- 6.2 Of 15 schools inspected from February 2022 to January 2023, seven primary schools had references to pupil voice in their Estyn reports. Examples include:
- Clwyd Primary 'Pupils take full advantages of opportunities to be influential, for example through their work in a considerable number of pupil voice groups'
 - Ysgol Pen-y-Bryn 'pupil voice has contributed to the development of courses in construction and design and technology'
 - Penclawdd Primary 'Almost all pupils enjoy opportunities to participate in leadership roles through involvement in the numerous pupil voice groups... they undertake their roles conscientiously and confidently and use their skills productively by leading initiatives such as operating the school's savings bank. This encourages pupils' positive attitudes towards careful financial management.
 - Clydach Primary 'Following the pandemic, the re-established pupil voice groups are beginning to engage pupils in making a difference to school life. However, the role of pupil voice groups is at an early stage of development and does not yet have a significant impact on school life'.

7. Post-16 Learner Voice

- 7.1 The background and progress to the end of 2022 for post-16 learner voice was shared with the Education Scrutiny Panel on 15 December 2022. This was as part of a progress update following the Estyn inspection of Local Government

Education Services in June 2022, who made a recommendation to 'review post-16 provision to ensure that it meets the needs of all learners'.

- 7.2 A survey is currently being undertaken for all post-16 learners to have an opportunity to participate. The University of Wales Trinity St David have acted as an independent support partner and critical friend in the design and delivery of the survey. It has been shared with sixth form settings and will soon be extended to Gower College Swansea learners in order to provide the opportunity to capture the views of all post-16 learners in Swansea.

The survey is open until 2 June 2023 and has had a positive response of over 300 form submissions to date.

The survey has a main focus on post-16 choices. It also covers academic delivery; pastoral and wellbeing support; and advice, information and guidance. A copy of the survey is included in Appendix H.

- 7.3 In addition to the survey, focus groups will be held during the summer term with different groups of learners to provide learners with other opportunities to share their views.

8. Future workstreams for learner voice / next steps

- 8.1 The Partnership and Commissioning Service have created a new working group 'A Whole School Approach – Mechanisms for Hearing the Voice of Children and Young People'. This group has representatives from all Directorates to improve opportunities to listen to children and young people with a more joined up approach between services.

The group met in March 2023 and a mapping document will be developed to outline all learner voice activity currently taking place across services before planning future activity. The next steps will be to identify wider partners, including members of the PSB to consider a more joined up approach to the local mechanisms that hear the voice of children and young people in Swansea.

- 8.2 The working group will also consider the future of specific mechanisms that have been in place. An example of this is 'The Big Conversation'. These events took place from 2014 until the pandemic. These events moved away from a traditional youth forum model that would have had a small number of elected members, to a model where 60-80 children and young people from primary and secondary schools could participate based on an agenda initiated by young people in addition to local, regional and national priorities.
- 8.3 An 'Action Planning Workshop' has been organised on 5 May 2023, which will involve around 20 children and young people to discuss participation opportunities moving forward.
- 8.4 The School Improvement Team will continue to listen to learners as part of schools' quality assurance and monitoring.

- 8.5 Analysis of findings from the post-16 learner voice surveys and focus groups will take place once they have concluded and will inform future planning for post-16 provision.
- 8.6 Undertake audits of all school councils in Swansea.
- 8.7 Development of ideas to provide further opportunities to listen to 'quiet voices', using digital mechanisms, e.g. Hwb.

9. Legal implications

- 9.1 There are no legal implications within this report.

10. Finance Implications

- 10.1 There are no financial implications within this report.

11. Equality and Engagement Implications

- 11.1 An IIA is not required as this report is for information only.

Appendices:

- Appendix A: Doing it the Rights Way Plan on a Page
- Appendix B: Shared Values Session at Olchfa School
- Appendix C: Children's Rights Workshops January-March 2023
- Appendix D: While Ribbon Day Session
- Appendix E: Community Murals Event
- Appendix F: Listening to Learners – General Template
- Appendix G: Listening to Learners – With Work Template
- Appendix H: Swansea Sixth Form Questionnaire 2023



Doing It the Rights Way: A Plan to Help Swansea Council Put Children's Rights at the Heart of Its Decisions



THIS MEANS

Making sure good quality arrangements are in place to ensure children and young people are listened to, and that their opinion is heard, in decisions that are being made that affect them.

Participation

WE WILL

- Involve children and young people directly in the design, monitoring and evaluation of services they receive.
- Learn about how other organisations are doing this, and develop plans that meet the needs of children and young people in Swansea.
- Develop clear targets to listen to children and young people from marginalised groups.
- Involve children and young people in the recruitment of staff who have responsibilities that impact on them.
- Adopt the National Participation Standards, to make sure when children and young people participate, their experience is a quality one.

THIS MEANS
Page 21

Promoting rights to children and young people so that they feel able to exercise them.

Empowerment

WE WILL

- Give children and young people the information they need to influence decisions that affect them (e.g. simple language reports).
- Give children and young people the opportunities they need to influence decisions that affect them (e.g. opportunities to scrutinise decision makers e.g. giving the chance to ask questions directly to a key decision-maker and/or co-produce work).
- Establish relationships with children and young people to allow them to consistently scrutinise work.
- Give citizens the training or information they need to do this properly.

THIS MEANS

Having systems in place to write down and evidence how we give thought to the impact of decisions children's rights.

Making sure workers understand the UNCRC and associated treaties, and how their work impacts on children's rights.

Embedding

WE WILL

- Make sure that leaders and staff have a good knowledge of Children's Human Rights, and help them understand how it can benefit our organisation's work.
- Use our resources to deliver training on children's human rights.
- Set up a network of champions with responsibility to promote the rights of children and young people and set targets for how to embed this in all work.
- Make sure there are HR/financial resources to support and promote the rights of children and young people.

THIS MEANS

Having systems in place to report on what we are doing to make rights a reality for children and young people in Swansea.

Accountability

WE WILL

- Publish an accessible annual update showing how we've worked towards making rights real for children and young people.
- Feedback regularly in a suitable format.
- Provide accessible information on how to provide feedback about what we're doing well or what we could improve, make complaints or hold staff to account.

THIS MEANS

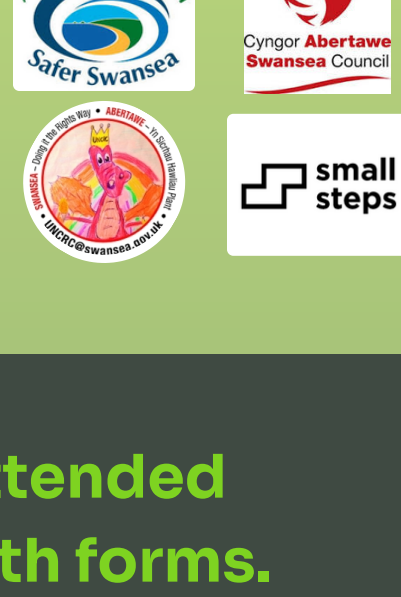
Making special efforts to ensure children and young people who may be less likely to access their rights, have an equal opportunity to be able to do so.

Non Discrimination

WE WILL

- Make sure staff have up-to-date knowledge of the Equality Act and receive regular training to increase their awareness of different groups of children and young people's needs.
- Use an Integrated Impact Assessment (IIA) to consider how individual decisions (e.g. projects/services) could impact different groups of children and young people.
- Use information we have about the needs of children and young people to consider whether our services reach all groups, particularly those who possess protected characteristics.
- Provide information in a format appropriate to people's age and maturity, culture, or disability.

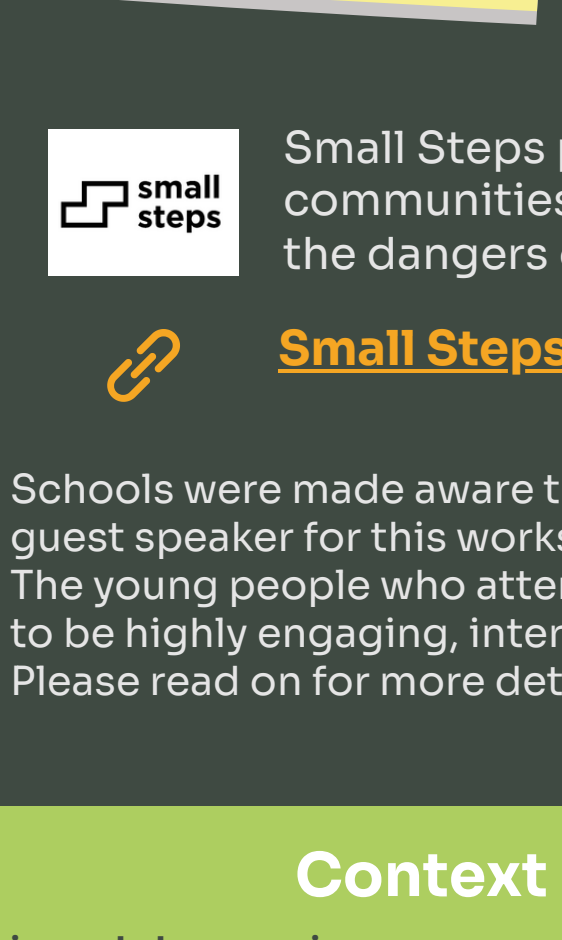
Shared Values - Celebrating Similarities and Understanding Differences



Olchfa School, March 6th 2023, 9.30am-2.30pm

29 Young People aged 14 -18 attended from four Secondary Schools / 6th forms.

The purpose of the workshop was for young people to work together under the guidance of facilitating council staff and engage with Small Steps, undertaking discussions and activities throughout the day that aimed to celebrate the group's similarities, respectfully discuss differences, and promote shared values.



Favourite part of the day - Creative tasks that give us time to discuss what we had learnt previously.

