



# 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, 11 May 2023

**Time:** 4.00 pm

**Convenor:** Councillor Lyndon Jones MBE

**Membership:**

Councillors: A Davis, A M Day, B Hopkins, Y V Jardine, S M Jones, S Joy, S E Keeton, J D McGettrick, 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](http://www.swansea.gov.uk/disclosuresofinterests)

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

**4 Minutes**

1 - 3

**5 Public Questions**

Questions can be submitted in writing to [scrutiny@swansea.gov.uk](mailto: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.

**6 Harassment in Schools - Update**

4 - 9

Cllr Robert Smith (Cabinet Member Education and Learning, Helen Morgan Rees (Director of Education), Rhodri Jones (Head of Achievement & Partnership Service) and Lisa Collins, Child Protection and Safeguarding Officer

**7 Tackling Racism in Schools**

10 - 25

Cllr Robert Smith (Cabinet Member Education and Learning), Helen Morgan Rees (Director of Education) and Jennifer Harding-Richards (Religion, Values and Ethics Adviser)

- |           |   |                |
|-----------|---|----------------|
| <b>8</b>  | <b>Quality in Education (QEd) / Sustainable Communities for Learning Update</b>   | <b>26 - 37</b> |
|           | Cllr Robert Smith (Cabinet Member Education and Learning, Helen Morgan Rees (Director of Education) and Louise Herbert-Evans (Team Manager Capital) |                |
| <b>9</b>  | <b>End of year review in Education Scrutiny</b>   | <b>38 - 40</b> |
|           | Councillor Lyndon Jones   |                |
| <b>10</b> | <b>For Information - Recent Individual School Inspection Outcomes List</b>  | <b>41 - 45</b> |

**Next Meeting:** Thursday, 15 June 2023 at 4.00 pm



**Huw Evans**  
**Head of Democratic Services**  
**Thursday, 4 May 2023**

---

**Contact: Scrutiny Officer**

# Agenda Item 4



City and County of Swansea

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

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

**Teams**

**Thursday, 20 April 2023 at 4.30 pm**

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

**Councillor(s)**

Y V Jardine  
F D O'Brien

**Councillor(s)**

S M Jones  
A J O'Connor

**Councillor(s)**

J D McGettrick

**Co-opted Member(s)**

Beth Allender

**Co-opted Member(s)**

**Co-opted Member(s)**

**Other Attendees**

Robert Smith

**Officer(s)**

David Bawden

Sarah Hughes

Helen Morgan-Rees

Kate Phillips

Michelle Roberts

14-19 Curriculum Officer

Team Manager for Education Strategy

Director of Education

Head of Vulnerable Learner Service

Scrutiny Officer

**Apologies for Absence**

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

Co-opted Member(s): Elizabeth Lee

---

**46 Disclosure of Personal and Prejudicial Interests**

None

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

None

**48 Minutes**

The minutes of the 13 February 2022 and 16 March where accepted by the Panel.

**49 Letter/s**

The Cabinet Member response to the letter from the Panel arising from the 19 January 2023 meeting was noted.

**50 Public Questions**

No public questions were received.

**51 Education Other Than At School (EOTAS) Update and feedback from Site Visit to Maew Derw Pupil Referral Unit**

The Panel thanked the Cabinet member for Education and Learning, the Director of Education and the Head of Vulnerable Learners Service for presenting a report and discussing issues raised by the Panel.

The Panel also reflected on their site visit to Maes Derw Pupil Referral Unit on the 16 March 2023. The Panel at the end of their 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 thanked the Head Teacher at Maes Derw and the Head of the Vulnerable learners service for their written response to the questions asked following the visit to Maes Derw. The Panel recognised that Maes Derw PRU is just one part of the EOTAS services for pupils and welcomed the update received on the wider EOTAS service. They will put their views following the session in their letter to the Cabinet Member.

**52 Hearing the Voices of Children and Young People**

The Panel thanked the Cabinet member for Education and Learning, the Director of Education and the Team Manager for Education Strategy for presenting a report and discussing issues raised by the Panel.

The Panel were keen to understand what work is taking place to hear the voices of children and young people about education services and welcomed the comprehensive update provided.

The Panel will detail their views on this session in their letter to the Cabinet Member.

**53 Swansea Skills Partnership Update**

The Panel thanked the Cabinet member for Education and Learning, the Director of Education and the 14-19 Curriculum Officer for presenting a report and discussing issues raised by the Panel.

The Panel welcomed the progress made by the Swansea Skills Partnership both with regard to building upon relationships with wider education providers and the progress made on the five work streams, as detailed in the report provided. The Panel will detail their views on this session in a letter to the Cabinet Member.

**54 Feedback from Partneriaeth Scrutiny Councillor Group**

The Panel noted the minutes and letter following a meeting of the Partneriaeth Scrutiny Councillor Group on the 13 February 2023.

**55 Work Programme 2022-2023**

The Panel reviewed the Work Programme noting the next and last meeting this municipal year will take place on the 11 May 2023.

The meeting ended at 5.40 pm

**Chair**

# Agenda Item 6



## Report of the Cabinet Member for Education and Learning

### Education Scrutiny Performance Panel – 11 May 2023

## Harassment in Schools Update

<b>Purpose:</b>	To brief the Panel on work undertaken since the verbal update provided in June 2021.
<b>Content:</b>	An overview of work undertaken by the Education Directorate.
<b>Councillors are being asked to:</b>	Consider the information provided and give views.
<b>Lead Councillor:</b>	Cabinet Member for Education & Learning
<b>Lead Officer &amp; Report Author:</b>	Rhodri Jones, Head of Achievement & Partnership Service <a href="mailto:Rhodri.jones@swansea.gov.uk">Rhodri.jones@swansea.gov.uk</a>  Lisa Collins, Child Protection and Safeguarding Officer <a href="mailto:Lisa.collins@swansea.gov.uk">Lisa.collins@swansea.gov.uk</a>

### 1. Introduction

- 1.1 In June 2021 a verbal briefing was provided to the panel on the topic of harassment between pupils in schools. At this time there was a heightened national focus on this topic due to the Everyone's Invited website. Founded in June 2020, it provided a space for victims of sexual abuse and harassment to share their stories. Everyone's Invited then released the names of the schools mentioned in the testimonies.
- 1.2 The Minister wrote to schools to seek assurance and set out his expectation that schools were actively reviewing the culture and processes that they have in place to safeguard learners, including fostering a culture where incidents of sexual harassment and abuse are not normalised and learners are encouraged to, and feel confident in, reporting incidents.
- 1.3 The letter went on to highlight all the support that is available to schools, including what is provided via the local authority's designated lead officer for safeguarding and the designated safeguarding person.
- 1.4 Further to the above, Estyn were commissioned to considers the incidence of peer-on-peer sexual harassment in the lives of secondary-aged young people and review the culture and processes that help protect and support young

people in secondary schools in Wales. They reported back in December 2021, and the report is available in Appendix A.

- 1.5 In addition, the Senedd's Children, Young People and Education Committee carried out a Policy Inquiry; *Everybody's affected: Peer on peer sexual harassment among learners* that reported back in July 2022. This report is available in Appendix B.

## **2. Estyn: We don't tell our teachers - Experiences of peer-on-peer sexual harassment among secondary school pupils in Wales**

- 2.1 Following a Thematic Review by Estyn in response to the Everyone's Invited website and campaign, the report "We don't tell our teachers" Experience of peer on peer sexual harassment among secondary school pupils in Wales was published in December 2021. The Director of Education requested the establishment of a working group to provide a position statement for our schools.

- 2.2 Within the report there are recommendations for secondary schools, local authorities and Welsh Government. The working group focused on the recommendations for the Local Authority which were to:

- Work with schools to collect and categorise and analyse all bullying and harassment data correctly and comprehensively. In addition, support schools to analyse this information regularly to identify trends and put restorative arrangements in place.
- Plan suitable intervention and support on gender issues at both school and local authority level, evaluating regularly their impact on pupil wellbeing.
- Provide school staff with the necessary professional learning to adopt a proactive approach to peer-on-peer sexual harassment, including homophobic, biphobic and transphobic bullying and harassment.

- 2.3 In May 2022, following meetings of the working group, a position statement on the above Estyn recommendations was presented back to the Director for officers to take forward.

## **3. Swansea Position Statement and Actions**

- 3.1 On recommendation one, MyConcern is the system used in most schools to record safeguarding and concerning incidents. Schools have applied the use of MyConcern to fit with individual needs and so there is limited consistency with how the system is used. Individually schools do not feel confident that they are getting the most out of the system meaning collecting bullying and harassment data is restricted.

- 3.2 In response to the report Schools were keen to work with the local authority to develop a more consistent approach in order to improve data collection and holistic analysis for an improved response. An action plan has been developed to progress this work and is attached in Appendix A.

