CITY AND COUNTY OF SWANSEA

NOTICE OF MEETING

You are invited to attend a Meeting of the

CABINET

At: **Committee Room 5, Guildhall, Swansea**

On: **Thursday, 17 March 2016**

Time: **4.00 pm**

Chair: **Councillor Rob Stewart**

Membership:
Councillors: M C Child, W Evans, R Francis-Davies, J E C Harris, D H Hopkins, A S Lewis, C E Lloyd, J A Raynor and C Richards

AGENDA

Page No.

1. **Apologies for Absence.**

2. **Disclosures of Personal and Prejudicial Interests.**
   www.swansea.gov.uk/disclosuresofinterests

3. **Minutes.** **1 - 14**
   To approve and sign as correct records the Minutes of the previous meetings of Cabinet.

4. **Leader of the Council's Report(s).**

5. **Public Question Time.**

6. **Councillors' Question Time.**

7. **Scrutiny Inquiry into School Governance.** **15 - 47**

8. **Local Authority Governor Appointments.** **48 - 49**

9. **Estyn Inspection of Local Authority Education Services for Children and Young People 2013 – Update.** **50 - 89**

10. **Quarter 3 2015/16 Performance Monitoring Report.** **90 - 109**

11. **Show Bullying The Red Light.** **110 - 114**

12. **Strategic Equality Plan 2016 - 2020** **115 - 157**

13.	**Building Capital Maintenance Programme 2016/17.**	**158 - 165**
14.	**Corporate Plan 2016 - 2017.**	**166 - 202**
15.	**FPR7 - City Centre Regeneration Match Funding Budget.**	**203 - 207**
16.	**Exclusion of the Public.**	**208 - 211**
17.	**Lease Renewal of the Petrol Filling Station at Mumbles Road, Blackpill.**	**212 - 216**
18.	**Options for the Future Management and Operation of Swansea Airport.**	**217 - 224**

Next Meeting: Thursday, 21 April 2016 at 4.00 pm

Patrick Arran
Head of Legal and Democratic Services
Wednesday, 9 March 2016

Contact: Democratic Services - Tel: (01792) 636923

CITY AND COUNTY OF SWANSEA

MINUTES OF THE MEETING OF SPECIAL CABINET

HELD AT COUNCIL CHAMBER, GUILDHALL, SWANSEA. ON MONDAY, 15 FEBRUARY 2016 AT 3.00 PM

PRESENT: Councillor Rob Stewart (Leader) presided

Councillor(s)	**Councillor(s)**	**Councillor(s)**
M C Child	J E C Harris	C E Lloyd
W Evans	D H Hopkins	J A Raynor
R Francis-Davies	A S Lewis	C Richards

154. **APOLOGIES FOR ABSENCE.**

No apologies for absence were received.

155. **DISCLOSURES OF PERSONAL AND PREJUDICIAL INTERESTS.**

In accordance with the Code of Conduct adopted by the City and County of Swansea, the following interests were declared:

Councillor D H Hopkins – Minute No. 162 - Revenue Budget 2016-2017 - Personal – Deputy Lord Mayor.

Councillor C Richards – Minute No. 167 – Review of Employment Training – Personal – Member of the Management Board.

156. **LEADER OF THE COUNCIL'S REPORT(S).**

The Leader of the Council made no announcements.

157. **PUBLIC QUESTION TIME.**

A question was asked by Mr Thraves in respect of Minute No. 162 - Revenue Budget 2016/17 in relation to providing protection against the job losses.

The Leader responded accordingly and the Section 151 Officer detailed the reserves to gross revenue expenditure (excluding HRA, Schools, Unapplied Grants & Group Reserves) at March 2015; Earmarked Reserves to Gross Revenue Expenditure at March 2015 and General/Unallocated Reserves to Gross Revenue Expenditure at March 2015.

A question was asked by Mrs R Jones in respect of Minute No. 162 - Revenue Budget 2016/17 in relation to the proposed removal of the remaining Council contribution to the Music Service through restructure, changes in delivery and review of charges.

The Leader and the Cabinet Member for Education responded accordingly.

158. **COUNCILLORS' QUESTION TIME.**

No questions were asked.

159. **PRE-DECISION SCRUTINY - FEEDBACK ON THE ANNUAL BUDGET.**

The Leader invited Councillor C A Holley, Convenor of the Service Improvement and Finance Scrutiny Performance Panel to present their views on the budget proposals.

He detailed the Engagement with Scrutiny; Issues Raised; Transformation of Adult Services Scrutiny Panel – Budget Discussion Points; and Schools Scrutiny Performance Panel Budget Discussion Points.

Councillor C A Holley requested written responses in respect of the following questions:

Public Questions:

1. A question was provided by Peter Hewitt (member of the public). He was not present at the meeting and the Leader agreed to provide a written response directly to Mr Hewitt:
   Why is the Council cutting the budget for Victoria Park when they are in breach of a noise abatement order and a planning condition?

2. Mr Perrott asked for specific examples of where the Council is developing use of co-operative working.

Questions raised by the Schools Scrutiny Performance Panel
Reducing the need for formal statements Page 46 (3rd bullet point)

3. Are we on target for reducing statements? The budget on page 123 has an increase in SEN Statementing and support.

School Budget Forum Letter Page 118

4. Behaviour Review Outcomes (the School Budget Forum urges the Council to consider additional funding to facilitate the major cultural and service changes required): Panel agree with this and presume this is being addressed by the increase in the budget line on page 123. If the increase is not for this will that be considered in the future?

Questions raised by the Service Improvement and Finance Scrutiny Performance Panel
Summary of consultation p95

5. How many people attended the events in Gorseinon, Civic Centre and Townhill?

6. How many ethnic minority persons responded to the public consultation - info provided only supplied a breakdown of Welsh or English speaking

7. Do we know the geographical area that the respondents came from?

Council Tax p87

8. Panel to be provided with a copy of the last report to Cabinet/Council on discretionary pensioner grant in order to understand the proposed cut better
9. The current draft figure for council tax is 3% what factors could change this figure

Parking Enforcement p85

10. What will increased parking enforcement in resident parking areas mean in practice? Will this mean more enforcement officers or greater use of the mobile camera service or fees for parking permits?

Social Care Protection para 4.12 p 52

Panel requested further information about the £10m national all wales social care protection. Is further information available regrading whether this money will be directly available to the Council and how much would be allocated to Swansea?

The Leader thanked Councillor C A Holley for the contribution on the Budget proposals and indicated that written responses would be provided to the questions submitted.

160. **REVENUE AND CAPITAL BUDGET MONITORING 3RD QUARTER 2015/16.**

The Section 151 Officer presented a report regarding the financial monitoring of the 2015/16 Revenue and Capital Budgets.

RESOLVED that:

That the comments and variations in the report be noted and the actions in hand to address these are noted.

161. **MEDIUM TERM FINANCIAL PLANNING 2017/18 - 2019/20.**

The Section 151 Officer submitted a report which set out the rationale and purpose of the Medium Term Financial Plan and detailed the major funding assumptions for the period and purposed a strategy to maintain a balanced budget.