Small Steps provide training for schools and communities to educate young people about the dangers of far right extremism.

[Small Steps Website](#)

Schools were made aware that Small Steps would be providing a guest speaker for this workshop. The young people who attended found the guest speaker's session to be highly engaging, interesting, relevant, and worthwhile. Please read on for more detail about this part of the workshop...

Context and Rationale

This workshop session was arranged commissioned by the Council's Prevent Co-ordinator and arranged by Beth Thomas the Community Engagement and Partnerships Officer against a backdrop of request from young people to discuss topics within a safe facilitated environment, in addition to addressing requests from school staff for young people to experience opportunities to respectfully express differing views and raise their awareness of the risks of radicalisation..



Members of staff who supported the delivery of this workshop:

- Sandra Perrett, Channel, Prevent, and Hate Crime Co-ordinator
- Emily Bollington, Community Cohesion Officer
- Carys Jones and Danielle Richards, Children and Young People's Partnership and Involvement Officers
- Josh Price, Participation and Children's Rights Officer

Making It Work

Collectively set the rules for the session

Check-In and Icebreaker

Build rapport, and express feelings and emotions

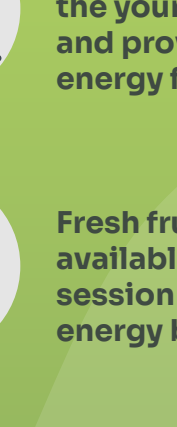


Most people are more likely to abide by rules/norms that they themselves have been a part of setting.

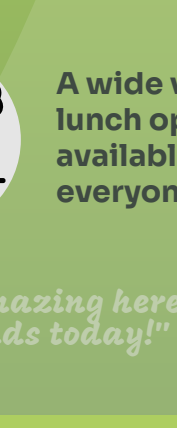


Participants largely find that having established interpersonal connections helps ease them into working together.

Workshop 1 - Source Squares Speed Debating



Young people have asked for opportunities to discuss potentially controversial topics through safely facilitated means. Source Squares encourage Critical Thinking and Problem Solving.

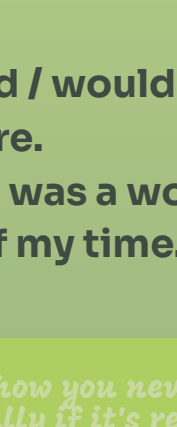
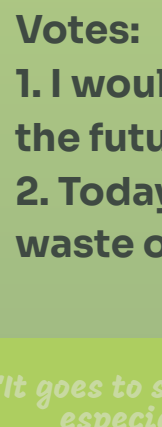


Speed Debating encourages Critical Thinking and Problem Solving Skills, and Communication Skills whilst allowing young people opportunities to discuss a wide range of topics.

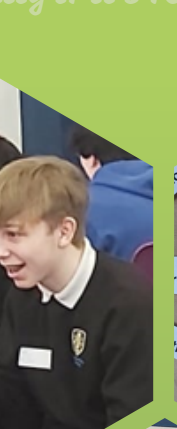
"The Three Little Pigs video made me think from another perspective"

"The Source Square about Meghan and Kate was interesting"

Workshop 2 - Where's The Line? Art Murals



The purpose of this task is to allow free expression of emotions and gather the group's views on a range of topical issues. Including physical movement allows quieter voices the opportunity to express their views non-verbally.



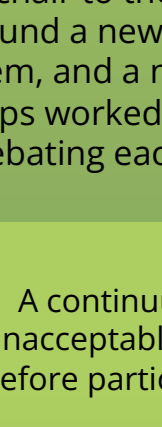
Participants worked together to create a lasting resource conveying positive messaging that will be displayed in areas of high footfall as a counter-narrative to hateful messages or offensive visuals.

"The message about banter is important for people our age 'cos they sometimes cross the line with certain 'jokes'."

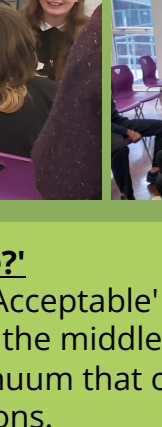
Small Steps

The guest speaker shared personal experiences of his childhood and teenage years growing up in the UK. He shared details with young people about how he became involved in supporting and later promoting far right extremist ideology and hateful narratives.

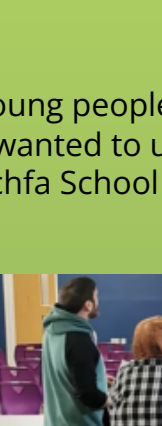
The speaker engaged young people in discussions about the impact of this lifestyle on himself and the local community before talking about his conscious efforts to move away from extremism and the restitution that he has endured to undertake since.



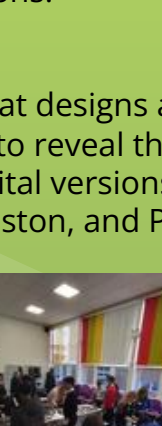
Healthy options available at the start of the day helped the young people to settle in and provided them with energy for the session.



Tea, coffee, hot chocolate and water were available throughout the session.



Fresh fruit and juice was available throughout the session to provide a quick energy burst.



Despite the fire alarm interrupting the lunch break, everyone enjoyed the food and drinks.



A wide variety of healthy lunch options were available that catered to everyone's dietary needs.

Here are three ways that eating together benefited participants:

- Continued discussions from workshops
- Built upon newly formed relationships
- Encouraged healthy choices

"I love hot chocolate but you should get chocolate milk as well"

"There's vegan options as well!"

Evaluations, Comments, Feedback...

Young people were offered opportunities to share their views about the session overall and were invited to provide specific details about the impact of the session on themselves and their school community.

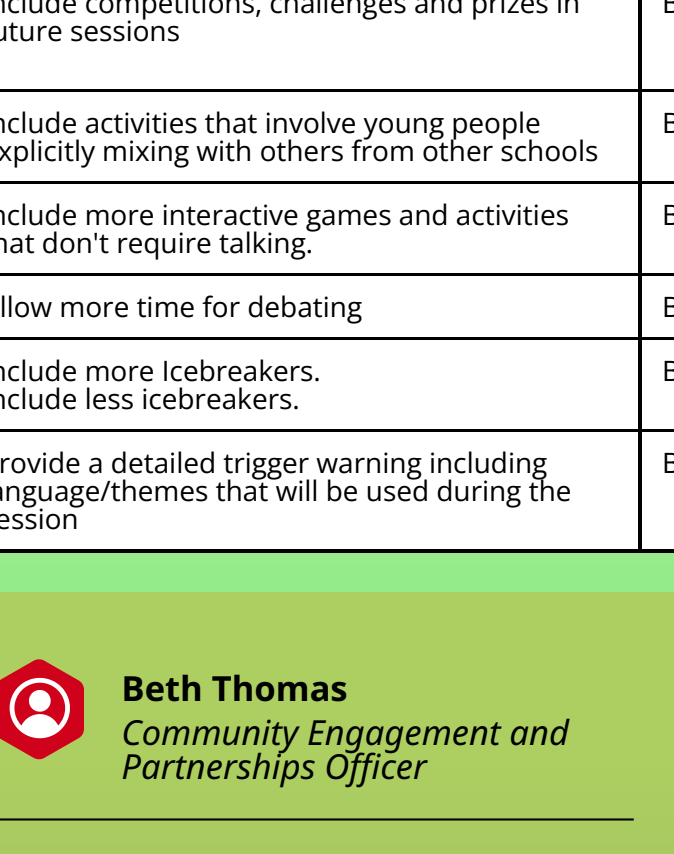
Evaluation Questions:

1. What went well today?
2. My favourite part of the day was...
3. Something that made me think today was...
4. Something I will mentally take away from today is...
5. Today would be even better if we had more/less of...
6. What could we improve on next time?

Votes:

1. I would / would not like to come to more sessions like this in the future.
2. Today was a worthwhile use of my time/was just ok/was a waste of my time.

"It goes to show you never know what's a lie, especially if it's really convincing"



Check-in
Participants introduced themselves, saying their name and pronouns, what school they attended, and how they were feeling.

'Two Truths and One Lie' Ice-Breaker
Participants individually made three statements, two of which were true and one of which was a lie. The others guessed which statement was the lie.

Making It Work Rule Setting
The group norms that were suggested encouraged participation and respect for each other and the workspace.

Source Squares

Source Squares have a stimulus/source in the middle with questions around the outside like a dartboard. The questions got harder the further out from the source, thus increasing the critical thinking and problem solving needed as participants worked through the task. We used seven Source Squares in total - five images and two videos.



Speed Debating

Participants sat in two circles, facing each other. Each pair had a debating topic at their feet and one minute to debate/discuss the topic before moving one chair to their left. In this new seat they found a new debate partner opposite them, and a new topic at their feet. The groups worked their way around the circle, debating each of the available topics.



'Where's The Line?'

A continuum line was established with signs saying 'Acceptable' at one end of the room, 'Unacceptable' at the other, and 'Ambivalent/Unsure' in the middle. Statements were read out before participants moved to the position on the continuum that conveyed their opinion and discussed their reasons.

Art Murals

Young people discussed the slogans and considered what designs and artistic techniques they wanted to use, before painting over the letter stencils to reveal the negative-image slogans. Olchfa School will retain the four original murals with digital versions created for the other three participating schools (YGG Bryntawe, Morriston, and Pontarddulais).

"He convinced me he could swim before he learned to walk!"

"I actually believed she was scared of kittens!"

"I love hot chocolate but you should get chocolate milk as well"

"There's vegan options as well!"

"The message about banter is important for people our age 'cos they sometimes cross the line with certain 'jokes'."

"My favourite part of the day was Speed Debating"

"I wish we had longer on the murals"

"I was the only one standing at one end for one of the statements"

"The food is amazing here, I've eaten loads today!"

"I actually believed she was scared of kittens!"