- 3.3 On the second recommendation, some Swansea schools have LGBTQ+ groups promoting inclusivity and pupil voice and all schools look to support all LGBTQ+ learners in a way that best suits their needs. Supporting pupils on gender issues is complex and the local authority offers support to schools by accessing the Western Bay Safeguarding Board's policy on Transgender pupils. However, there does not appear to be a consistent flag within MyConcern which easily allows schools to record incidents and link them to gender related hate. Categories are linear and so schools are left having to determine whether an incident reported is linked to gender/sexuality related hate.
- 3.4 Pupil Wellbeing is high on school agendas, and we will work with schools and wider partners to provide consistent advice and guidance that supports schools to support learners and their families and to signpost to trusted organisations.
- 3.5 On the final recommendation, the local authority has promoted the use of the supporting resources which were helpfully attached to Estyn's report. The local authority Safeguarding Officer provides a termly newsletter and resources, signposting to policy, training and updates on various safeguarding guidance. The desire for an annual resources and training bulletin is accepted and has been included in the action plan to support this response.
- 3.6 Upon review of the action plan, work is ongoing to analyse and benchmark data and we are currently on track to respond to the other actions. In addition, reference to the Estyn report "we don't tell out teachers" is now routinely included in training delivered to schools.

#### **4. Further Work on Harassment in Schools**

- 4.1 The local authority safeguarding officer has represented the directorate and contributed to a multi-agency response to the Independent Investigation into Child Sex Abuse (IICSA) enquiry which highlighted various child sex abuse issues including exploitation and peer harassment.
- 4.2 Since the publication of the report there has been national training offers regarding harassment and a drive on harassment and bullying more generally. The local authority has therefore linked the work being undertaken for peer-on-peer sexual harassment to consider all forms of harassment/bullying under Welsh Government's Rights Respect Equality framework. The intention is to develop consistency across schools in how reports are encouraged, recorded and responded to.
- 4.3 There is ongoing work with the local authority's Contextual, Missing, Exploited, Trafficked (CMET) team to support schools by targeting year groups 8 and 9 for preventative work not only in relation to sexual harassment but physical violence. CMET are also developing plans for safeguarding roadshows in schools.
- 4.4 Now that the local authority has agreed its VAWDASV strategy, the education directorate are also developing a whole school/education approach to domestic



abuse which promotes the healthy relationship agenda via the relationship and sexuality education (RSE) curriculum and PSE lessons.

## **5. Legal implications**

5.1 There are no legal implications associated with this report.

## **6. Finance Implications**

6.1 There are no financial implications associated with this report.

## **7. Integrated Impact Assessment**

7.1 The report is for information and not for decision.

### **Appendices:**

Appendix A: [We don't tell our teachers - Experiences of peer-on-peer sexual harassment among secondary school pupils in Wales | Estyn \(gov.wales\)](#)

Appendix B: [Everybody's affected \(senedd.wales\)](#)

Appendix C: POPSH Action Plan

**Peer on Peer Sexual Harassment – “We don’t tell our Teachers” report – Estyn December 2021  
Action Plan**

<b>Action</b>	<b>By whom</b>	<b>By when</b>	<b>Desired outcome</b>
Analyse data available using Clarity/ MyConcern to achieve benchmark data	Data and Systems Manager	September 2022	Schools & LA have benchmark data and are able to analyse and identify areas for improvement in data recording
Identify inconsistencies and agree standard set of flags/types for consistent reporting	POPSH group	July 2023	A consistent agreed set of flags/types of concern are identified and agreed by the group
Develop consistency in data usage in MyConcern to support school recording on incidents.	Data and Systems Manager Head of Achievement and Partnership	September 2023	Consistent set of flags/types of incidents that can be used across all schools.
Pilot the promotion of consistent flags/types for analysis with the use of Clarity	Swansea Schools Data and Systems Manager	June/July 2023	An understand of what will work and what needs further development to enable accurate interpretation and analysis of data.
Pilot a POPSH survey where pupils can post anonymously their experiences. Questionnaires,	Swansea Schools	Autumn Term 2023	Theory to promote engagement of pupils and assist schools in analysis to identifies themes
Collate and produce a safeguarding resources & training newsletter using the supporting	Child Protection and Safeguarding Officer	August 2022	Schools are better prepared and are able to plan for training, assistance and are supported to provide relevant safeguarding updates at the beginning of term.

resources for sharing at the beginning of term			
Plan for safeguarding roadshows in schools promoting how schools are responding to the above and engaging pupils to assist, contribute and reduce POPSH across the whole school.	POPSH group/school leads	Spring Term/ongoing	Safeguarding roadshows, possibly to coincide with transition days/safeguarding week working with pupils to help us understand where they see safety, risk, harassment/abuse from peers.
Apply Clarity analysis to work against benchmarks and help identify improvement and areas for development.	Data and Systems Manager	Academic Year 2023/24	Regular reporting across Swansea enables the LA to evidence improvement and Swansea Schools to be more confident in the battle against POPSH.

# Agenda Item 7



## Report of the Cabinet Member for Education and Learning

Education Scrutiny Performance Panel – 11 May 2023

### Tackling Racism in Schools

<b>Purpose:</b>	To brief/update the Scrutiny Panel on tackling racism in schools
<b>Content:</b>	A briefing/update on strategies employed to tackle racism in schools
<b>Councillors are being asked to:</b>	Consider the information provided and give views
<b>Lead Councillor:</b>	Cabinet Member for Education Improvement, Learning and Skills
<b>Lead Officers &amp; Report Authors:</b>	Jennifer Harding-Richards (RVE and RSE Adviser) <a href="mailto:Jennifer.Harding-Richards@swansea.gov.uk">Jennifer.Harding-Richards@swansea.gov.uk</a> Pam Cole (Senior Lead Minority Ethnic Learners and Equalities) <a href="mailto:Pam.Cole@swansea.gov.uk">Pam.Cole@swansea.gov.uk</a>

#### 1. Background

##### 1.1 Wider Context

1.1.1 In the last couple of years there have been significant developments at national level which are underpinning and giving momentum and explicit focus to 'tackling racism' in schools and the wider society. In 2021, the Welsh Government published the report of the Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum working group, led by Professor Charlotte Williams. The report contained 51 recommendations for education which were accepted by Welsh Government and have ensured that education plays a key role in the commitment to create an Anti-Racist Wales by 2030. The Welsh Government's Anti-Racist Wales Action Plan (ARWAP) calls for zero tolerance of racism in all its guises. In order to achieve this the Welsh Government recognises that the education system must broaden all learners' understanding and knowledge of the diverse cultures which have built Wales' past and present.

The plan and subsequent actions have seen a shift from 'tackling racism' (with

racism being defined as: '*Prejudice, discrimination, or antagonism by an individual or institution against a person or people on the basis of their racial or ethnic group, typically one that is a minority or marginalised*') to 'anti-racism' which goes beyond being non-racist to '*an active commitment to identify and challenge racism and discrimination at an individual, institutional and systemic level*'.

It must be recognised that anti-racism moves beyond equality and diversity and requires systemic change in order to create anti-racist cultures in schools and education establishments. This takes time and commitment. In addition, developing anti-racist cultures applies to all schools not just those with high diversity. The Welsh government are supporting DARPL (Diversity and Anti-Racism Professional Learning) to provide free, high quality anti-racist professional learning for all education professional to support schools on their journeys.

1.1.2 In tandem with the wider anti-racist agenda, the Curriculum for Wales has a number of elements that connect to this area:

- a mandatory requirement to include the teaching of Black, Asian and Minority Ethnic histories as part of the history of Wales and the world within the Humanities Area of Learning and Experience (AoLE).
- the teaching of diversity as a cross-cutting theme ensuring that all learners are able to see themselves and their experiences represented in what they are taught.
- within the Language, Literature and Communication AoLE learners should be introduced to literature which reflects diversity and cultures in the locality, Wales as well as the wider world.
- the Language, Literature and Communication AoLE also recognises and supports the development of multilingual environments and the use of plurilingual skills. It is mandatory 'to equip learners, as citizens of a bilingual Wales in a multilingual world, with the ability to use Welsh, English and other languages in a plurilingual context'. This AoLE stipulates that 'meaningful language learning experiences go hand in hand with learning about one's own cultural identity as well as the cultural identities of others'.
- it is mandatory for schools to promote knowledge and understanding of the Human Rights and the United Nations Convention on the Rights of the Child (*UNCRC*) conventions among those who provide learning and teaching in respect of their school or setting's curriculum. Learners and adults should have opportunities to collaborate to develop and maintain a school community based on equality, dignity, respect, non-discrimination and participation.
- Relationships, Sexuality Education (RSE) and Religion, Values and Ethics (RVE), as mandatory aspects of the Curriculum for Wales must be delivered objectively, critically and pluralistically.

1.1.3 DARPL have recently issued a practical guide for school leaders in Wales. They categorise advice into 5 key areas that schools need to consider when developing anti-racist cultures:

- Governance and Leadership
- School Environment/Hidden Curriculum
- Parents, Carers and Community Partnerships
- Professional Learning and Development
- Pedagogy and Curriculum

This is a useful framework and the examples and workstreams in this report will be set out under these areas.

- 1.1.4 Rights, Respect, Equality is a series of Welsh Government statutory and advisory guidance documents providing information for all involved in preventing and challenging bullying in schools. The guidance is to assist schools in developing and implementing anti-bullying policies and strategies. Sections on bullying linked to race, religion and culture and forms of racism are part of the guidance.

## 1.2 Local context

- 1.2.1 The Pupil Level Annual School Census (PLASC) from January 2023 identified 18.9% of Swansea's learners as being from minority ethnic/non-White British backgrounds. The numbers include children and young people (CYP) who were born in the UK, economic migrants, asylum seekers, refugees, children of overseas students, those from Gypsy, Roma and Traveller backgrounds. This number has grown year-on-year, however the increase from 2022 to 2023 is the largest for a number of years. The PLASC indicates that every school in Swansea has minority ethnic learners, although numbers vary significantly. The city is very diverse with over 147 languages and dialects, other than English and Welsh, spoken by learners across Swansea schools.