RESOLVED that:

That the Medium Term Financial Plan 2017/18 to 2019/20 be noted and recommended to Council as the basis for future service financial planning.

162. **REVENUE BUDGET 2016/17.**

The Section 151 Officer presented a report which proposed a Revenue Budget and Council Tax Levy for 2016/17 and detailed:

- Financial Monitoring 2015/16
- The Local Government Finance Settlement 2016/17
- Budget Forecast 2016/17
- Specific Saving Proposals
- Outcome of Budget Consultation
- Staffing Implications
- Reserves and Contingency Fund Requirements
- The Budget Requirement and Council Tax 2016/17
- Summary of funding proposals
- Risks and uncertainties

RESOLVED that:

1) Cabinet noted the outcome of the formal consultation exercise and agreed changes to the Savings Proposals in Appendix D, together with the position regarding delegated budgets as set out in section 4.10 of the report.

2) Cabinet noted the current Resource Gap identified in Section 4.5 of this report and in line with the potential actions identified in Section 9 and 10 of this report agreed a course of action to achieve a balanced Revenue Budget for 2016/17.

3) In addition to a review of current savings proposals Cabinet reviewed and approved the reserve transfers as set out in the report.

4) **Agreed the proposed changes as moved by The Leader to be recommended to Council.**

PROPOSAL	£000	RATIONALE
Removal of remaining Council contribution to Music Service through restructure, changes in delivery, & review of charges	97	Although we did not specifically ask about this proposal we still received many comments supporting the continuation of the Music Service within the consultation.
Minimum savings arising out of the Commissioning Review of Public Toilets provision. Consultation to take place on completion of review	88	The Council has consulted on various options around the provision of public toilets in previous years (including transfer running and maintenance of toilets to suitable local groups and closure of urban toilets) - our proposals have been met with opposition from the public.
Review of winter gritting provision	24	We consulted on this proposals with the majority of respondents (53%) stating they disagree with this.
Increased parking enforcement in resident parking areas	120	Extremely sensitive area with high interest from the public – received lots of letters and comments when we consulted on charging for residents parking. A further consultation would be required before proceeding with any proposal in this area. After consultation with officers involved it has been determined that the saving target is unachievable and current enforcement fines are already considered to be suitable.
Reduce the Lord Mayor hospitality budget by approx 70%	25	The Lord Mayor is the First Citizen of the City and County of Swansea and plays a huge ceremonial and civic role in city life. The inauguration celebrates not only the inauguration of the Lord Mayor elect, but is

		also the culmination of the work of the year of office of the outgoing Lord Mayor. Funding a ceremony to mark this occasion for the city's only high profile civic and ceremonial role ensures it's profile is maintained.
Delete the Lord Mayor inauguration budget. Savings to be achieved by sponsorship of events and other income opportunities	11	The Lord Mayor is the First Citizen of the City and County of Swansea and plays a huge ceremonial and civic role in city life. The inauguration celebrates not only the inauguration of the Lord Mayor elect, but is also the culmination of the work of the year of office of the outgoing Lord Mayor. Funding a ceremony to mark this occasion for the city's only high profile civic and ceremonial role ensures it's profile is maintained.
Reduce funding for the provision of childcare and early years support	39	This budget proposal relates to supporting existing and new child care providers to set up and improve their services. We have just agreed a significant expansion of our work to promote the Early Years, including a new Early Years Strategy agreed with our Health partners in the ABMU for the first time, it is not the right time to be considering a reduction. We know that a positive child care experience in early years can give children an excellent start in life and we are reflecting that in our work to promote early intervention. We will be reviewing all of our child care provision next year during our Childcare Sufficiency Audit process, and we may choose to reconsider options for investment after the conclusion of this Audit.
Remodel Council funding provision to third sector organisations.	150	Consultation has been undertaken with third sector organisations outside of the main consultation. Huge concerns were raised within the consultation about the potential impact on organisations and groups they support with a most being unable to sustain any further reduction in funding on top on the £35,000 already agreed. There was an overarching concern expressed at the short timescale as the decision making process is very late in the financial year, which could potentially result in a funding gap if grants/agreements. We have a good relationship with the third sector and we with this to remain at this

		crucial time where we are changing the way we run services. But reintroducing this is only a temporary measure for 2016/17 to allow bodies to explore other sources of finance.
Support for bus services and community transport services	250	To build into base budgets on permanent basis.
Tidy City – focus on cleansing and dog fouling	150	To build into base budgets on permanent basis.
Democratic support	100	Current changes within the Council's Senior Management Team offers a further opportunity to strengthen the Council as a Member led Authority. Overall restructuring, including this sum, is intended to provide a net saving to the Council.
Total	1,054	

Funding of Changes

Transformation Fund	150	Relating to one year additional funding to allow for remodelling of funding provision for third sector organisations
Council tax	904	All other changes as detailed above.

5) Agreed a proposed increase of 3.9 % increase in the level of Council Tax for 2016/17 to be recommended to Council.

6) Subject to these changes, Cabinet recommends to Council for approval:-
   a) A Revenue Budget for 2016/17
   b) A Budget Requirement and Council Tax levy for 2016/17

163. **CAPITAL BUDGET & PROGRAMME 2015/16 - 2019/20.**

The Section 151 Officer submitted a report which proposed a revised Capital Budget for 2015/16 and a Capital Budget for 2016/17 – 2019/20.

RESOLVED that:

That the revised Capital Budget for 2015/16 and a Capital Budget for 2016/17 – 2019/20 as detailed in Appendices A, B, C, D and E of the report be recommended to Council for approval (including an extra £200,000 to School Capital Improvements).

164. **HOUSING REVENUE ACCOUNT (HRA) REVENUE BUDGET 2016/17.**

The Section 151 Officer submitted a joint report which proposed a Revenue Budget for 2016/17 and a rent increase for properties within the HRA.

RESOLVED that:

The following budget proposals be endorsed and recommended to Council for approval:

1) Rents be increased in line with the Welsh Government new rent setting policy as detailed in Section 4 of the report.

2) Fees, charges and allowances be approved as outlined in Section 4 of the report.

3) The Revenue Budget Proposals as detailed in Section 4 of the Report are recommended to Council for approval.

165. **HOUSING REVENUE ACCOUNT - CAPITAL BUDGET AND PROGRAMME 2015/16 -2019/20.**

The Section 151 Officer submitted a joint report which proposed a revised Capital Budget for 2015/16 and Capital Budget for 2016/17 - 2019/20.

RESOLVED that the following budget proposals be endorsed and recommended to Council for approval:

1) The transfers between schemes and the revised budgets for schemes in 2015/16.

2) The budget proposals for 2016/17 - 2019/20.

3) That, where individual schemes as shown in Appendix B of the report are programmed over 4 year period, then these are committed and approved and that their financial implications for funding over subsequent years also be approved.

4) Authorisation be granted to officers to submit planning applications in relation to capital repair schemes of Council owned land where planning permission is considered necessary.