"I love hot chocolate but you should get chocolate milk as well"

"There's vegan options as well!"

"The message about banter is important for people our age 'cos they sometimes cross the line with certain 'jokes'."

"My favourite part of the day was Speed Debating"

"I wish we had longer on the murals"

"I was the only one standing at one end for one of the statements"

"The food is amazing here, I've eaten loads today!"

"I actually believed she was scared of kittens!"

"I love hot chocolate but you should get chocolate milk as well"

"There's vegan options as well!"

"The message about banter is important for people our age 'cos they sometimes cross the line with certain 'jokes'."

"My favourite part of the day was Speed Debating"

"I wish we had longer on the murals"

"I was the only one standing at one end for one of the statements"

"The food is amazing here, I've eaten loads today!"

"I actually believed she was scared of kittens!"

"I love hot chocolate but you should get chocolate milk as well"

"There's vegan options as well!"

"The message about banter is important for people our age 'cos they sometimes cross the line with certain 'jokes'."

"My favourite part of the day was Speed Debating"

"I wish we had longer on the murals"

"I was the only one standing at one end for one of the statements"

"The food is amazing here, I've eaten loads today!"

"I actually believed she was scared of kittens!"

"I love hot chocolate but you should get chocolate milk as well"

"There's vegan options as well!"

"The message about banter is important for people our age 'cos they sometimes cross the line with certain 'jokes'."

"My favourite part of the day was Speed Debating"

"I wish we had longer on the murals"

"I was the only one standing at one end for one of the statements"

"The food is amazing here, I've eaten loads today!"

"I actually believed she was scared of kittens!"

"I love hot chocolate but you should get chocolate milk as well"

"There's vegan options as well!"

"The message about banter is important for people our age 'cos they sometimes cross the line with certain 'jokes'."

"My favourite part of the day was Speed Debating"

"I wish we had longer on the murals"

"I was the only one standing at one end for one of the statements"

"The food is amazing here, I've eaten loads today!"

"I actually believed she was scared of kittens!"

"I love hot chocolate but you should get chocolate milk as well"

"There's vegan options as well!"

"The message about banter is important for people our age 'cos they sometimes cross the line with certain 'jokes'."

"My favourite part of the day was Speed Debating"

"I wish we had longer on the murals"

"I was the only one standing at one end for one of the statements"

"The food is amazing here, I've eaten loads today!"

"I actually believed she was scared of kittens!"

"I love hot chocolate but you should get chocolate milk as well"

"There's vegan options as well!"

"The message about banter is important for people our age 'cos they sometimes cross the line with certain 'jokes'."

"My favourite part of the day was Speed Debating"

"I wish we had longer on the murals"

"I was the only one standing at one end for one of the statements"

"The food is amazing here, I've eaten loads today!"

"I actually believed she was scared of kittens!"

"I love hot chocolate but you should get chocolate milk as well"

"There's vegan options as well!"

"The message about banter is important for people our age 'cos they sometimes cross the line with certain 'jokes'."

"My favourite part of the day was Speed Debating"

"I wish we had longer on the murals"

"I was the only one standing at one end for one of the statements"

"The food is amazing here, I've eaten loads today!"

"I actually believed she was scared of kittens!"

"I love hot chocolate but you should get chocolate milk as well"

"There's vegan options as well!"

"The message about banter is important for people our age 'cos they sometimes cross the line with certain 'jokes'."

"My favourite part of the day was Speed Debating"

"I wish we had longer on the murals"

"I was the only one standing at one end for one of the statements"

"The food is amazing here, I've eaten loads today!"

"I actually believed she was scared of kittens!"

"I love hot chocolate but you should get chocolate milk as well"

"There's vegan options as well!"

"The message about banter is important for people our age 'cos they sometimes cross the line with certain 'jokes'."

"My favourite part of the day was Speed Debating"

"I wish we had longer on the murals"

"I was the only one standing at one end for one of the statements"

"The food is amazing here, I've eaten loads today!"

"I actually believed she was scared of kittens!"

"I love hot chocolate but you should get chocolate milk as well"

"There's vegan options as well!"

"The message about banter is important for people our age 'cos they sometimes cross the line with certain 'jokes'."

"My favourite part of the day was Speed Debating"

"I wish we had longer on the murals"

"I was the only one standing at one end for one of the statements"

"The food is amazing here, I've eaten loads today!"

"I actually believed she was scared of kittens!"

"I love hot chocolate but you should get chocolate milk as well"

"There's vegan options as well!"

"The message about banter is important for people our age 'cos they sometimes cross the line with certain 'jokes'."

"My favourite part of the day was Speed Debating"

"I wish we had longer on the murals"

"I was the only one standing at one end for one of the statements"

"The food is amazing here, I've eaten loads today!"

"I actually believed she was scared of kittens!"

"I love hot chocolate but you should get chocolate milk as well"

"There's vegan options as well!"

"The message about banter is important for people our age 'cos they sometimes cross the line with certain 'jokes'."

"My favourite part of the day was Speed Debating"

"I wish we had longer on the murals"

"I was the only one standing at one end for one of the statements"

"The food is amazing here, I've eaten loads today!"

"I actually believed she was scared of kittens!"

"I love hot chocolate but you should get chocolate milk as well"

"There's vegan options as well!"

"The message about banter is important for people our age 'cos they sometimes cross the line with certain 'jokes'."

"My favourite part of the day was Speed Debating"

"I wish we had longer on the murals"

"I was the only one standing at one end for one of the statements"

"The food is amazing here, I've eaten loads today!"

"I actually believed she was scared of kittens!"

"I love hot chocolate but you should get chocolate milk as well"

"There's vegan options as well!"

"The message about banter is important for people our age 'cos they sometimes cross the line with certain 'jokes'."

"My favourite part of the day was Speed Debating"

"I wish we had longer on the murals"

"I was the only one standing at one end for one of the statements"

"The food is amazing here, I've eaten loads today!"

"I actually believed she was scared of kittens!"

"I love hot chocolate but you should get chocolate milk as well"

"There's vegan options as well!"

"The message about banter is important for people our age 'cos they sometimes cross the line with certain 'jokes'."

"My favourite part of the day was Speed Debating"

"I wish we had longer on the murals"

"I was the only one standing at one end for one of the statements"

"The food is amazing here, I've eaten loads today!"

"I actually believed she was scared of kittens!"

"I love hot chocolate but you should get chocolate milk as well"

"There's vegan options as well!"

"The message about banter is important for people our age 'cos they sometimes cross the line with certain 'jokes'."

"My favourite part of the day was Speed Debating"

"I wish we had longer on the murals"



Children's Rights Workshops Jan-Mar 23



To help children understand their Rights wants and needs.

9

Schools



37

Sessions

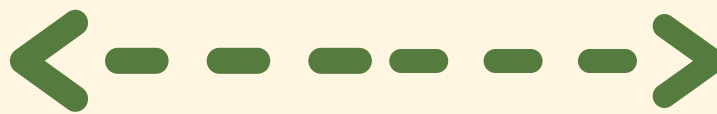


748

Pupils

Session Plan

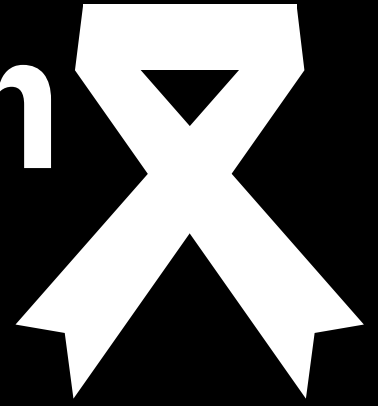
Wants and Needs Game- Do we need or want these things and are they one of our Children's Rights? Examples: Clean Water, Chocolate, Big House with a Swimming Pool, Clean Air, A mobile Phone, The internet, toys.



Think of the things we need to grow up the best we can be, to be happy, healthy, safe and to help us develop and learn.



White Ribbon Day 2022



White Ribbon is the UK's leading charity engaging men and boys to end violence against women and girls.



Date: Friday 25th November 2022

Time: 9:30am-2:30pm

**Location: Swansea Grand Theatre,
Multicultural Hub**

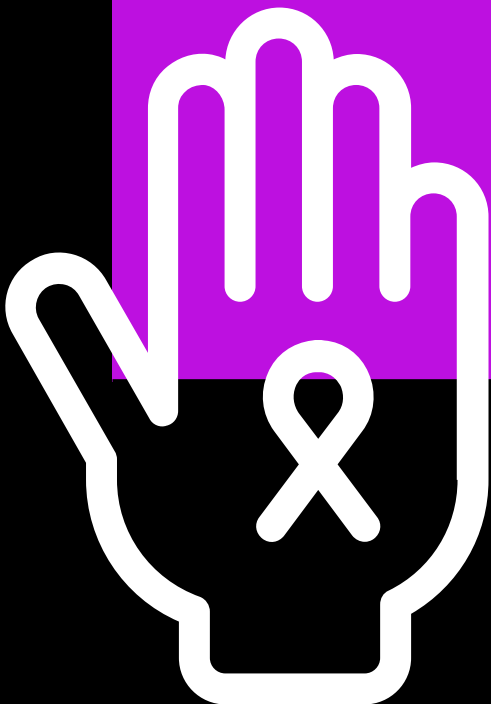
Staff Members: Carys Jones, Beth Thomas, Emily Bollington

Schools Attended: Pontarddulais Comprehensive School, Ysgol Gyfun Gwyr, Ysgol Bryn Tawe, Gowerton Comprehensive School

Number of Young People: 14 Number of Teachers: 4

Aims and Objectives:

- To give Young People the opportunity to discuss with others what we can do to end violence against women.
- Discuss Safe and Unsafe Spaces
- Break down Barriers of Domestic Violence
- Look at what makes us us
- Creative time to create a piece of work based on the days discussions.