There are, however, significant differences when comparing the numbers of CYP from non-white British backgrounds and school staff from such backgrounds. The School Workforce Census data for Swansea (November 2022) identified 4.4% of school staff as being from minority ethnic/ non-white British backgrounds. When teaching staff alone are considered, this reduces to 1.1%. There are national strategies under the Anti-Racist Wales Action Plan aimed at addressing these gaps.

In addition, a survey of Swansea's Governing Bodies (November 2021) identified that of those that responded, around 5% were governors from minority ethnic backgrounds.

- 1.2.2 Due to the far reaching scope of developing anti-racist cultures, there are a number of teams and individual officers who are engaged in this work in different capacities within the Education Directorate. In particular, the EAL and GRT advisory team (English as an additional language and Gypsy, Roma and Traveller), the RVE/ RSE (Religion, Values and Ethics/ Relationships and Sexuality Education) advisor and those with a safeguarding remit. The main body of professional learning with regard to the area of anti-racism is currently part of the regional Partneriaeth offer.

There are a number of work streams and initiatives that are pertinent to this area. These are elaborated on in the main body of the report:

- The EAL & GRT team evaluation with schools
- Diversifying Governing Bodies working group
- Monitoring racist incidents through My Concern/ Clarity
- Schools of Sanctuary Award
- The Bilingual to Multilingual Project
- Show Racism the Red Card workshops for schools
- Anti-racism through RVE
- Anti-racism professional learning offer through Partneriaeth and DARPL
- The World Reimagined Project
- Peace Mala
- SACRE/ SACRVE
- Holocaust Memorial day annual event

## **2. Governance and Leadership**

- 2.1 Developing an anti-racist culture needs to start with leadership and governance. In essence, there needs to be a whole school approach and a clear understanding of what anti-racism is.

- 2.2 In 2019, following an in-depth and thorough review of provision of services for minority ethnic learners, a support model, based on devolved funding to schools with a small central EAL & GRT team working in an advisory/school improvement capacity was implemented. This model has been successful in removing the dependency culture which had built up on the central team for supporting these learners and has encouraged schools to take full responsibility for developing their own practice in relation to minority ethnic and in particular EAL (English as an additional language) learners. This has resulted in a more whole school approach.

One of the core activities of the EAL & GRT team is to undertake an evaluation exercise with schools with higher numbers of EAL learners on an annual basis and to set priority actions accordingly. The evaluation tool now covers eight key areas and is informed by known effective EAL practice as well as other relevant guidance.

Whilst the current tool was not originally devised to support the development of anti-racist approaches per se, a number of the questions align with the types of areas that schools need to focus on in developing an anti-racist stance, i.e. there is alignment with advice in the DARPL document. A number of these

questions are included in the following sections in this report. It is worthy to note that the percentages contained in this report pertain to the evaluation exercise carried out in the summer of 2022, therefore these are not necessarily reflective of current circumstances. In the summer 2023 evaluations, it is anticipated that percentages will increase.

Fifty schools have engaged with the evaluation exercise. Schools who are 'developing' are offered additional support to progress priority actions and best practice is identified and shared. There is clear evidence of progress in developing practice and provision. The number of schools in the 'developing' category has reduced with more schools demonstrating 'established' provision.

- 2.3 Establishing a governor to lead and challenge on anti-racist practice is key. Whilst the EAL & GRT evaluation tool does not specify this, it does pose the question: *Is there a named governor with responsibility for ME inclusion and achievement and/or diversity who can support and challenge the school accordingly?* Of the summer 2022 school evaluations, many of the fifty schools (70%) responded 'yes' to this question.

In addition, it is vital to actively seek representation from a diverse range of governors on school governing bodies to reflect the school communities that they serve and to bring wider perspectives to the governing body. The evaluation tool asks the question: *Are all members of the school community encouraged/ supported to take part in the governing body/parent groups to ensure broad representation of different groups?* This has encouraged schools to think more widely about the make-up of their governing bodies and to become more proactive in this area. Many of the schools (78%) responded 'yes'.

In recognition that the need to diversify governing bodies was an issue across the local authority, a working group has been set up. An action plan is in place and good progress has been made in terms of developing resources and information as well as holding an event to attract governors from diverse backgrounds. In addition, moving forward, a wider range of protected characteristic information will be collected from new governors which will significantly improve the ability to monitor this area and identify progress and further actions.

The headteacher of Hafod Primary School is a member of the working group. Having recognised that the governing body of the school was 100% White British, whilst over 60% of the learners are from minority ethnic backgrounds, the headteacher has been actively encouraging parents and members of the community to join the governing body through increasing understanding of the work of the governing body, approaching suitable individuals and offering support and mentoring. This has been successful, resulting in new governors from minority ethnic backgrounds being recruited. The school now has three community governors and one parent governor from minority ethnic backgrounds.

- 2.4 In March 2023 Swansea governors were invited to attend a professional learning event focussed on anti-racism delivered by the DARPL team. Swansea



is leading the way in organising this event. Following the Swansea event, the DARPL team intend to roll out this 'pioneering' approach across Wales.

The event aimed to support governors to develop their understanding of anti-racism and to support their schools with being equitable spaces for all learners. The event was highly successful with governors from 57 of Swansea's schools attending. The session was very well received and feedback to date has been very positive.

- 2.5 100% of the schools in the EAL evaluation process confirmed that they had an '*explicit stance on race equality and clear processes for dealing with racist incidents*'.

A new system is being developed at local authority level to enable a more consistent recording and monitoring process for racist incidents using the Clarity Reporting function of the My Concern Safeguarding tool that most schools in Swansea are using. This will mirror a system already set up in Cardiff that uses consistent flags in the system and will enable the provision of high level data at LA level. To date, approvals have been sought from most schools to access their data and a pilot with a small number of schools is planned.

Bishop Vaughan school actively support children and families to know how to keep themselves safe from harm, (including racist bullying/behaviours). There are robust systems for learners to report any concerns. This includes a protocol for reporting issues in school such as in the Welfare Hub Room. Incidents can be reported and will be investigated. In January 2023 Bishop Vaughan established the DARA Group (Diversity and Racism Action) for staff, pupils and parents to work together to combat racism.

### **3. School Environment/Hidden Curriculum**

- 3.1 The school environment can convey hidden messages that are unintentionally unwelcoming. Schools need to consider whether signage, displays and their general school environment are representative and inclusive of their communities.
- 3.2 The EAL & GRT evaluation includes an area on 'Inclusive School Culture'. This requires schools to consider a number of aspects including, *Is the cultural and linguistic diversity of the school/wider society visible and positively reflected throughout the school environment and through teaching topics/resources?* A majority of schools (64%) answered 'yes' to this question.
- 3.3 The Schools of Sanctuary Award scheme is a recognition from City of Sanctuary UK in the form of a Sanctuary Award for a school's good practice in fostering a culture of welcome and inclusion, in the main for asylum seekers and refugees. Schools must demonstrate that they have implemented three key principles, learn, embed and share. The embed criteria includes schools committing to creating a safe and inclusive culture of welcome that benefits everybody, including anyone in their community seeking sanctuary. This includes the school environment.

Pentrehafod was previously awarded School of Sanctuary status around 10 years ago and was the first school in Wales to do so. Pentrehafod have continued to develop and embed their practice and were re-awarded status last year. St Joseph's Cathedral Primary gained the award pre-pandemic and are submitting for re-accreditation this year. Brynmill, Hafod, Terrace Road and Waun Wen Primary schools gained the award last year. The applications for the award demonstrated excellent practice and a depth of understanding and empathy from learners was also very clear. In addition, the schools worked on an art project to develop a unique Swansea Schools of Sanctuary logo.

A further three schools are applying for accreditation this year, Bishop Vaughan, Christchurch and St. Helens. A number of other schools are also working towards the accreditation in future years.

The Bilingual to Multilingual project, is a collaboration between Swansea and Partneriaeth, and is linked to the Language, Literacy and Communication Area of Learning and Experience of Curriculum for Wales. A toolkit has been developed and a small number of schools are trialling this including schools from Swansea (Pentrehafod, Brynmill, Cadle, Parklands, YGG Gellionen). One of the aims of the project is to develop inclusive multilingual learning environments that value all languages and build on learner's home languages. The schools have been working on improving the visibility and use of languages other than English and Welsh in the school environment. Learners have developed resources to teach their peers about their home languages which has had a significant impact on the sense of belonging for those learners. Parklands Primary School has also conducted a survey with parents around attitudes to multilingualism.

- 3.4 Translation facilities is one way to improve communication with parents and clearly acknowledges the community of the school. Schools within the Schools of Sanctuary and Bilingual to Multilingual project as well as many other schools have a range of strategies for this, including the use of translation apps, a translation facility on the school website, the use of the Class Dojo app which also has a translation facility and the setting up of Young Interpreter Schemes.

#### **4. Parents, Carers and Community Partnership**

- 4.1 The involvement of parents/carers and community partnerships is key to growing anti-racist stances and to improve representation.
- 4.2 The local authority has worked with and funded workshops from the organisation *Show Racism the Red Card*, for a number of years. Twenty workshops per year for schools are funded and previously there was also funding to train a target of 500 school staff. Show Racism the Red Card reach out to all the schools in the local authority and the ones that respond, receive workshops. Schools that have had workshops vary in the levels of diversity within the school.