166. **EXCLUSION OF THE PUBLIC.**

Cabinet were requested to exclude the public from the meeting during consideration of the item(s) of business identified in the recommendations to the report(s) on the grounds that it / they involve the likely disclosure of exempt information as set out in the exclusion paragraph of Schedule 12A of the Local Government Act 1972, as amended by the Local Government (Access to Information) (Variation) (Wales) Order 2007 relevant to the items of business set out in the report(s).

Cabinet considered the Public Interest Test in deciding whether to exclude the public from the meeting for the item of business where the Public Interest Test was relevant as set out in the report.

RESOLVED that the public be excluded for the following item(s) of business.

CLOSED SESSION

167. **REVIEW OF EMPLOYMENT TRAINING.**

The Cabinet Member for Education submitted a report which detailed the current position regarding the Employment Training Service.

CABINET DECISION

That the recommendations detailed in the report be agreed with the amended timeline of 4 April, 2016.

The meeting ended at 4.39 pm

CHAIR

Published on: 16 February 2016

CITY AND COUNTY OF SWANSEA

MINUTES OF THE CABINET

HELD AT COUNCIL CHAMBER, GUILDHALL, SWANSEA ON THURSDAY, 18 FEBRUARY 2016 AT 4.00 PM

PRESENT: Councillor R C Stewart (Leader of the Council) Presided

Councillor(s)	**Councillor(s)**	**Councillor(s)**
M C Child	W Evans	R Francis-Davies
J E C Harris	D H Hopkins	A S Lewis
C E Lloyd	J A Raynor	

168. **APOLOGIES FOR ABSENCE.**

An apology for absence was received from Councillor C Richards.

169. **DISCLOSURES OF PERSONAL AND PREJUDICIAL INTERESTS.**

In accordance with the provisions of the Code of Conduct adopted by the City and County of Swansea, the following interests were declared:

Councillors

1) Councillor J A Raynor declared a Personal Interest in Minute 175 “Scrutiny of Gypsy Traveller Site Search Process - Final Report”.

170. **MINUTES.**

RESOLVED that the Minutes of the meeting(s) listed below be approved as a correct record:

1) Cabinet held on 21 January 2016.

171. **LEADER OF THE COUNCIL'S REPORT(S).**

The Leader of the Council made no announcements.

172. **PUBLIC QUESTION TIME.**

No questions were asked.

173. **COUNCILLORS' QUESTION TIME.**

No questions were asked.

174. **REPORT OF THE SCHOOL GOVERNANCE SCRUTINY INQUIRY PANEL - SCRUTINY INQUIRY INTO SCHOOL GOVERNANCE.**

This item was deferred to the next meeting.

175. **SCRUTINY OF GYPSY TRAVELLER SITE SEARCH PROCESS – FINAL REPORT.**

Councillor R V Smith (Vice Chair of the Scrutiny Programme Committee) presented a report which outlined the key findings and learning points / recommendations resulting from the Committee's Review into the Gypsy Traveller Site Search Process.

RESOLVED that:

1) The report be noted:

2) The relevant Cabinet Member present a written response to the Scrutiny recommendations and proposed actions to Cabinet on 21 April 2016.

176. **21ST CENTURY SCHOOLS PROGRAMME - CAPITAL PROGRAMME AUTHORISATION FOR THE DESIGN AND REFURBISHMENT OF YSGOL GYFUN GWYR SCHOOL INCORPORATING THE USE OF GOWERTON INFANT AND NURSERY.**

The Cabinet Member for Education presented a report which sought authorisation to proceed with the Curriculum Led Remodelling Scheme at Ysgol Gyfun Gŵyr incorporating the use of Gowerton Infant and Nursery buildings; and to appoint Corporate Property to undertake the work.

RESOLVED that:

1) The scheme as detailed at Ysgol Gyfun Gŵyr, together with financial implications be authorised and included in the Capital Programme;

2) Corporate Building and Property Services be authorised to proceed with the scheme as the principal contractor.

177. **LOCAL AUTHORITY GOVERNOR APPOINTMENTS.**

The Cabinet Member for Education presented a report which sought approval of the nominations submitted to fill Local Authority (LA) Governor vacancies on School Governing Bodies.

RESOLVED that:

1) The following nominations be approved as recommended by the LA Governor Appointments Panel:

a)	Clase Primary School	Mr Steven Avo
b)	Craigfelen Primary School	Mr Rhys Aeron Jones
c)	Danygraig Primary School	Mr Khandakar Wahid
d)	Penclawdd Primary School	Mrs Lynwen Tregembo
e)	Pontybrenin Primary School	Mrs Caroline Linda Hodson
f)	Waun Wen Primary School	Mr Thadde Onkiri Isay

178. **SWANSEA CENTRAL AREA REGENERATION FRAMEWORK REPORT ON THE PUBLIC CONSULTATION EXERCISE.**

The Cabinet Member for Enterprise, Development and Regeneration presented a report which fed back on the public consultation exercise undertaken on the draft Swansea City Centre Strategic Framework Review (2015).

RESOLVED that:

1) The Swansea Central Area Regeneration Framework be amended as set out in Table 1 of the report and that the document be adopted as informal planning guidance to guide future regeneration in the City Centre and inform the preparation of the Local Development Plan.

179. **COMMUNITY ASSET TRANSFER POLICY AND PROCEDURE.**

The Cabinet Member for Finance and Strategy presented a report which sought to enable a clear understanding and consistent procedure for dealing with proposed Community Asset Transfers across the Authority.

RESOLVED that:

1) The policy and procedure contained within the Guidance Note in Appendix 1 of the report be adopted and followed by the Authority;

2) The basic terms of the transfer will generally be non-negotiable and will be on the basis that the "receiving" organisation will be taking full responsibility for any land or asset.

180. **MORE HOMES - PILOT SCHEME PROGRESS.**

The Cabinet Member for Next Generation Services presented a report which provided an update on progress with the pilot schemes of new Council housing.

RESOLVED that:

1) Progress with the pilot schemes be noted;

2) Housing Revenue Account (HRA) land off Eppynt Road and Bettws Road in Penlan be identified as a reserve pilot location should any further constraints to development within desired timescales become evident on the existing sites;

3) Any decisions arising out of the report be delegated to the Cabinet Member for Next Generation Services and the Director of Place.

181. **EXTENSION OF APPOINTMENT OF TEMPORARY ASSISTANT CORONER.**

The Head of Legal and Democratic Services presented a report which sought approval to extend the term of office of the Temporary Assistant Coroner.

RESOLVED that:

1) The appointment of Caroline Sumeray as an Assistant Coroner be extended for a fixed period of 6 months from 26 March 2016 to 25 September 2016.

182. **EXCLUSION OF THE PUBLIC.**

Cabinet were requested to exclude the public from the meeting during consideration of the item(s) of business identified in the recommendations to the report(s) on the grounds that it / they involve the likely disclosure of exempt information as set out in the exclusion paragraph of Schedule 12A of the Local Government Act 1972, as amended by the Local Government (Access to Information) (Variation) (Wales) Order 2007 relevant to the items of business set out in the report(s).