Session Plan

● Opinion Line

- Everyone Has the Right to be Safe
- Only women are victims of Domestic Violence
- Violence against women is not a problem in the UK.
- Women are at more risk of physical harm than men
- Girls who flirt or get drunk are 'asking for it'
- Everyone who is a victim of Sexual Assault Reports it?

Stats to be included and discussed to go with statements.

● Carouselle

- Where we feel Safe
- Where we feel unsafe
- What makes us feel unsafe
- Key issues
- What needs to be done, How do we do this/what do we need to do to achieve this/who needs to lead on this?

● Break

- Time to grab a cuppa and chat to the other Young People in attendance

● Create

- Opportunity to get creative-Exploring Identity, Thoughts and Gender.
- Creative stations and free spaces for Young People to decide what they want to do

● Lunch

- Time to refuel, food to be purchased from a local business that has recently been subject to racial abuse.

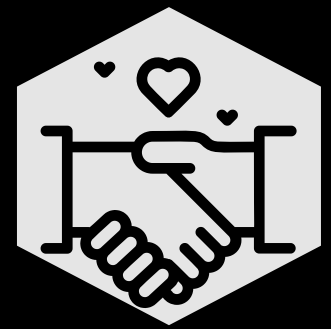
● Showcase

- Time for the Young People to show case their work

● Evaluation

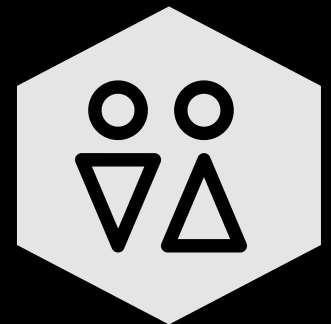
Key Issues

- Bigoted Behaviour
- Insensitive Jokes
- Harmful Stereotypes
- Not knowing where to seek help
- Not Understanding Consent
- Cultural and Religious Barriers
- Lack of communication
- Stigma
- Not feeling safe to report it



What needs to be done?

- Education needs to be better
- Appropriate punishments given
- Raising awareness sessions
- Conversations around banter
- Increase gender inclusivity
- Understanding consent e.g just because you're in a relationship doesn't mean consent is automatically given.
- More exposure to damaging stereotypes



Where we feel safe



When I'm Exercising

Releases
Endorphins



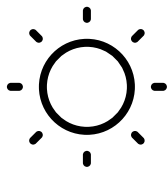
In Nature

Peaceful and
Tranquil-No
Judgements



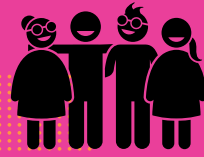
At home

With my family
and pets



In Daylight

When it's light
outside



With Friends

Because you feel
comfortable
with them



At the Beach

Relaxing and
Serene



At School

Teachers are
there to help



At Clubs

There's no
judgement-I
can be myself



Lush-Shop

The staff are
all lovely in
there

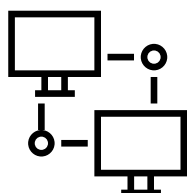
"I feel safe in places I
can be myself,
without judgement"

Where we feel unsafe



In the Gym

Objectifying
Stares, Feels
Unsafe



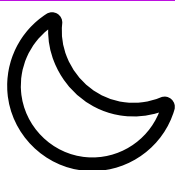
Online

Online Trolls



Public Transport

Because of
Strangers



In the dark

Makes you feel
on edge when
you can't see



Night time economy

Use of Drugs and
Alcohol



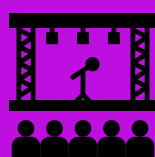
Unfamiliar Places

Don't know your
surroundings



At School

Misogynistic
behaviour by
some boys



Festivals

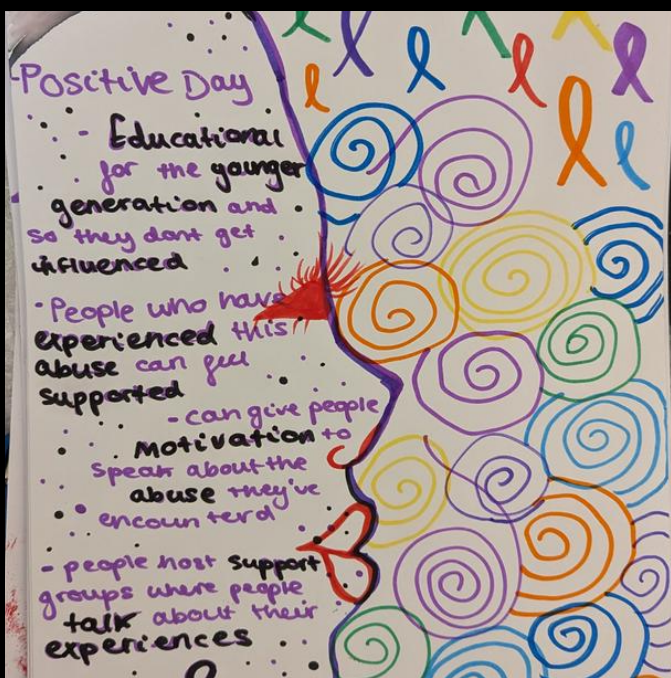
Past
experiences of
spiking



Walking Alone

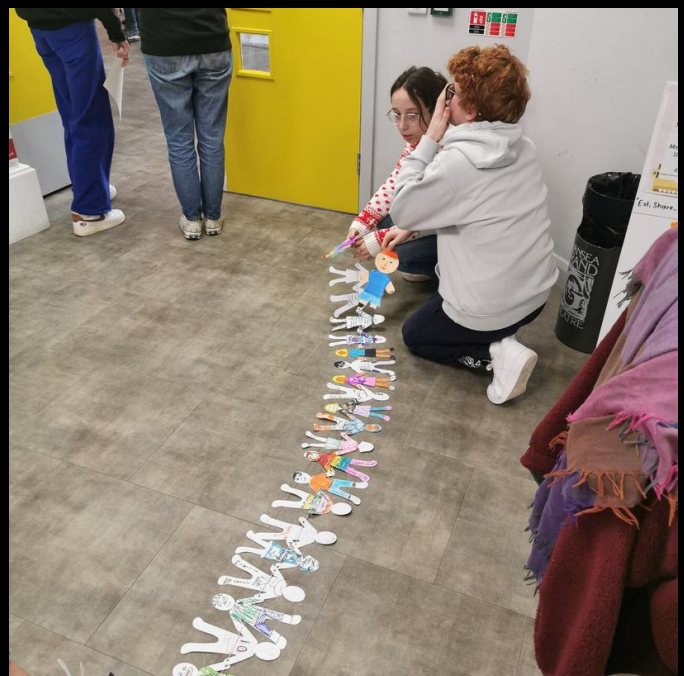
Cat Calling

"I'm afraid that if I
speak out that I won't
be believed"



Silhouette Portrait filled with thoughts, ideas, quotes, feelings etc

What Makes Us?
Designing a figure about who you are.
What makes you, you?



Mural Painting.
Using an old sheet the YP created a mural about Domestic Abuse

WHAT WENT WELL?

The fun activities & The Food

Really inclusive and educational, given us a place to express our opinions without the fear of judgment.

was a good experience and gave me the opportunity to hear other peoples opinions and thoughts.

* Friendly staff and listened to pupil voice.

* First task ✓

What Went Well?

- *The activities
- *Educational
- *Inclusive
- *We were listened to
- *Hearing others opinions

Even better if....

- *More group discussions
- *Discuss what's happening in schools
- *More facts

EVEN BETTER IF.....

More Food!!

More creative freedom

more group discussions and change to talk with devs!!

↳ more facts / information

↳ more activities like the start.

↳ Majority of events / tasks focused on what students already knew. would be good to take away new information.

↳ Tasks were very long, maybe shorter more structured tasks.

↳ Could discuss what is happening in

BIGGEST TAKE AWAY FROM TODAY....

That there is a Community looking out for people!

THE FOOD

the ability to discuss important topics with others in a mature and reasonable way.

That young people do have a new and interesting ~~voice~~ opinions and solutions.

↳ good to work with other schools.

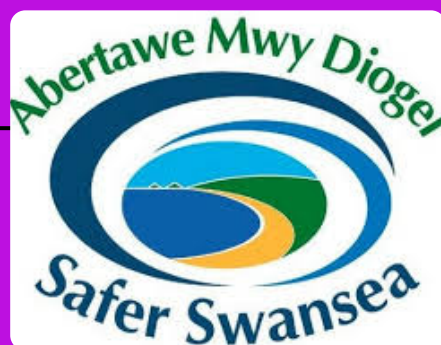
Biggest Takeaway ...

- *The ability to discuss important topics
- *There is a community looking out for you
- *YP have solutions and ideas



Next Steps

- **Feedback to relevant groups and teams within and outside of the Local Authority**
- **Continue to work with schools to look at what they are doing to tackle Domestic Abuse.**
- **Opportunities for further discussions with Young People.**
- **More opportunities for Young People to mix with others.**
- **Ensure Young people have opportunities to talk to those who make decisions.**

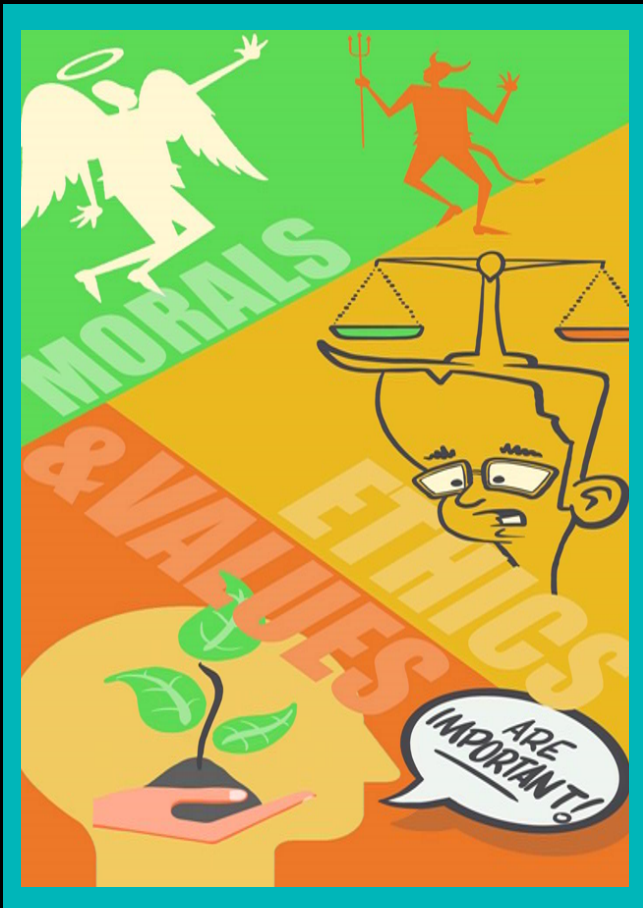




Community Murals

Group visit to Bouygues UK Construction Site
Oxford Street, Swansea

Wednesday March 23rd 2022



"THESE MURALS WILL GET PEOPLE **THINKING**.