In addition, when information is received from schools or parents that a racist incident has taken place, the organisation will contact the school to book in

workshops and offer support. Schools that have received workshops are from secondary and primary phase, English and Welsh medium and include schools with high and low diversity.

Feedback from the 2022-23 workshops:

- 85% of the teachers described the workshop exceeding their expectation
- 85% of the teachers described the engagement of the children during the sessions exceeding their expectations.
- 42% of the teacher described the resources exceeding their expectations with the remaining fully meeting their expectations.
- 100% of teachers would recommend the workshop to a friend or colleague.

A teacher from Ynystawe Primary school commented:

*“The Show Racism a Red Card workshop was excellent. Our children were fully engaged are still able to recall facts and information several weeks later. All children and staff need to experience racism training of this calibre.”*

- 4.3 The Schools of Sanctuary accreditation encourages schools to increase the understanding of the lived experiences of their families and to encourage the setting up of activities that support integration. Following an International Professional Learning Community, British Council funded trip to Berlin to see how to develop strategies for the integration of refugees in schools St Joseph’s Cathedral Primary School wanted to develop links within the school to support asylum seekers and refugee families. The school assigned a designated member of staff and an information point eg noticeboard /website pages to disseminate information. The school discovered support available locally for refugees and their families from charities, community groups and voluntary agencies and developed links with these organisations including Swansea City of Sanctuary. Regular coffee mornings were hosted for parents to share information about locally available support. The school worked with asylum seeker/refugee families to identify those who could utilise their skills within school and share experiences with other parents. A number of refugee and asylum seeker parents worked as volunteers to support learning in the classroom. Some are now employed by the school.
- 4.4 Officers in the EAL & GRT team have strong working relationships with third sector organisations that support asylum seekers and refugees. Assessment for the School of Sanctuary accreditation is carried out collaboratively with the local City of Sanctuary group which include individuals with lived experience.

## **5. Professional Learning and Development**

- 5.1 Quality professional learning is core to developing an anti-racist culture.
- 5.2 In the Spring and Summer terms of 2022, Swansea Education Directorate commissioned Lat Blaylock (National RE Adviser) to work with teachers in supporting them with not only an understanding of the ethos of anti-racist RVE, but also shared with them a multitude of practical examples as to how anti-racist RVE could be firmly embedded within the wider Humanities curriculum.

Over 100 teachers from across Swansea were able to engage with and participate in these webinars, with six three hour sessions being delivered over a three day period. The research and evidence based sessions provided the delegates with a comprehensive understanding and analysis of anti-racist education and gave the time and safe space for teachers to reflect on their current curricula, resources and pedagogy. Opportunities were given for teachers to work collaboratively in sharing their ideas and exploring a wide variety of resources to support with developing an anti-racist education, ranging from early years through to post 16 education.

The evaluation from the sessions was incredibly positive in terms of allowing teachers to start their journey in embedding anti-racist RVE within their curricula.

*“A fantastic seminar, thank you! I like the way the seminar built on ideas being used in classrooms and presented new ideas and anti-racist approaches; I would have added in something about dealing with anti-racist/difficult conversations with pupils and colleagues; my takeaways are the work on statues and the fact that RVE isn't being done 'wrong', we just need to think of our approaches”. (Secondary teacher)*

*“Take aways - provide open ended resources and activities to inspire creativity and thinking. Children can come up with some really deep, impressive work when we give them the opportunity to!” (Primary teacher).*

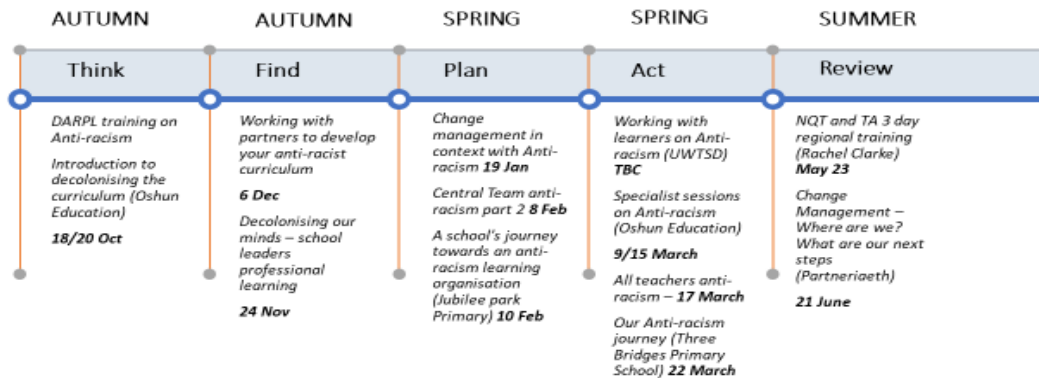
5.3 A wide and varied professional learning offer has been provided via Partneriaeth, who have a designated adviser for anti-racist education.

Partneriaeth have provided a programme of professional learning for teachers, leaders and support staff across the three local authorities. The aims of the professional learning are to support professionals in their development of an anti-racist and decolonised curriculum through:

- A clear definition of racism, anti-racism and decolonisation.
- A developing understanding of micro-aggression and racial trauma.
- Hearing the voices of learners and encouraging stories to be told.
- Building a curriculum which tells the whole story and breaks the cycle of the 'Eurocentric' curriculum.

The professional learning available is offered in addition to that available and provided by DARPL and are in the following phases: Think, Find, Plan, Act and Review.

The Partneriaeth Professional learning programme allows colleagues the opportunity to develop their anti-racism journey in their own schools and share experiences with colleagues in other schools. Early opportunities are also being provided for teachers of humanities and science & technology to consider how they can apply a decolonised context to learning in their specific areas of learning.



To date, there have been 10 secondary schools and 16 primary schools who have participated in at least one of the Partneriaeth, Swansea DARPL led sessions. This includes schools with higher and lower diversity. In addition, Maes Derw and Pen y Bryn have also undertaken some of this training.

5.4 In the autumn term of 2022, Swansea Education department was invited to present at the national EYST conference entitled 'Becoming an anti-racist Wales: How can you play your part?' The forum allowed a number of speakers to share their work before opening up to audience questions. The questions posed were extremely challenging and whilst they allowed us the opportunity to share all of the hard work that we are undertaking within this area, they also provided further challenge to is in ensuring that there is collective understanding of racism, hate crime and that teachers and schools are provided with opportunities to develop their cultural and religious awareness.

5.5 The RVE Adviser is partnering with DARPL to present a webinar outlining and exploring the rise of anti-Semitism within education. The webinar seeks to further develop the work of schools by challenging approaches to anti-racism in ensuring that all ethnicities, cultures and religions are incorporated into their approach.

## 6. Pedagogy and Curriculum

6.1 In order to develop an anti-racist curriculum, teachers should consider their themes, topics and resources through the lens of diversity. The Curriculum for Wales offers opportunities to explore cultural heritage and histories, languages and traditions of different communities. When considering curriculum design, lesson content and delivery careful consideration should be given around presenting stereotypical views of ethnic and national cultural traditions and avoidance of creating presumed 'difference' and 'othering'. Representation should be considered throughout the curriculum rather than diversity being a bolt-on. In addition, schools need to consider their own communities and how these communities are reflected in teaching and learning activities.

6.2 The EAL and GRT Team evaluation asks a number of questions linked to the above:

*Has the school moved beyond a focus on 'international days', religious festivals, and places of worship to a more holistic approach that ensures a culturally inclusive ethos where diversity is recognised, celebrated and intrinsic to the whole curriculum, rather than 'one-off' and tokenistic? A majority of schools (66%) answered 'yes' to this question.*

*Can each ME/EAL/GRT learner see themselves and their experiences routinely represented, in non-stereotypical ways, across topics, experiences and knowledge developed through the curriculum? Many schools (72%) answered 'yes' to this question.*

*Are examples, events, contributions, and stories of ME individuals and groups part of the curriculum offer? Are these drawn from the school's locality and put into the context of a multicultural Wales? A majority of schools (62%) answered 'yes' to this question.*

Pentrehafod School have recently run a session for their AoLE leads exploring the latter two of these questions. The leads were challenged to consider the images and examples they use in their teaching in the context of the school's PLASC data and therefore the context of the school. In addition, they were asked to reflect on whether images used in their curriculum area stereotyped certain backgrounds and as to whether the contributions of different cultures to the relevant curriculum areas were being recognised.

St Thomas Primary has expanded the role of the EAL Co-ordinator to that of EAL and Diversity. The EAL and Diversity Co-ordinator has been working with the AoLE leads to ensure that the curriculum areas include diverse examples and representation. There is a clear emphasis and understanding that 'diversity' should be integrated throughout the curriculum.

Christchurch Primary received a grant to work with a range of Creative Practitioners. The aim was to increase year 2 pupils', staff and other stakeholders' knowledge and understanding of heroes from ethnic minority backgrounds in the local community by taking part in interviews and a range of supporting activities across the curriculum. The learners became *Hidden Hero Hunters* and interviewed a range of visitors. Interviews were carried out in person and on Teams. Minority ethnic visitors from the Ospreys, Swansea City football club, a firefighter, an artist, youth workers, parents of the children and a nurse who has been awarded an MBE were interviewed. The interviews were recorded on the school podcast. The interviews and storytelling activities were inspiring. The school decided to plan a procession around the area to celebrate the hidden heroes. This project has encouraged teachers to plan a range of activities across the curriculum to explore the history and development of Wales as a multi-cultural society.