Cabinet considered the Public Interest Test in deciding whether to exclude the public from the meeting for the item of business where the Public Interest Test was relevant as set out in the report.

RESOLVED that the public be excluded for the following item(s) of business.

CLOSED SESSION

Note: Councillor R C Stewart (Chair) withdrew from the meeting.

Councillor C E Lloyd Presiding

183. **MARINER STREET.**

The Cabinet Member for Enterprise, Development and Regeneration submitted a report which sought approval for the report.

RESOLVED that:

1) The recommendations as set out in the report be approved.

The meeting ended at 4.30 pm

CHAIR

CITY AND COUNTY OF SWANSEA

MINUTES OF THE CABINET

HELD AT COMMITTEE ROOM 5, GUILDHALL, SWANSEA ON THURSDAY, 3 MARCH 2016 AT 1.30 PM

PRESENT: Councillor C Richards (Deputy Leader of the Council) Presided

Councillor(s)	**Councillor(s)**	**Councillor(s)**
M C Child	W Evans	R Francis-Davies
J E C Harris	D H Hopkins	C E Lloyd
J A Raynor		

184. **APOLOGIES FOR ABSENCE.**

Apologies for absence were received from Councillors A S Lewis and R C Stewart.

185. **DISCLOSURES OF PERSONAL AND PREJUDICIAL INTERESTS.**

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

186. **LEADER OF THE COUNCIL'S REPORT(S).**

The Leader of the Council made no announcements.

187. **PUBLIC QUESTION TIME.**

No questions were asked.

188. **COUNCILLORS' QUESTION TIME.**

No questions were asked.

189. **EXCLUSION OF THE PUBLIC.**

Cabinet were requested to exclude the public from the meeting during consideration of the item(s) of business identified in the recommendations to the report(s) on the grounds that it / they involve the likely disclosure of exempt information as set out in the exclusion paragraph of Schedule 12A of the Local Government Act 1972, as amended by the Local Government (Access to Information) (Variation) (Wales) Order 2007 relevant to the items of business set out in the report(s).

Cabinet considered the Public Interest Test in deciding whether to exclude the public from the meeting for the item of business where the Public Interest Test was relevant as set out in the report.

RESOLVED that the public be excluded for the following item(s) of business.

CLOSED SESSION

190. **FPR7 - CITY CENTRE REGENERATION LAND ASSEMBLY.**

The Cabinet Member for Enterprise, Development and Regeneration submitted a report to include the budget within the Capital Programme.

RESOLVED that:

1) The recommendations as set out in the report be approved.

The meeting ended at 1.47 pm

CHAIR

Published on 3 March 2016.

Report of the School Governance Scrutiny Inquiry Panel

Cabinet – 17 March 2016

SCRUTINY INQUIRY INTO SCHOOL GOVERNANCE

Purpose:	This report presents the findings, conclusions and recommendations resulting from the Panel's Inquiry into School Governance.
Policy Framework:	Council Constitution.
Reason for Decision:	To consider recommendations made by the Scrutiny Inquiry Panel and agree action.
Consultation:	Legal, Finance, Access to Services
Recommendation(s):	It is recommended that:

1) Cabinet receives the report and tasks the relevant Cabinet Member to report back to Cabinet at the Meeting in June (date to be arranged) with a written response to the scrutiny recommendations and proposed action(s) for Cabinet decision.

Report Authors:	Councillor Fiona Gordon (Panel Convener) Dave Mckenna (Scrutiny Manager)
Finance Officer:	Sue Rees
Legal Officer:	Stephanie Williams
Access to Services Officer:	Phil Couch

1.0 Introduction

1.1 This report presents the findings, conclusions and recommendations resulting from the scrutiny inquiry into School Governance. The Scrutiny Panel's final report, appended, requires a Cabinet decision.

1.2 In accordance with the Council Constitution reports from scrutiny to the Executive are presented to the first available Cabinet meeting. The convener of the Panel will present the report and accompanying recommendations.

2.0 Scrutiny Programme Committee

2.1 On 11 January 2016 the Scrutiny Programme Committee discussed and agreed the report for submission to Cabinet.

3.0 Cabinet Decision

3.1 At this meeting the role of the Cabinet is to receive the report and task the relevant Cabinet Member to prepare a written response on behalf of Cabinet. The Cabinet Member's response report should be scheduled for a future Cabinet meeting **no later than two months** following formal receipt of the scrutiny report (in this case this will be the Cabinet meeting in June 2016 (date to be arranged).

3.2 In their response report the Cabinet Member should recommend approval or rejection of each of the scrutiny recommendations together with an explanation. Within their report the Cabinet Member should also provide a proposed action plan to show what steps are being or will be taken to implement recommendations. Cabinet will then make a decision on the Cabinet Member's response report.

4.0 Follow Up

4.1 The Panel will schedule a follow up on progress with the implementation of the action plan agreed by Cabinet and impact of the scrutiny inquiry, and report their views to the Scrutiny Programme Committee. The panel convener and the Scrutiny Officer will ensure that a review of progress against accepted recommendations is scheduled into future work programmes. Usually a progress report will be requested by the Panel within 6-12 months after the action plan has been agreed by Cabinet.

5.0 Equality and Engagement Implications

5.1 Equality and engagement issues were formally considered at the scoping stage of this inquiry and borne in mind by the panel throughout evidence gathering. The Cabinet Member will need to ensure that implications are considered via application of the corporate Equality Impact Assessment process when considering the response to the recommendations.

6.0 Legal Implications

6.1 There are no specific legal implications at this stage. Any potential implications will be outlined in the Cabinet response.

7.0 Financial Implications

7.1 There are no financial implications to this report. Any potential implications will be outlined in the Cabinet response.

7.2 It should be assumed that any future spending needs will need to be contained within existing budget provision and have full and due regard to the budget principles set out in 'Sustainable Swansea – Fit for the Future', the likely levels of future budgets and the medium term financial plan.

Background Papers: None.

Appendices: Appendix A – Final Inquiry Report.

A Very Challenging Role

How can the Council ensure that school governors provide effective challenge for their schools?

The School Governance Scrutiny Inquiry Panel
City and County of Swansea - Dinas a Sir Abertawe

January 2016

Why This Matters

Foreword by **Councillor Fiona Gordon** (Convener)

The role of school governors has changed significantly over recent years, with governors playing an increasingly important part in the management of schools, and school improvement. In many schools, governing bodies have responded to this change, seeking new ways of ensuring they adapt to changing demands, but in others, old ways of working remain and need to be updated. Roles can become fixed with a lack of questioning and clarity about those roles, and relationships can become too 'cosy' which can impact on the capacity to challenge schools sufficiently.

Each governing body has a different dynamic, just as each school is unique, and this report aims to point out general principles of good practice which the panel recommends that governors are encouraged to consider. Just as schools have moved to become self-improving and peer-supporting, governing bodies must similarly look at how they can continually improve in their ability to challenge schools. This is important not just because their schools must always be inspection-ready, and governors are part of the Leadership and Management element of the inspection by Estyn, but because an effective governing body aims to ensure that the school is doing the best it can to improve outcomes for learners. In order to do this, governors need to feel confident and supported, with access to information.