IF EVERYONE'S THINKING IT THEN SOMEONE WILL BE **BRAVE** ENOUGH TO TAKE ON THE **CONVERSATION...**"

- Young Person

Content

- 1 Background and Context
- 2 Representatives
- 3 Opinions of the murals
- 4 What next?
- 5 Other information

On Wednesday 23rd March 2022 a group of student representatives from Pentrehafod School, Police Youth Volunteers, and supporting adults attended the Bouygues UK construction site on Oxford Street, Swansea City Centre.

The purpose of the site visit was to view two murals that were produced by Fresh Creative Co and to learn more about the future collaboration between Bouygues UK, Fresh Creative, and the local community through the Art In The City project.

The inspiration for the murals came directly from young people so it's important that young people have their say on the final art works, the location, and the intended impact of the art works on the community that view them.

The group were greeted by Nick and Hadley from Bouygues UK and were invited to view the ongoing construction project at 71-72 Kingsway from a viewing platform. Young people asked the site manager questions about the construction process and the intended final use of the building.

The group also discussed the possibility of producing artworks that tie in with Bouygues UK's Diversity and Ethics programme and displaying the art along the hoarding boards that make up the perimeter of their construction sites.

Background and Context

Prior to lockdown, a group of 60 young people from across Swansea, Neath Port Talbot, and Bridgend, who were aged between 11-18 met as part of a voluntary participation and engagement programme called 'School Swap'.

The group came together to discuss important issues and share their personal experiences, feelings and emotions on topics such as racism, religion, culture, and social backgrounds.

Evaluations, pieces of work, detailed quotes, and art works that young people produced during the 'School Swap' workshops have been shared with Artists at Fresh Creative Co who were inspired to produce two vibrant murals that construction company Bouygues UK have displayed on Oxford Street Swansea.

These art works aim to celebrate diversity and encourage people to be respectful in our communities. It is hoped that people will see these murals and feel connected to their local area as the messages promote peaceful and integrated communities.

Future artworks will be produced as a result of facilitated, intergenerational workshops. It is hoped that the workshops will take place in the High Street Units and the art works will be displayed on Bouygues UK hoarding boards and other identified areas in the city that have experienced negative or hateful graffiti/messages.

**"IT'S IMPORTANT TO GET THESE
MESSAGES OF PEACE AND
TOLERANCE OUT THERE IN OUR
COMMUNITY."**

Young People

- Five Year 8 pupils from the Student Parliament at Pentrehafod School attended representing the young people from secondary schools who participated in the School Swap Project.
- Two young people from the Neath Port Talbot group of Police Youth Volunteers representing the young people from volunteer groups who participated in the School Swap Project.



Professionals

- Director of Fresh Creative Co
- Teaching Assistant and Attendance and Wellbeing Officer from Pentrehafod School
- Children's Rights and Participation Officer representing the Bridgend Youth Council
- Community Partnership and Engagement Officer, and Channel, Prevent, and Hate Crime Coordinator for Swansea Council
- Senior Project Manager, Site Manager, and Diversity and Ethics Lead at Bouygues UK

"The artists have done a great job of capturing some of the key points that the young people raised during the School Swap workshops."

"The murals are really eye catching. People have been walking past and reading the words. More art now will just keep spreading the message around town."

"These murals bring important issues to the forefront, even if it's just a conversation starter when you're walking through town."

"A lot of people are really struggling since Covid so something like this will be nice little shift for people towards something positive ."

"These issues are also priority topics for the Welsh Youth Parliament so it's definitely relevant to young people in Wales at the moment."

"Being seen and being heard are really important to people's sense of self-worth. It is crucial that as a society we give space to people who have limited opportunities to get their point across. At Fresh Creative we recognise that art can act as a striking and engaging medium to raise issues and we are passionate about providing these opportunities. The young people who contributed to this project are clearly highly motivated and keen to make a positive impact on the world. It was a privilege to be able to contribute to giving them a voice, and we look forward to future collaborations."



Suggestions for the Future

Commencing Art In The City Project...



The sessions will take place in the High Street Units and will involve intergenerational and diverse groups of people working together to discuss issues that affect them in the community and then producing positive art works that will be used to counter any negative messages.

Working on the project...



The sessions in the High Street Units will take place after the school Easter Holidays, during the Summer term. Sessions will be weekly. The length of the project is yet to be agreed upon.

Sharing the artworks...



Participants will produce artworks for display on Bouygues UK Hoarding boards on the Kingsway and Clarence Terrance sites. It is also hoped that the participants will identify where they feel is the best location for some of the artworks that are directly countering hateful narratives such as offensive graffiti in areas across the city.

Future topics to address...



Following the production of art works relevant to the current topics of Race, Religion, Culture and Social Background that are direct counter narratives to offensive graffiti seen in the local community, additional relevant topics will be discussed with a view to running a similar Art In The City Project to address the issues raised. For example, the topics of Mental Health, Disability and Impairment Awareness and the Safety of Women and Girls have already been put forward as future topics as these are both relevant to community members and also central to Bouygues UK's Diversity and Ethics campaign.

"SWANSEA IS A CITY OF SANCTUARY SO FOR PEOPLE WHO ARE NEWLY ARRIVING HERE, HAVING THESE MURALS, IT COULD BE A REAL BOOST TO THEM TO SEE THESE MESSAGES..."

-Children's Rights and Participation Worker



Nick Toulson from Bouygues UK showing the group the CGI Impression of the interior of 71-72 Kingsway

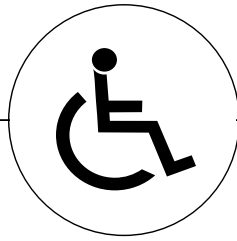
Following the site tour where we were able to witness concrete piles being drilled and poured, the group asked questions about the build, the proposed plans for the future use of 71-72 Kingsway and the environmental impact of the project.

Both Nick and Nick clearly explained the process and the proposed use of the building as a communal office and agile working space that aims to encourage economic development in the area as well as providing a professional working space to communities in Swansea.

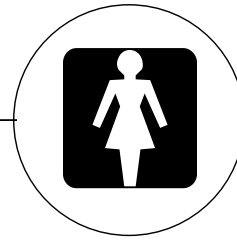
The young people considered the points that were raised, and when they were satisfied that they had asked all of the difficult questions they could think of, they felt inspired to make further suggestions about the potential that the Art In The City Project has to address other issues that are affecting communities in Swansea...



**Mental
Health
Awareness**



**Disability/
Impairment
Awareness**



**The Safety
of Women
and Girls**

Young people and professionals all agreed that Mental Health, Disability Awareness and The Safety of Women and Girls are big issues for community members at the moment, particularly those most vulnerable to loneliness such as 16-24 year olds, adults older than working age, and those from marginalised communities.

As we recover from the Covid-19 pandemic and subsequent lockdowns and lack of services/community provision, the group feel that the time is right to address these issues and work together to provide solutions through collaborative artworks.

Conversations about protected characteristics such as disability and impairment took place as the group left the Bouygues site. One young person said "There's more disabled people on TV nowadays but you still don't really see it [representation] on the street. There could be more things that make disabilities seem "normal" when you're out and about."

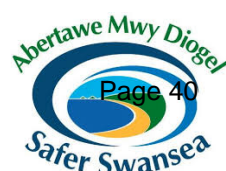
Another participant suggested promoting the safety of women and girls by reminding people to be respectful of other people's personal space and the language they use around others through art: "We could do something about how every girl is a daughter and every woman could be your mother or your gran" . One young person suggested inviting the female project managers at Bouygues UK to the Art In The City workshop sessions. These suggestions will be shared with relevant partners.

beth.thomas@swansea.gov.uk

07814 104816

@SaferSwansea

@safer_swansea_



Summer Support Visit 22
Listening to Learners

	FP	KS2	Further Development
What opportunities are there for you to be involved in changing things for the better in the school?			
How do you become involved in the groups that help to change the school for the better? Are you involved?			
What things have been changed and has this made the school better?			
Does the school help you to learn about being healthy? How?			
Does the school help you to understand how to keep your body and mind healthy?			
What do you need to do to keep your body and mind healthy?			

Do you share with the class the things that you would like to learn about and how?			
When and how do you do this?			
What have you learnt about, that have been your ideas?			

XXXXX Support Visit XXXX
Listening to Learners with their work/books

	FP	KS2	Further Development
What are you learning about?			
Tell me about this work ...			
What do you think is your best work in this book – why?			
How do your teachers feedback about your work?			
How often do you receive feedback about your work?			
Do you have feedback for different areas of learning?			
Is feedback helpful?			
Can you show me examples how feedback has helped you improve your work?			
Does your teacher give you time to improve your work?			
Is verbal feedback helpful? Why?			