The Estyn inspection in December 2022 recognised that 'the school has made effective progress in developing a broad and inclusive curriculum' that 'reflects the diverse nature of the school'. Teachers' provision of many opportunities for pupils to develop an understanding of different cultures, was seen as a strength of the school with staff using the school's diverse cultural and ethnic context to provide rich opportunities for learning.

In addition, the report stated that ‘nearly all pupils’ understanding of moral values and equality is developing well. They deal with topics such as racism sensitively and maturely and express their views clearly, while treating other pupils’ contributions with respect. As a result, they develop as knowledgeable and tolerant citizens who know that difference is something to be celebrated in society.

Casllwchwr Primary School is a school with low diversity compared to other schools in Swansea but was also recognised by Estyn in their recent inspection (February 2023) as a school where ‘pupils understand the importance of treating all others equally and respect the diverse nature of pupils and adults that make up the school, with a strength of the school curriculum being ‘its comprehensive provision for the promotion of the diverse cultural and linguistic nature of Wales and its heritage’

‘The school challenges stereotypes and helps pupils to see everyone as an individual and a valuable member of society.

In addition, the school was praised for ‘thoughtful curriculum planning’, where ‘teachers help pupils to learn about issues, such as race inequality and how this can affect society. As a result, pupils at the school treat everyone equally and respectfully’.

- 6.3 The Bilingual to Multilingual project, is linked to the Language, Literacy and Communication Area of Learning and Experience of Curriculum for Wales. As previously stated, the aim of the project is to develop inclusive multilingual classrooms that recognise, value and build on learners’ home languages. The project has been running since 2021 and has included two conferences with excellent speakers which have been very well -received. A comprehensive toolkit has been developed which has been shared widely. The schools trialling the toolkit have made significant progress to date in developing multilingual environments and in encouraging and planning for use of home languages in the classrooms. The impact on the learners’ well-being through improved sense of identity and belonging and sense of pride in teaching others about their languages has been quite marked. The conference last summer showcased the work of the project schools:

*All the speakers were so inspiring. The presentations by the Pilot schools were outstanding. I am looking forward to feeding back to my headteacher and taking on board this inspiring project.*

*Hearing about the impact a learners' identity can have on their confidence and success in language learning*

- 6.4 The World Reimagined was a UK-wide art-education, racial justice project that ran throughout 2022. It that aimed to explore and transform how we understand the transatlantic trade in enslaved people, and its impact on us all.

Swansea was one of seven cities (and 10 London boroughs) that participated in the project featuring:

- A walking trail of globe sculptures focusing on the complex relationship between the UK, Africa and the Caribbean. The trail of 10 globes explored 9 distinct themes of that relationship, with a 10<sup>th</sup> globe being specific to Swansea as a place.
- An online Heritage trail, linked to each globe (and theme), and accessed via an app. This included a curated selection of stories that reflect Swansea's Black History, and also linked into a wider repository of stories from throughout the UK.
- A Learning programme that saw 12 Swansea schools create their own miniature globes, 10 of which were exhibited as part of the walking trail. These globes were developed as part of a broader education package that continues to provide lesson plans linked to the 9 themes and leadership training to support teachers in having the difficult conversations that often spring from discussing racial justice in the classroom. 2 of the schools were provided with an artist-in-residence to work with them in producing their globe. That artist was also given time to work with them on another project of the school's choosing.
- In addition, there was a poetry programme, where schools were encouraged to explore and express the 9 themes, through the medium of poetry. This provided the opportunity for schools to submit poems that were entered into a competition. The best 2 poems, for each theme, were featured in an anthology, alongside other poems that were specifically commissioned.
- A parent pack that provided resources to enable families to explore the UK's history with racial injustice and its progress towards racial justice
- A Community programme that supported local communities, particularly those with African-Caribbean heritage to contribute to the development of the project and to put on their own events linked to it.

The Globe Trail ran between 13<sup>th</sup> August and 31<sup>st</sup> October 2022, culminating in an exhibition of all of the globes in Trafalgar Square.

The legacy of this project can be found not in the art works, stunning though they were, but in the conversations that the project generated in families, schools and communities, developing a better understanding of what racial justice can look like and allowing us to reimagine the world.

Swansea schools who participated in the globe project were:

- Pentrehafod School (Artist in Residence working in school)
- Parklands Primary School (Artist in Residence working in school)
- Pontlliw Primary School
- Brynhyfryd Primary School
- Penllergaer Primary School
- Ynystawe Primary School
- Tre-Uchaf Primary School
- St Joseph's Cathedral Primary School
- Hafod Primary School
- Sketty Primary School
- St Illtyd's RC Primary School



- 6.5 The Swansea based, nationally and internationally acclaimed Peace Mala project continues to support schools with interfaith dialogue through anti-racist education.

There are currently seven schools in Swansea involved with the project, all working to different levels of accreditation.

- Hafod and Penllergaer Primary schools have both received the highest award of platinum accreditation.
- Christchurch, Terrace Road and St Joseph's Roman Catholic primary schools are working towards gold accreditation.
- Cadle and Hendrefoilan primary schools are currently working towards silver accreditation.

- 6.6 In September, Swansea hosted the first pupil teacher 'anti-racist' conference in Wales. The event was supported by the Welsh Government with the welcome given by the Minister for Education and the Welsh Language, Jeremy Miles MS. The event, held at Swansea.com, was full to capacity and saw 140 pupils and their teachers experience a high energy and impact day exploring the theme of respect for all. Pupils and their teachers, from 17 primary and 9 secondary schools engaged in a number of different activities focusing around the themes of identity and respect. It was an incredibly powerful day and allowed the pupils to have a voice with regard to their own lived experiences as they collectively worked towards an anti-racist Wales. Chantelle Haughton, the Director of DARPL joined for the whole day and was delighted to see excellent anti-racism education being planned and delivered with the pupil at the centre. Feedback from both pupils and teachers was extremely positive and demonstrated the impact that the day had:

*"We learnt about the importance of being respectful and how to be ambassadors of anti-racism." (Year 6 pupil)*

*"We want to share, with our school, activities that promote respect and celebrate diversity." (Year 7 pupil)*

*"We loved the sessions and the stories. We learnt about respect and we enjoyed working with children from other schools. We are in year 6 and want to go back to school to teach year 3 and 4 about today. We loved the day!" (Year 6 pupil)*

Following the success of the day, we were asked to write an article for the national RE journal 'RE Today'. The article, due to be published in summer of this year documents the day, focusing on pupil engagement, involvement and learning.

The conclusion to the article summarises the day perfectly:

*The sophistication of the pupil's responses, together with their active and enthusiastic involvement was wonderful to witness and to be part of. As we strive towards making Wales an anti-racist nation, using a curriculum which places pupils at the centre of their own learning and with a desire for all pupils*

*to see themselves clearly within the curriculum, I am genuinely excited to see how these pupils drive and lead us forward into a more tolerant and inclusive world.*

- 6.7 As RE and RVE are both locally determined areas of the school's curriculum, Swansea SACRVE have developed their RVE Agreed Syllabus for RVE to align not only with the Curriculum for Wales, but also with the cross cutting themes of diversity and human rights in supporting schools with their anti-racist curriculum and pedagogical approaches. The agreed syllabus clearly signposts the anti-racist action plan, and in giving direction with regard to knowledge, skills and experiences for learners, demonstrates an approach that is diverse, inclusive, pluralistic and anti-racist.

Additionally, the Swansea template policy for RSE (Relationships and Sexuality Education) gives a clear focus on how RSE should be incorporated across the whole school to ensure that there are opportunities for learners to develop an understanding of faith, belief, human rights and cultures as they seek to become ethical and informed citizens. RSE within Swansea schools will be implemented in the context of children's rights, as protected by the United Nations Convention of the Rights of the Child.

Swansea SACRVE are currently supporting two University intern students. As part of their third year studies, they are able to choose a module which allows them practical and work related support in developing their individual and media skills. The two students are currently working on a project whereby they will document the diversity of Swansea, using a variety of media to produce some short 'tik tok' type films which will be made available for schools to use with learners in the development of their diverse and inclusive education.

- 6.8 Swansea schools continue to be involved in the annual Holocaust Memorial Day event, this year held in the Brangwyn Hall. This year, six schools were able to be involved in the first face to face event since 2019, and were able to share stories, testimonies and music connected to the Holocaust theme. Furthermore, six post 16 learners from three Swansea schools participated in the Holocaust Education Trust, Lessons from Auschwitz programme. This programme is divided into four main parts, with opportunities for learners to meet a Holocaust survivor, visit Auschwitz and Birkenhau and then return to their schools as ambassadors whereby they complete a project, sharing the lessons learnt, with a wider audience.

## **7. Summary**

- 7.1 There is a significant amount of work in progress across a wide number of areas that connect to developing and establishing anti-racist cultures within education and within our schools. There are a number of external levers that are helping to drive this agenda particular the ARWAP and relevant aspects of Curriculum for Wales.

There needs to be recognition that developing anti-racist cultures requires systemic change and this will take time. In essence, we are only at the start of this journey, however progress to date is encouraging and there appears to be

momentum for change across the Directorate and across our schools. As mentioned, Swansea is leading the way in Wales with some areas of this work.