In forming our conclusions and making our recommendations we have listened carefully to governors, council officers, clerks to governing bodies, ERW, Estyn and the Cabinet Member for Education. We have also looked at good practice elsewhere and considered the findings of other research such as the Hill Review. I want to personally thank everyone who has taken the time to share their views with us; I hope that they will be happy with this report.

I also want to pay tribute to my colleagues on the panel for their engagement and contribution. Particularly I want to thank Professor Catherine Farrell from the University of South Wales, who gave up her time so generously to be a co-opted member.

Finally, we hope that this report offers practical help to the 1300 school governors in Swansea. The valuable work that they carry out is on a voluntary basis and is all for the benefit of the children in their schools. Long may they continue.

Fiona Gordon.

Summary of Conclusions and Recommendations

How can the Council ensure that school governors provide effective challenge for their schools?

Conclusions

1. Recognise and thank school governors for the vital work that they do

2. Ensure that school governors are clear about what their role means in practice

3. Ensure that general information and advice for school governors is consistent and easy to access

4. Ensure that governors can understand the information they receive from their school

5. Encourage school governors to seek information about their school beyond head teachers' reports

6. Support individual governors to manage their own learning and development

7. Support governing bodies to manage their own learning and development

8. Encourage the involvement of the whole governing body in school improvement work

9. Work with governing bodies to fill their skill gaps

10. Promote the governor role to the private sector and beyond

11. Share good practice through local authority appointed governors

12. Work with head teachers to ensure a culture of challenge in meetings

13. Help governing bodies to identify the support arrangements that are best for them

Recommendations for Cabinet

Long term challenges (12 months+)

1. Develop a council wide mechanism for filling the skills gaps identified by governing bodies either through, transfers, swaps or by matching new governors with particular skills and experience

Medium term improvements (6-12 months)

2. Produce a mini booklet for governors that provides a simple guide to their role

3. Undertake a review of information provided to school governors with ERW, Estyn and Governors Wales with a view to ensuring a shared approach that avoids duplication

4. Provide a standard data template to head teachers and encourage them to use it

5. Work with Estyn to provide information about all training opportunities for governors in one place

6. Move from civic centre based training provision to a flexible model that combines, whole governing body, cluster school and e-learning

7. Develop an online learning log that governors can use to self-manage their training and development

8. Consider how the mandatory new governor training might help governors to think about the self-management of their training and development

9. Build the involvement of all governors into the Autumn Core Visits

10. Undertake a campaign to promote the role of governor targeted at private sector employers and partners in the public and third sector

Quick wins (within 6 months)

11. Write to the chair of governors and head teacher of each school to promote the good practice points included in this report (listed in APPENDIX A)

12. Write to every school governor thanking them for their work on behalf of the Council and highlighting the list of 'what every school governor should expect' (listed at APPENDIX B)

13. Take additional steps to publicise the good work being done by governors and governing bodies

14. Simplify the information on the Council website about school governors which should provide links to the Governors Wales website for all general information

15. Remind all schools that whole governing body and cluster school training can be arranged on request

16. Hold a seminar for LA appointed governors to explore their role in sharing good practice

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1 WHY WE PRODUCED THIS REPORT

1.1 Overview

1.1.1 This report focusses on the following question:

How can the Council ensure that school governors provide effective challenge for their schools?

1.1.2 In selecting this topic and producing this report we wish to underline the crucial role that governors play in ensuring that schools provide the very best education for all of our children. We recognise that this is a significant period of change for everyone in education and that school governors are feeling this change as much as anyone. The extreme pressure on budgets comes at a time when the expectations on governors are higher than they have ever been. We hope, therefore, that our proposals help governors to do the best that they can.

1.2 Selecting the topic

1.2.1 The Inquiry into School Governance was proposed by the Annual Scrutiny Work Planning Conference in May 2014 and was subsequently included in the scrutiny work programme by the Scrutiny Programme Committee.

1.2.2 This topic was chosen because ensuring high levels of pupil attainment is one of the Council's five priorities. It is also an issue that many scrutiny councillors are directly involved in as they are also school governors, often in more than one school.

1.2.3 At our pre inquiry meeting we heard from the Cabinet Member of Education that this was a topic of particular importance. She highlighted a number of issues that she hoped we could consider as part of our report. We listed these issues in our letter to her before we started the inquiry:

- The need to consider the recommendations of 'The future delivery of education services in Wales' Review undertaken by Robert Hill Consulting 2013
- That there is a shortage of governors
- There is confusion about the general role of the governor and also confusion about the differences between different types (parent, LA etc)
- That some governor panels are too 'cosy' – the same people have been doing the same thing for years and may not be challenging enough
- Skills analysis should be looked at to ensure that panels have the skills they need as a group
- Closer integration between challenge advisors and governing bodies could be valuable
- The important role of audit in identifying areas of weakness

1.2.4 We heard from Estyn during the inquiry that the 'critical friend' criteria that they use to assess governors during inspections were typically the weakest element of school leadership. This was particularly the case for primary schools. This further underlines the importance of the inquiry.

1.3 The Hill Review

1.3.1 A central aspect of the policy context for this inquiry was the Hill Report: The Future Delivery of Education Services in Wales (2013). This review looked at the effectiveness of education at school and local authority level, and considered what should be done at school, local authority, regional and national level in terms of:

- raising standards and improving learner outcomes at all ages
- better support and challenge to schools to improve standards
- developing and strengthening the leadership of schools and the quality of teaching and learning
- ensuring value for money and effective use of resources
- bringing about coherence and strong links between all areas of the education system, including post-16 provision and the wider children's services agenda.

1.3.2 This review suggested the following options:

- Monitoring the impact of the new governor training arrangements to ensure that they are of high quality and support more effective governance in practice
- agreeing with regional consortia a template of what an effective governance support service looks like
- providing a standard school performance data-reporting template for governors
- enabling outstanding chairs of governors to act as Lead Practitioners and so support improvements in governance at other schools
- working with CBI Wales and other employers to develop a register of aspiring and serving business leaders willing to serve as school governors in each region.

1.3.3 We have considered each of these options as part of our report.

1.4 Intended contribution

1.4.1 As a Panel we believe that we can make a valuable contribution to this topic. We recognise that, while there are no easy answers, success will only come from a conversation that everyone is able to contribute to. It is in this spirit that our conclusions and recommendations are offered.

1.4.2 Specifically this report aims to contribute to this vital debate by:

- Offering evidenced proposals that will lead to school governors being more effective and school performance being improved
- Sharing the views of key stakeholders including governors, head teachers, clerks to governing bodies, Estyn and ERW
- Considering the conclusions and recommendations from regional and national reports and an assessment of the implications for Swansea
- Increasing councillor understanding about the school governor role and how it contributes to school performance
- Raising public awareness of the work of school governors

1.4.3 During the inquiry we have uncovered a number of examples of what we consider to be good practice and we have included them in our conclusions. As we are proposing that these are shared with the chairs of governing bodies and head teachers we have listed them separately at **APPENDIX A**.