Do you act on what the verbal feedback has told you? Can you show me examples?			
Are you involved in learning dialogue in your books?			
How do you feel about learning dialogue in your books?			
Are you involved in self/peer marking?			
Does self/peer marking help you to improve your work? Can you show me examples?			
What targets do you have to improve writing/maths?			
What do you need to do to achieve them?			

Swansea Sixth Form Questionnaire 2023

The Local Authority is collecting information on what you think about sixth form

Read each sentence, think about your experience at sixth form, and then tell us how much you agree by ticking the box that fits what you think.

Please think about yourself and your own experiences at sixth form, not the experiences of others.

Please give us your own honest answers. Your individual responses will remain confidential. Only the Local Authority will read them and they will not tell your teachers what you say.

If you have any safeguarding concerns please speak to your school's safeguarding officer.

1. What sixth form do you attend?

- Bishop Gore
- Bishop Vaughan
- Gowerton
- Morriston
- Olchfa
- YG Bryn Tawe
- YG Gwyr

2. What year are you in?

Year 12

Year 13

Year 14

3. Did you attend a different school in year 11?

Yes

No

4. I like the subjects I am studying at sixth form.

Strongly agree

Agree

Disagree

Strongly disagree

5. Before joining the sixth form I received clear advice on what I could study.

Strongly agree

Agree

Disagree

Strongly disagree

6. Before starting sixth form I was asked what subjects I would like to study.

Yes

No

7. Before starting sixth form I was aware of what to do if my subject choices were not available to me.

Strongly agree

Agree

Disagree

Strongly disagree

8. I was able to chose the subjects I wanted to study.

Yes

No

9. Were there subjects you would like to have taken but were unavailable to you?

Yes

No

10. If YES, please tell us what subjects you would like to have taken and what you decided instead.

Enter your answer

11. Are you satisfied with your alternative? please give details.

Enter your answer

12. My sixth form helped me to settle well when I started.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

13. I get good personal support from my teachers.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

14. My concerns and views are listened to and acted upon by my school.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

15. My sixth form helps me to improve my literacy, numeracy and digital literacy well.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

16. I enjoy my learning.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

17. I am given good quality learning materials.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

18. I get useful written and verbal feedback on how I can improve my work from teachers.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

19. There are a good range of activities and opportunities outside my studies I can get involved in.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

20. I am able to balance my studies and social life well.

- Strongly agree

- Agree
- Disagree
- Strongly disagree

21. I feel safe and free from harassment in sixth form.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

22. I have received good advice about what I can do when I finish my course.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

23. I would recommend this sixth form to other people.

- Strongly agree
- Agree
- Disagree

Strongly disagree

24. Please tell us what you like about sixth form.

Enter your answer

25. Please tell us what you would like to see improved about sixth form.

Enter your answer

26. If you wish to explain any of your answers or add any further comments please use this space.

Enter your answer

Never give out your password. [Report abuse](#)

This content is created by the owner of the form. The data you submit will be sent to the form owner. Microsoft is not responsible for the privacy or security practices of its customers, including those of this form owner. Never give out your password.

Powered by Microsoft Forms |

The owner of this form has not provided a privacy statement as to how they will use your response data. Do not provide personal or sensitive information.

| [Terms of use](#)

Agenda Item 9



Report of the Cabinet Member for Education and Learning

Education Scrutiny Performance Panel – 20 April 2023

Progress Update on the Swansea Skills Partnership

Purpose:	To update the Scrutiny Panel on the work of Partneriaeth Sgiliau Abertawe (PSA)/Swansea Skills Partnership (SSP).
Content:	An update on the key priorities of the Swansea Skills Partnership.
Councillors are being asked to:	Consider the information provided and give views.
Lead Councillor:	Cabinet Member for Education Improvement Learning and Skills.
Lead Officer & Report Author:	David Bawden, Strategic Skills Co-ordinator David.Bawden@swansea.gov.uk

1. Background

- 1.1 In June 2018, Cabinet approved a recommendation from the Education Skills Policy Development Committee to establish an effective strategic partnership between local education providers and associated organisations. The partnership aims to make Swansea one of the best places to be educated in the UK with a focus on supporting the wellbeing objective, that every child and young person in Swansea gains the skills and qualifications they need to succeed in life. Purpose and membership of the SSP can be found in the Terms of Reference, **Appendix A** (updated November 2022).
- 1.2 Indeed, the establishment of the SSP and the strength of partnership working were acknowledged in Estyn's report on education services in Swansea in June 2022:

*'Officers from the education directorate collaborate effectively with other local authority services and directorates and with external organisations, including the regional skills partnership and the Public Service Board. A key outcome of this joint working has been the development of the **Swansea Skills Partnership**, which aligns local authority priorities with regional aspirations. Through a shared commitment to the skills agenda, the partnership has agreed common goals and begun to drive forward work to equip children and young people with useful skills that match potential employment opportunities.'*

1.3 In December 2020 and December 2021, the Educational Scrutiny Performance Panel received updates on the purpose, priorities, and outcomes of the SSP.

2. Briefing and progress update

2.1 Since its beginnings in 2018, the SSP has become an established strategic group for Swansea with clear terms of reference, clear actions and strategic ways of working. The board has ensured that priority workstreams are reported on and actions taken forward. Despite the ongoing challenges from the impact of COVID, funding changes and considerable changes in staffing across all organisations, there has been clear progression and effective impact from the focussed approach of the partnership.

2.2 The five key workstreams of the SSP currently are:

1. Building digital capacity.
2. Advice, information and guidance for vocational education.
3. Swansea, UNESCO learning city.
4. NEETs prevention partnership.
5. Covid response: supporting partners in recovery.

2.3 These workstreams have matured over the years with actions being completed, outcomes achieved and embedded into practice. Indeed, despite some action plans of the workstreams coming to fruition it was decided by the SSP to continue to prioritise these areas due to the impact of COVID on our young people. It is felt the time is now right to develop new workstreams of the SSP and this has been discussed with partners. Partners have been tasked with suggesting fresh workstreams that can begin in the next academic year (2023/2024).

2.4 Furthermore, in September 2021, the Regional Learning and Skills Partnership's (RLSP) skills and talent initiative business case bid was approved by governments and officially launched in April 2022, as the last approved City Deal project. Since the SSP began there have been stronger links with the RLSP and regional partnership opportunities have supported the submission of bids to the RLSP group. Indeed, one of our Swansea secondary schools is leading on a collaboration project for Health and Wellbeing with Swansea University, University of Wales Trinity Saint David (UWTSD) and local employers as key partners.

2.5 The remainder of this paper will look at each workstream in turn.

Workstream one: Building Digital Capacity

2.6 SSP is committed to working with local employers who require workers with digital skills. To date, effective relationships have been forged with Amazon Web Services (AWS), who have presented to the SSP. The AWS GetIT programme challenges learners to develop concepts for a new digital application that could support their communities. Learners are engaged by female role models who are thriving in digital careers.

- 2.7 Co-constructed professional development courses are developed and delivered to school colleagues across the region with the assistance of regional partners (Partneriaeth). National government colleagues are consulted and contribute to professional learning offers.
- 2.8 Swansea University and their Technocamps initiatives offer multiple educators the opportunity to engage with digital professional learning. The “Certified Technocamps Teacher” course provides primary school educators with 20 hours of dedicated professional learning. This opportunity is offered to three cohorts of educators each academic year.
- 2.9 The Digital Learning Practitioner Level 3 Diploma provided in conjunction with the Big Learning Company continues to be studied by education practitioners from across Swansea schools. The course allows for project content to be tailored to the strategic digital plans of the participant’s school. Senior leaders at schools are engaged with the course content and assessment.
- 2.10 The annual DVLA code challenge affords learners the opportunity to test their digital skills through the development of a coded solution to a given scenario. Learners submit entries to a panel of industry and education experts with the shortlisted entries invited to attend a live event at the DVLA’s Richard Ley Development Centre.

Workstream two: Advice, Information, and Guidance for Vocational Education.

- 2.11 The three-year plan for this workstream has now come to an end. During that time several key outcomes have been achieved. Indeed, a robust strategy for vocational education for 14 to 19-year-olds has been developed within the Education Directorate to support its **Designing Destinations Strategy**. Appendix B shows the priorities for the Vocational Education strategy.
- 2.12 Following the introduction of Curriculum for Wales and the cross-cutting theme of Careers and Work-Related Experiences (CWRE) a new network has been introduced alongside the suite of other subjects and themes. The CWRE network began meeting in December 2022 with representatives from each secondary school, Gower College Swansea and Careers Wales. The aim of the network is to support schools to plan, prepare and deliver Careers and Work-Related Experiences (CWRE) as a cross-cutting theme for Curriculum for Wales. Vocational pathways and progression opportunities are discussed by members of the group.
- 2.13 We recognise Careers Wales as a key partner for this workstream. Careers Wales provides impartial and unbiased advice and guidance to our young people, signposting them to clear vocational pathways through educational providers, apprenticeships and other vocational programmes. Careers Wales has developed its Educational Business Partnership with schools so that all Swansea secondary schools are linked with, or in the process of being linked with, a valued business partner to support with the level of engagement within schools. Through this workstream bi-monthly meetings have been established with Careers Wales to discuss the opportunities and challenges within education.