Encouragingly it is clear that schools in Swansea, whatever their level of diversity, are engaging with the diversity and anti-racism agendas.

There is now a need to develop a coherent strategy and action plan to further this area of work. This is likely to include:

- Establishing a working group/steering group – potentially the remit of the existing working group that is focussing on diversifying governing bodies could be extended and additional members included.
- Continuing with the diversifying governing bodies work stream and action plan – this is looking to build on what has already been achieved, including pulling together a toolkit for headteachers to sign post to relevant resources, training etc. and enhancing and extending the training offer and follow-up for governors.
- Continued collaboration with the regional adviser for anti-racism to ensure the professional learning offer suits local needs and to encourage greater take up of professional learning.
- Expanding the professional learning offer at local level, including training on anti-Semitism and organising a headteacher event with support from DARPL.
- Identifying more formal mechanisms for monitoring developments and to identify and share emerging practice from schools.
- Reviewing the EAL & GRT evaluation tool to ensure alignment with the DARPL audit and to roll this activity out to all schools in the future. Consider the format of the tool and whether this can be improved in order to support more in-depth monitoring.
- Enhance mechanisms for signposting schools to relevant resources and professional learning.

## **8. Integrated Impact Assessment**

8.1 The report is for information and not for decision.

## **9. Financial Implications**

9.1 There are no financial implications associated with this report.

## **10. Legal Implications**

10.1 There are no legal implications associated with this report.

**Background papers:** None

**Appendices:** None

## Panel Craffu Perfformiad Addysg / Education Scrutiny Performance Panel

11 Mai / May 2023 4 yp / pm

Y diweddaraf am Addysg o Safon (AoS) /  
Cymunedau Cynaliadwy ar gyfer Dysgu  
Quality in Education (QEd) / Sustainable  
Communities for Learning Update



1

## Trosolwg o'r rhaglen / Programme overview

Tymor hir, wedi'i ategu gan fuddsoddiad  
cyfalaf arall a rhaglen cynnal a chadw  
strwythurol flynyddol

Band A - £51.2m - 9 Ysgol

Band B - £149.497m - trosglwyddiad  
hwylus

Cyfradd ymyriad cyfalaf

- 65% - ysgolion prif ffrwd
- 75% - ADY (ysgolion arbennig / UCDAu)
- Model Buddsoddi Cydfuddiannol (MIM)  
81%
- Gwirfoddol a Gynorthwyr 85%

Long term, complemented by other  
capital investment and annual structural  
maintenance programme

Band A - £51.2m - 9 schools

Band B - £149.497m - seamless  
transition

Capital intervention rate

- 65% - mainstream schools
- 75% - ALN (special schools / PRUs)
- Mutual Investment Model (MIM) 81%
- Voluntary Aided 85%



2

## Cyflwyno'r rhaglen / Programme Delivery

Mae Rhaglen Band B bron 3 gwaith maint Band A	Band B programme almost 3x the size of Band A
Cael ei darparu gyda llai o staff	Being delivered with less capacity
Er gwaethaf effaith COVID:	In spite of impact of Covid:
<ul style="list-style-type: none"> <li>Cyfanswm y gwariant a gyflwynwyd neu a gyflawnwyd - £50.132m (Band B yn unig)</li> <li>Datblygu achos busnes manwl am £43.4m+ arall</li> <li>Mae hyn yn cynrychioli 68% o gyfanswm y rhaglen Band B (ac eithrio'r sector a gynorthwyir)</li> </ul>	<ul style="list-style-type: none"> <li>Total spend delivered £50.132m (Band B only)</li> <li>Detailed business case development for a further £43.4m+</li> <li>This represents 68% of the total Band B programme (excluding the aided sector)</li> </ul>



## Cyllid Cyfalaf Cynnal a Chadw / Capital Maintenance

Nifer yr ysgolion (allan o 94) sydd wedi/a fydd wedi elwa o gyllid cyfalaf cynnal a chadw;	The number of schools (out of 94) that have / will have benefited from capital maintenance;
1/4/2012 i 31/3/2019 (cyfnod Band A)	1/4/2012 to 31/3/2019 (Band A period)
<ul style="list-style-type: none"> <li>Gwaith Cyfalaf Cynnal a Chadw ar 89+ o ysgolion gyda chyfanswm gwariant o £22.754m</li> </ul>	<ul style="list-style-type: none"> <li>Capital Maintenance work on 89+ schools with a total spend of £22.754m</li> </ul>
1/4/2019 i 31/3/2024 (cyfnod Band B)	1/4/2019 to 31/3/2024 (Band B period)
<ul style="list-style-type: none"> <li>Gwaith Cyfalaf Cynnal a Chadw ar 73+ o ysgolion gyda chyfanswm gwariant o £25.884m</li> </ul>	<ul style="list-style-type: none"> <li>Capital Maintenance work on 76+ schools with a total spend of £25.884m</li> </ul>





## Maes Derw / EOTAS

Cyfleuster UCD pwrpasol mewn adeilad newydd      New build, bespoke PRU facility

- Gwerth FPR 7 cymeradwy - £9.642m
- O fewn y gyllideb gymeradwy
- Pandemig wedi oedi cynnydd o tua 20 wythnos
- Cwblhawyd y broses o bontio disgyblion ym mis Gorffennaf 2021
- Approved FPR7 value £9.642m
- Within the approved budget
- Pandemic delayed progress by approximately 20 weeks
- Phased pupil transition completed July 2021





# YGG Tan-y-lan



## YGG Tan-y-lan

Adeoli, ysgol gynradd cyfrwng Cymraeg newydd, mwy o le ar gyfer 2 ddsbarth mynediad

Relocation, new build Welsh medium primary school, increased capacity to 2FE

- Gwerth FPR7 cymeradwy £9.899m (yn cynnwys 100% Cyfrwng Cymraeg o £1,019m)
- Dechreuwyd ar y safle 6 Gorffennaf 2020
- Cwblhawyd ym mis Rhagfyr 2021
- Symudwyd disgyblion a staff ym mis Ionawr 2022
- Approved FPR7 value £9.899m (includes 100% WM of £1,019m)
- Started on site 6 July 2020
- Completed December 2021
- Pupils and staff moved in January 2022





## YGG Tirdeunaw

Adeilad ysgol gynradd Cymraeg 2.5 dosbarth mynediad newydd

- Gwerth FPR7 cymeradwy £12.207m (yn cynnwys 100% Cyfrwng Cymraeg o £1,270m)
- Dechreuwyd ar y safle 22 Mehefin 2020
- Cwblhawyd ym mis Hydref 2021
- Agorwyd i ddisgyblion ym mis 2 Tachwedd 2021

New build 2.5 FE Welsh medium primary school

- Approved FPR7 value £11.551m (includes 100% WM of £1,270m)
- Started on site 22 June 2020
- Completed October 2021
- Opened to pupils 2 November 2021







11

## Ysgol Gyfun Gŵyr

Estyniad newydd i gynyddu nifer y lleoedd ac ailfodelu er mwyn gwella addasrwydd a sicrhau'r effeithlonrwydd i gyd-fynd â BB98

New build extension to increase capacity and remodelling to improve suitability and maximise efficiency aligned with BB98

- Gwerth FPR7 cymeradwy £6.7m
- Dechreuwyd ar y safle 29 Mehefin 2020
- Cwblhawyd Cam 1, gan gynnwys yr holl gyfleusterau awyr agored, ar 1 Tachwedd 2021
- Cwblhawyd Cam 2 erbyn 6 Mehefin 2022 ar gyfer pan fydd yr ysgol yn yr adeilad.
- Approved FPR7 value £6.7m
- Started on site 29 June 2020
- Phase 1 including all outdoor facilities completed 1 November 2021
- Phase 2 completed by 6 June 2022 for school occupation.

12







**Ysgol Gyfun  
Llandeilo Ferwallt /  
Bishopston  
Comprehensive  
School**



13

## Ysgol Gyfun Llandeilo Ferwallt / Bishopston Comprehensive School

Adnewyddu ac ailfodelu'r adeiladau  
presennol, ac estyniad deulawr

Refurbishment and remodelling of the  
existing buildings, and two storey  
extension

- Gwerth FPR7 cymeradwy  
£15.163m
- Dechreuwyd ar y safle 22 Mehefin  
2020
- Cwblhawyd y gwaith fesul cam  
mewnol terfynol ar 31 Mawrth 2023
- Cwblhawyd y gwaith dymchwel ac  
adfer erbyn 5 Mai 2023
- Y seremoni agoriadol swyddogol i'w  
threfnu erbyn canol mis Gorffennaf  
2023

- Approved FPR7 value £15.163m
- Started on site 22 June 2020
- Final internal phased works completed  
on 31 March 2023
- Final demolition and reinstatement  
works to be completed by 5 May 2023
- Official opening ceremony to be  
arranged by mid-July 2023



14

## Band B sy'n weddill / Remaining Band B

- Datblygu achosion busnes ar y gweill ar gyfer;
- YG Bryntawe
- Ysgolion Arbennig
- Ysgol Tre-gŵyr
- Opsiynau yn cael eu datblygu ar gyfer gweddill y rhaglen
- Business case development in progress for;
  - YG Bryn Tawe
  - Special Schools
  - Gowerton School
- Options being scoped for the remainder of the programme