1.4.4 Governors Wales have also produced 20 questions that governing bodies can use to inform their self-improvement. Our good practice list is not intended to be a replacement for these questions and we would recommend them wholeheartedly. Rather we wanted to provide a Swansea perspective based on the evidence that we heard. We hope that governing bodies will look at both.

1.4.5 We have also identified what we consider to be reasonable expectations for governors. Again, we hope that these can be shared with governors and have listed them at **APPENDIX B**.

1.4.6 We are also happy to recognise the limitations of the inquiry. Given the complexity of the topic and the time that we had this report necessarily provides a broad view.

1.4.7 Finally, many of our conclusions are in line with the Council's current direction of travel and these are offered in order to provide reassurance. Others may be either additional or contrary to what has already been agreed. These are intended to offer challenge and to stimulate debate. Where we have made recommendations these are intended to help improve the service.

1.5 Use of key terms

1.5.1 Education as a service area is rife with technical terms and acronyms in particular. In the report we have tried to write for the layperson and have avoided acronyms whenever possible. There are, however, a few terms that we use throughout the report that should be clarified from the outset.

1.5.2 ***Challenge*** – this word is right at the centre of the inquiry but is nevertheless sometimes difficult to be precise about. Indeed, we did wonder whether another word should be used instead. However, the word 'challenge' is firmly fixed in the conversations about how governors work so we will stick with it and say a little about what we think it means.

1.5.3 A challenge is not simply a request for information or clarification (although we did come across the word being used this way). Providing challenge, in our view, means one of the following:

- Asking for a particular course of action to be justified as better than another course of action
- Suggesting an alternative course of action and asking for the relative merits of this course to be considered
- Identifying a flaw in either the information or assumptions that underpin a particular course of action
- Suggesting new information or assumptions that might lead to a different course of action

1.5.4 We would expect a challenge to either add reassurance that the ***right thing*** is being done or to lead to things being ***done differently***. In this regard we were struck by evidence that we heard from Estyn that, while many governors were able to point to examples of 'challenge' in meetings, they subsequently struggled to describe what, if anything, had changed as a result. The key point here is that governors should be able to see the challenge that they provide in meetings have a direct bearing on how the school operates.

1.5.5 ***Challenge Adviser*** – this is someone who is employed by the local authority under the umbrella of ERW. Their role is to work with schools to raise standards and ensure high quality education.

1.5.6 ***ERW*** (Education through Regional Working) – is an alliance of six local authorities, bound by a legal agreement, working to deliver school improvement services. The six authorities are; Carmarthenshire, Ceredigion, Neath Port-Talbot, Pembrokeshire, Powys and Swansea.

1.5.7 ***Estyn*** – Estyn is the office of Her Majesty's Inspectorate for Education and Training in Wales. Estyn is independent of, but funded by, the National Assembly for Wales. Its purpose is to inspect quality and standards in education and training in Wales.

1.5.8 ***School Development Plan*** – this is the school's strategic plan for improvement. It reflects the school's self-assessment and sets out the actions a school will take to improve learner outcomes.

1.5.9 ***Autumn core visit*** - Each autumn term, challenge advisers visit all schools. They meet with the Head teacher and Chair of Governors in order to challenge the school's self-assessment processes and also to scrutinise data. They also monitor the school's strategic planning for improvement.

2 EVIDENCE

2.1 Evidence collected

2.1.1 Evidence was collected between January and September 2014. In total 17 evidence gathering activates were undertaken by the Panel as follows:

a. Overview of governor support service from the School, Governor and Student Services Manager

b. Examples of Research into School Governance

c. Informal visit to the Clerks Forum to hear views of clerks to governing body

d. Session with representatives of Swansea Association of Governing Bodies and Governors Wales (or representative)

e. Session with the Head of Education Improvement and Student Services Manager including feedback from the recent Swansea / Neath Port Talbot governors' conference

f. Session with Estyn Inspector

g. Session with ERW officers

h. Session with three schools identified as having Good Practice (Hafod Primary, Bishopston Comprehensive and Ysgol Bryn Tawe)

i. Informal Session with recently trained new governors

j. Observations of governing bodies of good practice schools (Hafod Primary, Bishopston Comprehensive and Ysgol Bryn Tawe)

k. Question and Answer session with the Cabinet Member for Education

l. Survey of Swansea Governors conducted for this inquiry

m. Research comparing Swansea with Cardiff and Newport conducted for this inquiry

2.1.2 Professor Catherine Farrell (University of South Wales) participated in the inquiry as a co-opted member of the Panel. Her contribution reflected her previous work and research in this field. Please see, for example:

Welsh Government (2013), *School Governance Task and Finish Group Report*

Catherine Farrell (2014) *School Governance in Wales*, Local Government Studies

Both can be downloaded at: csp.southwales.ac.uk/publications

2.1.3 For full details of the evidence gathered including details of all of the findings from each session please see the evidence pack for this inquiry. This can be downloaded at www.swansea.gov.uk/scrutinypublications

3 CONCLUSIONS

This report considers how the Council can ensure that school governors provide effective challenge for their schools. Each of these conclusions, therefore, is a suggestion about how the Council's Cabinet might approach this problem. Specific proposals are identified throughout and listed separately in the Recommendations section that follows.

We recognise that schools are relatively independent from local authority control. There are, however, a number of ways that Cabinet can influence the work of governing bodies such as through information, advice, training, the work of the Governor Support Unit and the work of the Challenge Advisors. It is to these channels that we have looked in this report.

3.1 Recognise and thank school governors for the vital work that they do

3.1.1 A consistent message from our evidence gathering was that, while governors are volunteers, the role that they carry out is becoming more and more difficult to perform.

3.1.2 The Swansea Association of Governing Bodies, for example, told us that it is difficult for governors to cope with all of the things that they are now being asked to do and that new responsibilities are being placed on them all of the time. Given this increasing burden, particularly in the context of the cuts, they asked; 'why would anyone want to do it?'

3.1.3 We also heard from Council officers at the start of the inquiry just how the role of governors is becoming increasingly challenging; with budget reductions they will be increasingly involved in making school staff redundant.

3.1.4 For this reason alone we should be publicly praising the work of governors and the vital difference they make to their schools. As a Panel we certainly want to record our thanks and admiration to school governors.

3.1.5 However, we should be recognising the work of governors not just because this is the right thing to do but also because it provides encouragement and it lets them know that they have the support and backing of the wider community. This might just be the difference between a governor staying on or choosing to step down. Indeed, a number of respondents to the survey suggested that there should be more publicity around the role of the governor.

3.1.6 We propose, therefore, that Cabinet considers what extra steps might be taken to recognise the good work being done by individual governors and governing bodies. This might be through letters from the Cabinet Member, a media campaign or an award scheme of some kind. Cabinet may also consider suggesting to Welsh Government that a St David's Prize could be awarded for the most effective governing body.