- 2.14 As previously reported on and discussed; Swansea’s digital platform, My Choice, is a key outcome of this workstream. Working together, the partnership was able to secure a grant to develop a website that brings together all post-16 options in one place for young people to access. This includes all academic and vocational pathways in sixth forms, colleges and work-based learning providers alongside signposting to apprenticeships and opportunities through Jobs Growth Wales. My Choice continues to be promoted in secondary schools through school leaders and Careers Wales. The RLSP has provided up to date labour market intelligence for several priority sectors for the My Choice website <https://mychoice-support.swansea.education/>

Workstream three: Swansea, UNESCO Learning City

- 2.15 The SSP is the Steering Group for Swansea UNESCO Learning City. The Swansea UNESCO Learning City case study was built upon the enterprise education delivered collaboratively by numerous organisations across the City and County of Swansea.
- 2.16 In recognition of the work of the SSP, Swansea was asked to support the city of Hull to develop as an UNESCO Learning City, with the intention of applying for membership of the Global Network of Learning Cities (GNLC).
- 2.17 As part of this workstream, The Right Worshipful The Lord Mayor of Swansea hosted an evening at the Mansion House, in celebration of “Enterprise in Swansea” in March 2023. The Lord Mayor, Councillor Mike Day was one of the founders of the “Building Enterprise Education in Swansea” (BEES) network and has been committed to developing enterprise education ‘From Primary to Professional.’ The programme provided an overview of those achievements during the evening. Further presentations were delivered by Swansea University, University of Wales Trinity Saint David, Gower College Swansea, Schools, and “2Be Enterprising” on current activities and achievements. A video presentation included over fifty primary schools, who took over the city centre to sell their wares, and presentations showing the impact of enterprise education at all stages of education, from primary to university.
- 2.18 Since the original UNESCO case study, the Learning City initiative has been expanded to include all the different work streams of the SSP. This is because we recognise that Swansea has fully delivered on enterprise education and different priorities have arisen, partly due to changes in the context for Swansea, as the COVID pandemic has highlighted the need for a focus on digital education and a digital workstream.

Workstream four: NEETs Prevention Partnership

- 2.19 The Swansea Not in Employment Education or Training Prevention Partnership (SNPP) is now fully established and meets bi-monthly with several officers across directorates and other stakeholders. The partnership is currently chaired by the Head of Child and Family Services and guided by Welsh Government’s Youth Engagement and Progression Framework, that was re-launched in September 2022.

<https://www.gov.wales/youth-engagement-and-progression-framework-overview-html>

- 2.20 As identified in its terms of reference the SNPP ensures a coherent, coordinated, and clear offer to the education, employment, and training of young people in Swansea, that is understood by all stakeholders. It is committed to providing excellent quality advice, information, and guidance to young people at risk of becoming NEET. The partnership focuses on the strategic themes of performance, provision, access and well-being to mitigate against the risk of NEET.
- 2.21 As a partnership, all stakeholders are committed to effective data management and information sharing protocols, co-ordinated around the needs of the learner. A key element of the group has been to develop a robust data sharing document to support these learners through the Wales accord on the sharing of personal information (WASPI).
- 2.22 Gower College Swansea is supporting the NEET agenda in Swansea by employing transition and engagement mentors (September 2022) that work across all schools to support the successful transition of young people. This aims to increase retention and progression to further education and training, and ultimately sustainable employment.
- 2.23 The SNPP is currently discussing the changes in provision to those at risk of becoming NEET due to new funding streams through the Shared Prosperity Fund (SPF). It has been encouraging that the council's Economic Recovery Fund has actively supported the transition of funding arrangements so that those most at risk of becoming NEET are seamlessly supported during this time.

Workstream five: Covid response: Supporting partners in recovery.

- 2.24 As education partners facing the impact of lockdowns and the consequences of COVID, a workstream for COVID Recovery was established to bring together the support and expertise of several institutions. The short-term goals of sharing good practice and effectively communicating challenges and opportunities have been achieved.
- 2.25 The SSP compiled and distributed a best practice guide for blended learning approaches from Swansea primary and secondary schools as well as further and higher educational institutions. This was disseminated to partners of the SSP. A combined calendar of transition activities, taster sessions and open days/evening events was also distributed. This useful document helped to identify the support that was available during a particularly challenging time. Under this work stream the SSP was also able to write a letter to Welsh Government expressing the shared concerns surrounding the negative impact of the pandemic on learners in Swansea schools during the 2021/2022 academic year. The specific impact of examination arrangements was highlighted. Reassuringly, the response from Owain Lloyd, Director of Education and Welsh Language, outlined the ongoing work with Qualifications Wales and the examination arrangements for that year.

Summary

2.26 Despite the challenges of recent years and the ongoing impact of COVID on our young people, the five workstreams of the SSP have made good progress and achieved successful outcomes. Current NEET percentage for Swansea is 1.9% and below the Welsh average of 2.1%.

2.27 The partnership is now looking to develop new workstreams that support young people in Swansea to gain the skills and qualifications they need to succeed in life through collaboration and partnership working.

3. Legal implications

3.1 There are no legal implications.

4. Finance Implications

4.1 There are no finance implications.

5. Equality and Engagement Implications

5.1 An IIA is not required as this report is for information only.

Appendices:

Appendix A - Swansea Skills Partnership Terms of Reference

Appendix B - Vocational Education strategy priorities

Appendix A

Partneriaeth Sgiliau Abertawe (PSA) / Swansea Skills Partnership

Terms of Reference November 2022

Purpose of PSA

Provide an effective strategic education partnership comprising senior representatives from a range of organisations across the area, with the aim to make Swansea one of the best places to be educated in the UK.

The main focus will be to support the well-being objective:

- ***Improving Education and Skills – so that every child and young person in Swansea gains the skills and qualifications they need to succeed in life.***

The partnership will consider the following priorities:

- to promote Swansea as a 'Learning City' and as a vibrant city;
- to improve outcomes (qualifications and employment) for post 16 education through partnership working;
- to minimise duplication of learning provision across Swansea;
- to strengthen progression opportunities between partners with a specific focus on employability;
- to provide the best advice and guidance for individuals to select a learning pathway
- to build digital capacity aligned to the City Deal for learner skills and practitioner confidence;
- to promote adult community learning; and
- to close the gap in employment skills plan 2022.

Membership

Local Authority (LA)

Director of Education - Chair
Cabinet Member for Education and Learning
Head of Achievement and Partnership
Employment and Skills Manager
Strategic Co-ordinator for Skills

Further Education (FE) / Higher Education (HE)

Senior representative from Gower College Swansea
Senior representative from Neath Port Talbot Colleges Group
Senior representative from University of Wales Trinity St David's (UWTSD)
Senior representative from Swansea University
Senior representative from Coleg Sir Gâr
Senior representative from Partneriaeth (Regional Improvement Service)
Senior representative from Careers Wales
Secondary Schools representative

Senior representative from Regional Leadership and Skills Partnership

Date of last revision: November 2022

Date of next revision: November 2023

Appendix B

Strategy for Vocational Education for 14- to 19-year-olds

Our Vision for Swansea

We will develop a shared vision for sustainable vocational learning in Swansea, clearly aligned to the skills and knowledge needed by employers in the region.

Our Priorities

1. We will ensure that vocational education contributes to the breadth of the curriculum at 14 to 16 and 16+ by meeting the vision of Curriculum for Wales and the Learning and Skills (Wales) Measure, 2009, in all schools.
2. We will build stronger partnerships with stakeholders to ensure a collaborative approach to the vocational curriculum, that develops supportive and impartial progression to the next levels of study or training.
3. We will ensure the offer of vocational qualifications at age 14 -19 is fully aligned to employment opportunities made available by the Swansea Bay City Deal now and in the future.
4. We will ensure the delivery of Careers and Work-Related Education (CWRE) at all stages of learning supports the vocational offer at age 14 -19.
5. We will be prepared for the changes to vocational courses as the suite of new qualifications are rolled out from 2025 and 2027.

Agenda Item 10



Cyngor Sir Gâr
Carmarthenshire
County Council



Cyngor Abertawe
Swansea Council

PARTNERIAETH

To:
Cllr. Darren Price
Chair of Partneriath Joint Committee

Please ask for: **Scrutiny**
Scrutiny Office Line: **01792 637256**
e-mail: scrutiny@swansea.gov.uk
Date: **01/03/2023**

Dear Councillor Price

Partneriath Scrutiny Councillor Group – 13 February 2023

The Scrutiny Councillor Group would like to thank Ian Altman, Lead Officer, Cressy Morgan, Strategic Adviser and Helen Morgan Rees, Lead Director for attending our meeting, for presenting the information we requested and answering our questions. I am writing to you to reflect on our views from the meeting.

The Lead Director outlined the financial position of Partneriaeth giving us a breakdown of funding streams including the grant funding, the local authority contributions and service level agreements in place. She also reassured the Panel that the governance arrangements are running as set out in the legal agreement, including Joint Committee, Scrutiny and regular stakeholder meetings.

We were interested to hear about the evaluation and impact report that is currently being written, understanding that it will outline areas such as the value for money of Partneriaeth (so far) and that this will be submitted to the Joint Committee in June. We look forward to sight of this once it is available. We noted the 28 members staff were now employed by Partneriaeth which well down on the number employed by ERW.

We also reviewed the Risk Register with Ian Altman noting one amendment which strengthened the comment around the increased risk of priority one and schools not being sufficiently supported in their implementation of the new curriculum. We discussed and were concerned to hear about the risk of the Welsh Government grant funding not coming through on time, because clearly Partneriaeth is dependent on this grant. However, we were reassured to hear that the monies do tend to come through in a timely manner.

We did raise a concern about the impact of the Welsh Government workload pay award and its potential impact on teaching time. We understand there is no detail available at present but we would appreciate being kept up to date as this progresses and informed of the potential impact it will have in our schools.

As outlined in our last letter we agreed to receive an update on the implementation of the six Partneriaeth key priorities, one at each of our meetings. At this meeting we started with Priority One: Curriculum & Assessment, supporting a national curriculum with equity & excellence at its core that sets high standards for all learners. Cressy

Morgan and Ian Altman gave us details on progress with this, including looking at how it flows through the Business Plan and the Professional Learning offer. We discussed how successful cluster working has been in some areas and were shown three examples of this. We do recognise that there are different challenges across the different clusters, so one size will not fit all and that a mixture of universal and bespoke support seems to be most effective. We were pleased to hear that a flexible and agile approach is taken when supporting all clusters.