15

## Rhaglen dreigl newydd / New rolling programme

- Rhaglen dreigl (yn lle Band C) - yr un cyfraddau ymyriad
- Rhaglen Amlinellol Strategol (RhAS) 9 mlynedd - wedi'i rhannu'n 'donnau' tair blynedd
- Cyflwyno erbyn mis Mawrth 2024 fan bellaf
- Adolygu'r rhaglen dreigl o leiaf bob 3 blynedd
- Dim ymrwymiad ariannol
- Rhaid i'r holl Achosion Busnes a gyflwynwyd gael eu seilio ar Raglen Amlinellol Strategol (RhAS)
- Rolling programme (instead of 'Band C') – same intervention rates
- Nine-year SOP – broken down into three-year 'waves'
- Submit by March 2024 at latest
- Review of Rolling Programme at least every 3 years
- No financial commitment
- All submitted Business Cases must be underpinned by a Strategic Outline Programme (SOP)



16

## Rhaglen Amlinellol Strategol / Strategic Outline Programme

Cyfnod 1	Cyfnod 2	Cyfnod 3
Darparu ymrwymiad a chefnogaeth ar gyfer y 3 blynedd gyntaf/sicrhau Achos Busnes Llawn (mae hwn yn disodli gweddill Band B)	Cefnogaeth 'mewn egwyddor' - angen cynnig statudol	Prosiectau ar y gweill yn y tymor hwy
1 Ebrill 2024 - 31 Mawrth 2027	1 Ebrill 2027 - 31 Mawrth 2030	1 Ebrill 2030 - 31 Mawrth 2033

Wave 1	Wave 2	Wave 3
Provide commitment and support for first 3 years/will reach Full Business Case (replaces residue of Band B)	'In-principle' support - need statutory proposal	Longer-term pipeline projects
1 April 2024 - 31 March 2027	1 April 2027 - 31 March 2030	1 April 2030 - 31 March 2033



## Model Buddsoddi Cydfuddiannol / Mutual Investment Model (MIM)

Sefydlwyd Cwmni Partneriaeth Addysg Cymru ym mis Medi 2020

WEPCo established Sept 2020

- £124m o gyllid cyfalaf traddodiadol
- Model Buddsoddi Cydfuddiannol (MBC) o £25.19m (£16.975m ac eithrio cynllun y sector a gynorthwyr yn wirfoddol)
- Nid oes angen cyfraniad arian cyfalaf lleol ar MBC
- Codir tâl blynyddol amdan
- Mae adolygiad llawn o'r rhaglen MBC yn cael ei chynnal gan Lywodraeth Cymru
- Mae'n debygol na chaiff prosiectau ar raddfa lai eu cynnwys fel prosiectau MBC yn y dyfodol.
- Mae MBC yn fwy tebygol o fod yn addas ar gyfer colegau, cynlluniau mwy, sy'n dibynnu ar fenthyca masnachol.

- £124m traditional capital funding
- £25.19m (£16.975m excluding VA sector scheme) Mutual Investment Model (MIM)
- MIM requires no local capital funding contribution
- Incurs an annual charge
- Full review of the MIM programme being undertaken by Welsh Government
- Likely that the smaller scale projects are not included as future MIM projects
- MIM is more likely to be suited to the colleges, bigger schemes, reliant on commercial borrowing



## Safleoedd Strategol CDLI / LDP Strategic Sites

- Adeiladau ysgol newydd wedi'u cynnwys mewn uwchgylluniau safleoedd strategol ar gyfer nifer o ddatblygiadau
- Bydd eraill yn gofyn am gyfraniad datblygwr
- Llofnodwyd cytundebau A106 ar gyfer y canlynol;
  - **ADS B – Pentre'r Ardd** - 750 o unedau, darparu ysgol gynradd 2.5 dosbarth mynediad drwy gyfraniad o £5.5m gan ddatblygwr. Wedi'i gynnwys ym Mand B y Cynllun Trefniadaeth Ysgolion
  - **ADS C – Penllergaer** 850 o unedau
  - Datblygwr i ddarparu ysgol 2.5 dosbarth mynediad, cyfnod meithrin yn uned 250 a'r ysgol sy'n weddill yn uned 500. Dechreuodd y datblygwr ar y safle ar 13 Rhagfyr 2021. Derbyniwyd y cyfraniad cyntaf
  - **ADS D** – 1,950 o unedau Cefngyfelach
  - Cyfraniad addysg cyntaf o 1.5 dosbarth mynediad yn uned 400, 2.5 dosbarth mynediad (ar safle 3 dosbarth mynediad) yn uned 800
- New school builds included in strategic site masterplans for a number of developments
- Others will require a developer contribution
- S.106 agreements have been signed for the following;
  - **SDA B – Garden Village** 750 units, provision of a 2.5 FE primary school via contribution of £5.5m from developer. Included in Band B SOP
  - **SDA C – Penllergaer** 850 units
  - Developer to provide 2.5FE school, Nursery phase at unit 250 and remaining school at unit 500. Developer commenced on site 13 December 2021. First contribution received.
  - **SDA D – Cefngyfelach** 1950 units
  - First education contribution of 1.5FE at unit 400, remainder of 2.5FE (on 3FE site) at unit 800



## Risgiau a materion sy'n ymwneud â rhaglenni / Programme risks and issues

- Gallu a gwydnwch o fewn y cyngor
- Gallu a gwydnwch y tu allan i'r awdurdod
- Risgiau ariannu; ni fyddwn yn cyflawni gweddill Band B o fewn yr amlen yn enwedig mewn perthynas â chyfalaf Llywodraeth Cymru
- Cyfraniadau datblygwyr ac ansicrwydd amseru
- Capacity and resilience within the council
- Capacity and resilience outside the Authority
- Funding risks; we will not deliver all the remainder of Band B within the envelope
- Developer contributions and timing uncertainty



## Ysgolion sy'n Canolbwyntio ar y Gymuned / Community Focussed Schools

- **Amlen gyllid 2022/23 - £1.444m**
  - Cwblhawyd 8 prosiect gyda chyfanswm gwariant o £828,553
  - Disgwylir i 7 prosiect gael eu cwblhau yn ystod y flwyddyn ariannol hon gyda chyfanswm gwariant o £615,445
  - **Mynegiant o Ddiddordeb 2023/24**
  - Cymeradwywyd £910,000 wrth aros am gyflwyno ffurflen wybodaeth ar gyfer 3 phrosiect Ysgol
  - Gyda £500,000 ar gyfer amrywiaeth o brosiectau llai yn amodol ar gwmpasu
  - £1.1m ar gyfer maes i YGG Bryn Tawe yn amodol ar achos busnes
- **2022/23 Funding envelope £1.444m**
  - 8 projects completed with a total spend of £828,553
  - 7 projects due to be completed this financial year with a total spend of £615,445
  - **2023/24 Expression of Interest**
  - £910k approved pending submission of information proforma for 3 school projects
  - £500k for a mix of smaller projects subject to scoping
  - £1.1m YGG Bryn Tawe for pilot CAA subject to business case



## Grant cyfalaf ADY / ALN capital grant

- **Amlen gyllid 2022/23 - £1.444m**
  - Cyfarpar ADY £120,022
  - Anghenion Cyfathrebu Cymdeithasol £1,031,977
  - Darpariaeth ACEY £92,000
  - Cefnogaeth ar gyfer prosiectau CAA peilot £200,000
- **2022/23 Funding envelope £1.444m**
  - ALN equipment £120,022
  - Social communication needs £1,031,977
  - SEBD provision £92,000
  - Support for pilot STF projects £200,000



## Prydau Ysgol am Ddim Cyffredinol / Universal free school meals

- Prydau Ysgol am Ddim Cyffredinol Amlen gyllid £4,331,993
- 62 o ysgolion y cwblhawyd gwaith arnynt neu nid oedd angen unrhyw waith arnynt
- Rhagwelir y bydd 13 o ysgolion pellach wedi'u cwblhau erbyn Medi 2023
- Rhagwelir y bydd 5 prosiect mawr wedi'u cwblhau erbyn Medi 2024
- Gofynnwyd am arian ychwanegol gan Lywodraeth Cymru ar sail fesul ysgol yn ôl yr angen
- Cwblhawyd y broses o gyflwyno prydau ysgol am ddim i ddisgyblion Blwyddyn 1 ar Chwefror 2023
- Disgwylir y bydd y broses o gyflwyno prydau ysgol am ddim i ddisgyblion Blwyddyn 2 wedi'i chwblhau ar ôl hanner tymor mis Mai
- Funding envelope £4,331,993
- 62 schools completed or requiring no work
- 13 further schools projected to complete by September 2023
- 5 major projects projected to complete by September 2024
- Additional funding sought from WG on a school-by-school basis as required
- Year 1 roll out complete February 2023
- Year 2 roll out due after May half term



## Cwestiynau / Questions?



# Agenda Item 9



## Report of the Convener Education Scrutiny Performance Panel

### Annual Review of Work 2022/23

<b>Purpose:</b>	As the municipal year ends, it is good practice to reflect on the Panel's work, experience and effectiveness
<b>Content:</b>	A summary of the year's activities is provided
<b>Councillors are being asked to:</b>	a) Reflect on the year's work; and b) Share ideas to improve the effectiveness of Scrutiny
<b>Lead Councillor:</b>	Councillor Lyndon Jones Convener of the Education Performance Panel
<b>Lead Officer &amp; Report Author:</b>	Michelle Roberts, Scrutiny Officer E-mail: michelle.roberts@swansea.gov.uk

#### 1. Background

- 1.1 As this is the final meeting of this municipal year, the Panel is invited to reflect on the year's scrutiny work, experiences and effectiveness. Any ideas that will improve the effectiveness of the scrutiny of education are welcome.
- 1.2 To aid panel members, a summary of the year's work has been included.
- 1.3 Some of the questions the Panel may want to consider:
  - What has gone well?
  - What did not go quite so well?
  - Did the Panel's work focus on the right things?
  - What have we learnt that will help us with future scrutiny?