3.1.7 School's achieving the Bronze Governing Body Award status is another good news story that could be shared more. We were pleased to hear that eight governing bodies have so far been successful and that a further 23 will soon be assessed.

3.2 Ensure that school governors are clear about what their role means in practice

3.2.1 Given the challenging nature of the job we believe that every school governor is entitled to have their role set out clearly and meaningfully. Estyn also consider this to be important and use 'how well governors understand their roles' as one of their inspection criteria. If governors are to provide effective challenge they need to be clear about their role.

3.2.2 The Cabinet Member also asked us to consider whether governors were clear about their general role and clear about the differences between the different governor roles.

3.2.3 Our survey suggested that the majority of governors are more or less clear about their role. When asked whether governors in my school are clear about their roles and responsibilities' 29% strongly agreed and 55% tended to agree. However, a number also pointed to a lack of role awareness and the need for further training.

3.2.4 While we believe the general governor role is straightforward and uncontroversial, there are a number of aspects that can present difficulties.

3.2.5 The first is that, while confidence in the role appears to come from experience, newer governors do not have the understanding of the role that they should. As a Panel we were concerned to hear from recently trained governors that they felt unprepared for their role. In part this was because they felt that the induction training was useful in theory but did not prepare governors for the role in practice. One said that his training 'explains the role of the governor in black and white but it is not always like that in reality'.

3.2.6 At our meeting with the clerks to governing bodies we heard how a well thought out induction and mentoring scheme can help new governors bridge this gap between the theory of training and the practice of governing body meetings. This was confirmed at our meeting with the new governors where one said that: "Having another governor to mentor and encourage was the biggest help received." We do not believe, however, that mentoring schemes are happening in all schools and would like to see this made into a clear expectation.

3.2.7 We also heard the suggestion at our meeting with new governors that there should be a mini booklet / guide for new governors that they can take around with them. This is a proposal that we support.

3.2.8 A second difficulty is that governors have to both challenge and support as part of their role. We heard from Governors Wales, for example, that 'high levels of challenge and support from governors are required at the same time'. We also heard from the Council's Head of Education Inclusion that it

can be difficult to get the right balance. A finding from the Joint Governing Body Conference held in April 2015 was that there is a 'risk that there can be "an overbalance of cheerleading" in the governing body.

3.2.9 Our view is that the right balance between challenge and support cannot be defined as an absolute but should be a matter for each governing body to determine. As a minimum, and given the critical importance of this issue we feel strongly that every governing body should explicitly discuss this issue as a separate agenda item at a meeting and preferably at the first meeting of the year.

3.2.10 A third issue that we encountered was the increasing use of link governors who have been given the responsibility to look after a particular subject area or other topic on behalf of the school. We noticed during our observations, for example, that governors needed to ask what the role entailed during discussions about who should be allocated to be which link governor. Ideally we would expect that the link governor role should be clear to all governors from the start.

3.2.11 Again, we would like to see a clear statement of the link governor role presented to the governing body by the head teacher for awareness and discussion.

3.3 Ensure that general information and advice for school governors is consistent and easy to access

3.3.1 Given the challenging nature of the role all governors will have questions they need answered from time to time. Every governor should expect to be able to access general information about their role in as easy, accessible and straightforward a way as possible.

3.3.2 We heard from Governors Wales that while there is plenty of information available, governors do not always get the information that they need. The recent joint governors' conference also pointed to the problems created by jargon and acronyms.

3.3.3 We found that governors were able to get their information from four different websites (Swansea Council, ERW, Estyn and Governors Wales).

3.3.4 We heard that the information provided was inconsistent between the websites and we found that different answers were given to the same 'frequently asked question' on different websites. While we are not suggesting that any of the information provided is incorrect we think that there is certainly the potential for confusion and unnecessary duplication.

3.3.5 We believe, therefore, that information for governors should be provided as far as possible in one place. Many of the people we spoke to suggested that Governors Wales should be the website of choice and we support this.

3.3.6 In the short term we ask that the Cabinet Member talks to Governors Wales, Estyn and ERW about applying this principle and moves to ensure that only

locally relevant information is included on the Council website and that, for all general information, governors are directed to Governors Wales.

3.3.7 In the medium term we would like to see a piece of work conducted that properly considers the information needs of governors from a user perspective. It would make sense if this was a national project conducted by Governors Wales. It should consider newsletters, email and social media as well as websites.

3.4 Ensure that governors can understand the information they receive from their school

3.4.1 If governors are to be able to provide effective challenge they need to have a clear understanding of how their school is performing. Governors are not necessarily education professionals and this implies two things; school governors must have a minimum level of competence when it comes to understanding data and data must be provided in a format that can be easily understood.

3.4.2 Our survey found that governors believe information is provided in a format that they can understand. Nearly 50% agreed that this was the case and a further 40% tended to agree. We conclude, therefore, that schools are doing a good job when providing data to governors.

3.4.3 There are nevertheless some areas for improvement suggested by the survey.

3.4.4 A number of respondents pointed to the importance of data training. The suggestion was made that it should be compulsory for all governors to attend the interpretation of data course run by the local authority. We heard good things about this course, particularly from the Swansea Association of Governing Bodies. We understand that it is already a mandatory course for new and reappointed governors; we hope that all governors can be encouraged to attend.

3.4.5 Other comments we received from the survey referred to consistency in the way that information was provided and the use of technical language. On this basis we agree with the idea in the Hill review that there should be a standard template for reporting school data. Indeed, from our observations of good practice schools we would say this is already happening with schools following a very similar format.

3.4.6 We hope that head teachers will be encouraged to review the way that they provide data and to check with their governors that they do not have any of these concerns.

3.4.7 As well as data, governors need to be clear about how the school is progressing with the priorities set out in the school Development Plan. We heard from the Head of Education Improvement that if schools are monitoring actions and impact robustly and relaying this information to governors, for example, with a basic red-amber-yellow-green rating, then this can help with governors challenging progress in particular priority areas.

3.5 Encourage school governors to seek information about their school beyond head teachers' reports

3.5.1 If governors are to challenge effectively they need to be able to balance what they receive from their schools with information from elsewhere.

3.5.2 The importance of being able to 'triangulate' data was stressed to us by the Head of Education Inclusion who suggested that governors should be both speaking to children and viewing their work.

3.5.3 The idea of book scrutiny came up a number of times as an important activity for governors. We understand that governors are not there to comment on professional teaching practice but they should be able to form a view of how well the children are doing independently of what they hear from the head teacher.

3.5.4 More generally we heard from the good practice schools that we spoke to about the value of governors having contact with a wide range of staff, not just the head teacher. We also observed this in meetings. Where link governors are able to engage directly with teachers, particularly in the classroom setting, we believe that this gives them broader knowledge base from which to contribute to governors meetings.

3.5.5 As well as involving staff we were also impressed with the way that the good practice schools involved pupils in their meetings through presentations or, at secondary level, through the involvement of pupil governors. Presentations in particular give governors the opportunity to see the children first hand talking about the things they have been doing in school.