We also wanted to emphasise the importance of taking all teachers on the journey to implement the New Curriculum for Wales, recognising the prescriptive nature of the old curriculum and the skills required for the New Curriculum, which could be challenging for some who are used to the old system.

The Councillor Group wanted to recognise and thank Partneriaeth staff for their hard work in developing a team working ethos with schools particularly in relation to the introduction of the New Curriculum for Wales.

We would welcome your thoughts on the contents of this letter but on this occasion do not require a formal written response.

Yours sincerely,

Cllr Lyndon Jones
Chair of Partneriaeth Scrutiny Councillor Group
Cllr.lyndon.jones@swansea.gov.uk



Minutes of the Partneriaeth Regional Scrutiny Councillor Group

Held Remotely via MS Teams

Monday, 13 February 2023 at 10.00 am

Present: Councillor L R Jones (Chair) Presided

Councillor(s)

Cllr Lyndon Jones (Convener Swansea Education Performance Scrutiny Panel)
Cllr Peter Black (Chair of the Swansea Scrutiny Programme Committee)
Cllr Huw Murphy (Chair Pembrokeshire Schools and Learning Scrutiny Committee)
Cllr Pat Davies (Vice Chair Pembrokeshire Schools and Learning Scrutiny Committee)
Cllr Sue Allen (Vice Chair Carmarthenshire Education and Children Scrutiny Committee)

Officer(s)

Ian Altman	Lead Officer Partneriaeth
Helen Morgan-Rees	Lead Director and Director of Education in Swansea
Cressy Morgan	Partneriaeth Strategic Adviser
Michelle Roberts	Scrutiny Officer (Swansea)

Apologies for Absence

Cllr Carys Jones (Chair Carmarthenshire Education and Children Scrutiny Committee)

9 Apologies for Absence

Cllr Carys Jones (Chair Carmarthenshire Education and Children Scrutiny Committee)

10 Declaration of Interest

No declarations of interest were received.

11 Minutes and Letter/s arising from the last meeting

The minutes and letter arising from the meeting on the 24 October 2022 were accepted.

12 Outline of and Feedback from Partneriaeth Joint Committee Agenda held on 3 February 2023

Ian Altman updated the Councillor Group on the outcomes of the Partneriaeth Joint Committee held on the 3 February 2023. The following was noted:

- Martin Nicholls, Chief Executive in Swansea was appointed as Lead Chief Executive for Partneriaeth
- Helen Morgan Rees, Director of Education in Swansea was appointed as Lead Director for Partneriaeth
- Cllr Lyndon Jones attended as the Chair of the Scrutiny Councillor Group and spoke the Councillor Groups letter from the meeting on 24 October 2022.
- Section 151 Officer presented the Partneriaeth financial report for 2022-23, giving an update on the financial position of Partneriaeth at the end of December 2022 and it was noted that the report provided information around service level agreements with the local authorities. The financial report was noted and the revised budget and the grant income and allocation for 2022-23 was approved.
- An overview was provided of the internal audit work programme for 2022-23, the joint committee considered the objectives, the scope and the approach and the reporting arrangements. Progress made was noted. Further work would be conducted between March and May 2023, a report will then be presented to Joint Committee during the Summer term.
- An overview was provided giving progress with the business plan, its delivery and areas still to be developed.
- It was explained that a detailed evaluation document that will include the impact of the work carried out so far, will be prepared.
- A strengthening of one element of the risk assessment was made.

13 The Joint Committee's Financial affairs, risk Management and Governance arrangements

- Helen Morgan Rees updated the Councillor Group on the financial and governance arrangements as requested and as the Legal Agreement says the Councillor Group to review, scrutinise and assess the Joint Committee's risk management, internal control and corporate governance arrangements and review and assess the economy, efficiency and effectiveness with which resources have been used.
- She updated the panel on the funding arrangements for Partneriaeth including each local authorities contribution and also the grant funding received from Welsh Government along with Service Level Agreements. She explained that an impact report is being put together that will go to the June Joint Committee and will outline the value for money element. It was reported that it was important that the service is tailored to the needs of each local authority and also that full engagement of all three local authorities was key to them all getting value for money from Partneriaeth.
- Governance arrangements are progressing as agreed in the Joint Agreement, including termly Joint Committee, Scrutiny Councillor Group and regular stakeholder group meetings.

The Councillor Group asked:

- About ensuring there is minimal duplication in what is done by Partneriaeth and what it done with local authorities and schools. Councillors heard that is something that all those involved are very aware off and committed to ensuring does not happen whenever possible. They heard that the that teacher groups are useful reference point to have those conversations, to ensure that it's clear who's providing what.
- About the possibility of Partneriaeth staff working out of local authority offices. Ian Altman explained that having a base where all staff can come into it really important, to get the opportunity to work together. He said we would not want to the teams to become fragmented. So having that designated base is really important for us. He explained they only have a hot desk room, admin space and a couple of meeting rooms at the moment, so it is not a huge footprint.

14 Updated Risk Profile

Ian Altman informed the Councillor Group that there has only been one change to the document previously seen by the Group. This change relates to a strengthening of the comment around the increased risk around priority one and schools not being sufficiently supported in their implementation of curriculum.

The Councillor Group asked:

- About the item on the risk register relating to the Welsh Government funding not arriving on time and how much we rely on that. The Group heard that it is a large risk because the vast majority of the organisation relies on those levels of grant funding. There is a commitment from Welsh Government over three years for these grant lines will be sustained. The money however does tend to arrive on time.
- What are the risks with the new curriculum and how does the offer to teachers by the Welsh Government on workload pay impact on this work? Ian Altman said that Professional learning would be seen as something that adds value to the system rather than something that impinges on workload. I think wherever possible we try and make things available asynchronously so staff can access a variety of times and there is no was that expectation that it is out of core hours. However, in terms of workload, there is significant expectations on staff. Ian Altman said I think it is up to us to make our professional learning offer as agile as possible.
- About the effectiveness of cluster professional development around the national curriculum was raised and the Group hoped that funding for schools to release staff to attend would continue.

15 A look at Performance of Partneriaeth Priority 1 - Curriculum & Assessment

The Councillor Group agreed as part of their work programme to look at the performance of a different one of the six Partneriaeth priorities at each meeting. The Councillor Group therefore welcomed Ian Altman and Cressy Morgan the Partneriaeth Strategic Adviser to the meeting. They provided a presentation and outlined progress with regards to Priority One: Curriculum & Assessment - Supporting a national curriculum with equity & excellence at its core that sets high standards for all learners. They covered the following points:

- The Business Plan
- The availability of information on Partneriaeth website
- The Professional Learning Offer
- How there are different challenges for different clusters, so one size will not fit all and that it is important that a flexible and agile approach is taken when supporting all clusters.
- A mixture of universal and bespoke support seems to be effective.
- Three examples of cluster worker working were given.

The Councillor Group raised the following points:

- The prescriptive nature of the old curriculum and the skills required for the New Curriculum were raised. The Councillor Group felt that it was important we take all school staff along with us on the journey to introduce the New Curriculum for Wales and we should ensure that no one gets left behind by ensuring we are supporting those who may be struggling with the transition.

16 Partneriaeth Scrutiny Work Programme

The Scrutiny Work Programme was noted.

17 Discuss points for the letter to Chair of Partneriaeth Joint Committee arising from this meeting

The Cllr Group agreed to include their views on the following for the inclusion in their letter to the Chair of Partneriaeth Joint Committee:

- Pleased to see that the first impact report for Partneriaeth is being produced and look forward to seeing it in June.
- Concern was raised about the impact of Welsh Government workload pay award and its impact on teaching time. The Group understand we have no details available at present but would appreciate keeping the Councillor Group to date as this progresses.
- Highlight the risk of the Welsh Government grant funding not coming through on time recognising how dependent Partneriaeth is on flow of these monies.
- The Councillor Group wanted to recognise and thank Partneriaeth for their hard work in developing a team working ethos with schools around the introduction of the new curriculum.
- The Councillor Group also wanted to emphasise the importance of taking all teachers along in the journey to implement the New Curriculum for Wales.

The meeting ended at 11.40 am

Chair

Agenda Item 11

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 13 Feb 23 3pm	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 — Site visit to Maes Derw PRU (Amanda Taylor)	Relevant officers

Meeting 8 20 Apr 23 4.30pm	1. Education Other Than At School services (EOTAS) update and site visit to Maes Derw discussion 2. Hearing the Voices of Children and Young People (Rhodri Jones) 3. Swansea Skills Partnership Update (David Bawden) 4. Feedback from Partneriaeth Scrutiny Councillor Group	Cabinet Member, Director and Relevant officers Convener
Meeting 9 11 May 23 4.00pm	1. Harassment in Schools Update (Lisa Collins/Rhodri Jones) 2. Tackling Racism in Schools (Jennifer Harding-Richards) 3. Quality in Education (QEd) / Sustainable Communities for Learning Update (Louise Herbert-Evans) 4. End of year review in Education Scrutiny	Cabinet Member, Director and Relevant officers Panel

New Municipal year 2023/2024

Meeting 1 15 June 23 4.00pm	1. Additional Learning Needs Reform Update (watching brief item) (Kate Phillips and Alison Lane) 2. New Curriculum for Wales Update (watching brief item) 3. Estyn Inspection – progress with recommendations (Sarah Hughes) 4. Key issues affecting education 2023/24 (Helen Morgan Rees) then discuss draft Work Programme for 2023/24	Cabinet Member, Director and Relevant officers
--	---	--

To be scheduled into the new municipal year work programme

- Outdoor Play in Primary Schools
- Cookery lessons in Schools

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)