#### 2. Overview

- 2.1 The purpose of the Panel is to provide ongoing challenge to school performance to ensure that pupils in Swansea are receiving high quality education; and the authority is meeting its objectives in relation to improving school standards and pupil attainment.
- 2.2 **What were the lines of inquiry?**

To regularly review school performance including meeting with Head Teachers and Chairs of Governors to ask questions about performance and improvement, focusing on outcomes, provision and leadership. Look at relevant data,



commissioning reviews and anything that impacts on Education in Swansea including, for example, the new curriculum, Additional Learning Needs and Education Other Than at School Services.

2.2 The Panel has a core membership of 11 councillors and two parent governor co-opted members.

### 3. Supporting Data

There have been 8 Panel meetings, with 7 Conveners letters sent to the Cabinet Member. Councillor attendance at the Panel overall for the year has been 62%.

### 4. Education Scrutiny Performance Panel Work Programme for 2022/23

Date	Items to be discussed
<b>Meeting 1</b> 22 Sep 22	Meeting Cancelled
<b>Meeting 2</b> 27 Oct 22	<ol style="list-style-type: none"> <li>1. Role of the Education Scrutiny Performance Panel</li> <li>2. Estyn Inspection Feedback/report and recommendations</li> <li>3. Education overview and discussion session to include: <ul style="list-style-type: none"> <li>• Overview of structure of and key priorities for Education currently</li> <li>• Partneriaeth Regional Education Partnership briefing and current position update</li> <li>• Pupil Voice Manifesto, what is it and the current position</li> </ul> </li> <li>4. Discuss and agree Work Programme for 2022/2023</li> </ol>
<b>Meeting 3</b> 17 Nov 22	<ol style="list-style-type: none"> <li>1. Additional Learning Needs Reform Update (watching brief item bi-annual)</li> <li>2. Pupil Development Grant Spend on vulnerable pupils</li> <li>3. School Improvement Service (Annual)</li> <li>4. New Curriculum for Wales Update (watching brief bi-annual)</li> <li>5. Feedback from Partneriaeth Scrutiny Councillor Group</li> </ol>
<b>Meeting 4</b> 15 Dec 22	<ol style="list-style-type: none"> <li>1. Annual Education Performance against identified priorities (RAG) and Cabinet Member Q&amp;A including Estyn Inspection progress</li> <li>2. Music Provision for/in Swansea Schools</li> </ol>
<b>Meeting 5</b> 19 Jan 23	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
<b>Meeting 6</b> 13 Feb 23	Pre-decision Scrutiny - Annual Budget as it relates to Education matters
<b>Meeting 7</b> 16 Mar 23	School Scrutiny Session 2 — Site visit to Maes Derw PRU
<b>Meeting 8</b> 20 Apr 23	<ol style="list-style-type: none"> <li>1. Education Other Than At School services (EOTAS) update and site visit to Maes Derw discussion</li> <li>2. Hearing the Voices of Children and Young People</li> <li>3. Swansea Skills Partnership Update</li> <li>4. Feedback from Partneriaeth Scrutiny Councillor Group</li> </ol>

<b>Meeting 9</b> 11 May 23 4.00pm	<ol style="list-style-type: none"><li>1. Harassment in Schools Update</li><li>2. Tackling Racism in Schools</li><li>3. Quality in Education (QEd) / Sustainable Communities for Learning Update</li><li>4. End of year review in Education Scrutiny</li></ol>
---	---

## **5.0 The Future Work Programme**

- 5.1 The future work programme will be discussed by first Education Scrutiny Performance Panel of the new municipal year 2023/2024 on 15 June 2023.

# Agenda Item 10

## Individual School Estyn Reports 2022/2023

### Christchurch (C.I.W) Voluntary Aided Primary School

Published, 29 December 2022: [Inspection report Christchurch \(C.I.W.\) Voluntary Aided Primary School 2022 \(gov.wales\)](#)

**Recommendations:**

- R1 Address the site safety health issue identified during the inspection
- R2 Develop pupils' numeracy skills across the curriculum, especially in the older year groups

### Mayals Primary School

Published today, 12 December 2022: [Inspection report Mayals Primary School 2022 \(gov.wales\)](#)

**Recommendations:**

- R1 Improve the curriculum to ensure that there is progression of pupils' skills from Year 3 to Year 6
- R2 Focus monitoring, evaluation and improvement strategies more sharply on improving pupils' learning and progress
- R3 Plan learning experiences that challenge pupils appropriately in Year 3 to Year 6

### Clwyd Community Primary School

Published 5 May 2022: [Inspection report Clwyd Community Primary School 2022 \(gov.wales\)](#)

**Recommendations:**

- R1 Ensure that leaders evaluate the difference that improvement initiatives and day-to-day provision make to pupil progress
- R2 Ensure that learning experiences and the learning environment promote free play, creativity and independence for younger pupils
- R3 Address the site safety issue identified during the inspection

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

### St Joseph's Catholic Primary School

Published 5 May 2022: [Inspection report St Joseph's Cathedral Primary School 2022 \(gov.wales\)](#)

**Recommendations:**

- R1 Secure teachers' understanding of effective classroom assessment so that they can evaluate teaching and learning in their classes and identify how to help pupils move on in their learning
- R2 Identify and share the strong practice that exists in the school

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

### **Newton Primary School**

**Published 19 May 2022:**

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

#### **Recommendations:**

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

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

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

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

### **Llangyfelach Primary School**

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

#### **Recommendations:**

R1 Share the good practice in curriculum design across the school

R2 Reduce the variability in the quality of teaching across the school by drawing on existing examples of effective practice

R3 Improve standards of handwriting and presentation across the school

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

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

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

#### **Recommendations:**

R1 Address the health and safety issues identified during the inspection

R2 Improve the quality of the outdoor learning environment

R3 Continue to strengthen self-evaluation arrangements and improvement planning

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

### **Waun Wen Primary School**

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

#### **Recommendations:**

R1 Address the issues concerning the physical environment of the school that affect pupils' well-being identified in the report

R2 Improve outdoor provision to ensure that it meets the needs of all pupils

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

### **Dunvant Primary School**

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

#### **Recommendations:**

R1 Improve pupils' Welsh oracy skills across the school

R2 Ensure that teachers provide opportunities for pupils to write extensively using their well-developed independent skills

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

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

### **Cila Primary School**

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

#### **Recommendations:**

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

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

R3 Improve pupils' Welsh speaking skills

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

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

### **Gorseinon Primary School**

**Published April 2023:** [Inspection report Gorseinon Primary School 2023 \(gov.wales\)](#)

#### **Recommendations:**

R1 Improve strategic leadership systems, including arrangements for the performance management of staff and evaluation and improvement processes

R2 Ensure that teaching and the school's curriculum support pupils to develop their skills, knowledge and understanding progressively

Estyn will work with the local authority to review the school's progress.

## **Glais Primary School**

**Published April 2023:** [Inspection report Glais Primary School 2023 \(gov.wales\)](#)

### **Recommendations:**

R1 Ensure that there are strong and collaborative working relationships between, staff, governors and parents

R2 Sharpen monitoring activities and improvement planning so that they focus effectively on the progress that pupils make

R3 Ensure that teachers provide an appropriate level of challenge for all pupils

R4 Ensure that personal and social education is embedded across the curriculum so that important aspects, such as online safety, are taught consistently

## **Cadle Primary School**

**Published April 2023:** [Inspection report Cadle Primary School 2023 \(gov.wales\)](#)

### **Recommendations:**

R1 Provide opportunities for pupils from Reception to Year 2 to take responsibility for their own learning and become independent learners, especially in the outdoor area

R2 Ensure that the pupil development grant is used consistently to support the literacy and numeracy skills of all vulnerable pupils, particularly more able

R3 Improve pupils' ICT skills, from Year 3 to Year 6

## **Casllwchwr Primary School**

**Published April 2023:** [Inspection report Casllwchwr Primary School 2023 \(gov.wales\)](#)

### **Recommendations:**

R1 Develop pupils' mathematical skills

R2 Ensure that all teachers have consistently high expectations of what pupils can achieve

## **Gwyrosydd Primary School**

**Published April 2023:** [Inspection report Gwyrosydd Primary 2023 \(gov.wales\)](#)

### **Recommendations:**

R1 Develop leadership and accountability at all levels

R2 Ensure that teaching is effective in all classes to enable pupils to progressively develop their skills over time

R3 Ensure an appropriate level of challenge to support all pupils, including the more able

## **Hafod Primary School**

**Published May 2023:** [Inspection report Hafod Primary School 2023 \(gov.wales\)](#)

### **Recommendations:**

R1 Improve the indoor and outdoor learning environments to ensure that younger pupils have effective opportunities to learn through play and exploration

R2 Improve the teaching of extended writing to ensure that pupils develop and organise ideas in their writing effectively

R3 Ensure that pupils develop their Welsh language speaking and listening skills effectively