3.5.6 At the same time we observed how governors with strong links to the community were able to bring this experience into meetings. Governors working with community projects are able to make the links to school activities and draw on community resources. We also recognise the value of governors acting as a link to the community outside of the school. Many parents maybe more willing to talk to a governor about an issue of concern than to talk to the school. This type of community intelligence can be invaluable to the governing body and may provide a useful source of challenge. Linked to this we hope that governing bodies will strive to be as representative of the community as they can be.

3.5.7 It is also important for governors to independently gather data about their school. To this end we believe that all governors should be accessing information through the mylocalschool website. This site, recommended by Estyn amongst others, provides a range of data for each school and a link to the most recent Estyn report. The website also provides comparative information relating to all schools and governors should be encouraged to use this to help develop challenge. We believe that the Cabinet Member should be taking steps to encourage all governors to use it.

3.6 Support individual governors to manage their own learning and development

3.6.1 We believe that, in order to be effective, individual governors should take responsibility for their own learning and development. While we think that this is right in any case, the reduced resource available to support training and development also provides a practical justification for this.

3.6.2 At the same time, we also believe that the skills and experience that governors have to offer goes beyond the formal qualifications that they may have and the formal training that they may have attended. Any discussion about skills should start with recognition of what each individual governor has to offer in the broadest sense.

3.6.3 One important factor, not always easy to quantify, is that of confidence. The importance of confidence in respect of challenge was raised both at the Clerks Forum and by Estyn. We feel strongly that confidence needs to be included in any conversations about learning and development.

3.6.4 While in our survey, 83% agreed that governors at their school had the right skills, training nevertheless emerged as the main way that council support for governors could be improved.

3.6.5 We heard from a number of people that the accessibility of training could be improved. Issues were highlighted around training being more accessible to governors, specifically more training at schools and outside of working hours. We also heard that some governors are not keen to come to the Civic Centre for training.

3.6.6 At the same time we heard that the local authority are willing to offer training in exactly this way and that ERW are looking at how training might be delivered for a cluster of schools. This fits well with a point we make later in the report about the value of all governors in a governing body attending training at the same time.

3.6.7 The problem seems to be one of communication. We suggest, therefore, that the training offer from both the local authority and ERW is clearly articulated and shared with governors.

3.6.8 We also would like to see more training delivered online where this is appropriate. Not only is this is a better option for governors with busy lives, it is also more cost effective.

3.6.9 Given that the provision of formal training is likely to reduce over time, individual governors will need to think more broadly and more carefully about their own training and development need and how they might be met. There are three things that we think can help with this.

3.6.10 The first is to help governors record their training and development experiences. We heard that there is no single way of recording training as only the local authority keeps a record and school training is not provided on this. We feel that an online learning log for individual governors should be

developed so that governors can record and manage their own learning and development.

3.6.11 The second thing that can be done is to provide information about training opportunities in a clear and consistent way. On this point we would echo the argument we made about information earlier in the report and suggest that the different providers get together so that training opportunities can be found in a single place – ideally the Governors Wales Website.

3.6.12 Finally we like the idea that happens for some housing associations where the chair of the board provides mentoring for individual board members. We hope that chairs of governors can be persuaded to act in a similar way and meet with their governors once a year to discuss their training and development needs and how they can be met.

3.6.13 All of this taken together will, we hope, help individual governors to learn and develop. As the Cabinet Member observed in her evidence, governors may want to continue their own personal development and learn something new. This is an important benefit and should be respected.

3.6.14 The last point about training for individual governors is training for new governors. The Hill review suggested that new governor training arrangements should be checked to ensure that they were both of high quality and supported effective governance in practice. We are happy that the new governor training is of high quality although, as we have mentioned previously, we need to help new governors translate the theory of the training into the practice of their own governing bodies.

3.6.15 We would also like to see new governor training equip new governors with the skills and information they need to manage their own learning. This may already be the case but we believe that it is nevertheless worth reviewing.

3.7 Support governing bodies to manage their own learning and development

3.7.1 One of the underlying themes of this report is that governing bodies need to work as a group if they are to provide effective challenge. To this end we believe that governing bodies should consider their training and development needs as a group; they should develop a learning mindset.

3.7.2 This can happen in a number of ways.

3.7.3 First, time should be made at governing body meetings for the governing body to discuss their learning and development needs. This might be done in conjunction with the skills matrix that the Governors Support Unit has developed.

3.7.4 Second, governors attending training or any other events should be given time to feed back to the whole group about their experience and what they have learned. Governing bodies should, however, think about how this can be made meaningful and useful.

3.7.5 Third, governing bodies could appoint a link governor for learning and development as it relates to the governing body. Their role would be to liaise with the clerk to meet any training and development needs identified by the governing body.

3.7.6 Fourth, training and development activities should, wherever possible, be undertaken by the governing body as a group. This will have the added benefit of supporting teamwork as well as ensuring a consistency of approach and understanding amongst individual governors.

3.7.7 Fifth, challenge advisors should consider what training they might usefully provide to governing bodies.

3.7.8 Finally, the training and development needs of the governing body should be included within the school's self-evaluation process and school development plan.

3.7.9 All of these measures are ultimately the responsibility of the chair of governors working with the head teacher. We hope that the Cabinet member can encourage the chairs to take them up.

3.8 Encourage the involvement of the whole governing body in school improvement work

3.8.1 As well as considering training and development as a group we believe that governing bodies should engage, as far as possible, in improvement activities as a group.

3.8.2 We think that there may be a role here for the Challenge Advisers. A closer integration between Challenge Advisers and governing body was suggested to us by the Cabinet Member as something that might be useful and, to this end we think that challenge advisors should be meeting separately with the governing body to discuss their role in school improvement.

3.8.3 Working with governing bodies in this way will not only improve the capacity of governing bodies to challenge but will help governors to understand the challenge adviser role. We found from our survey that a high proportion of governors have never met the challenge advisor or have any idea who they are or what their role is.

3.8.4 Further to this we feel strongly that all governors have a role to play in the autumn core visits. We heard from ERW that this might present logistical problems but, nevertheless, we would like to see all governors fully informed if not actively involved. This is an excellent opportunity for all governors to hear directly from the Challenge Adviser about the performance of the school.

3.8.5 We also heard from ERW about the importance of all governors being involved in the school development plan process. We know from our own experience as school governors that this is not always the case and even in the good practice schools we visited the involvement of governors seemed to come at the end of the planning process.

3.8.6 We would like to see, therefore, head teachers being encouraged to involve governors as a group, not just the chair, in the school development plan process from the start.

3.8.7 Finally, we are aware that, in many schools, audit reports are not shared with all governors. We firmly believe that sharing audit reports with the whole governing body, and ensuring a full and frank discussion of these reports, should be a routine matter.

3.9 Work with governing bodies to fill their skill gaps

3.9.1 To challenge effectively a governing body needs to be able to draw on a range of skills and experiences. Neither the capabilities of any individual nor any amount of training can make up for a significant skills gap in a governing body.

3.9.2 One of the questions raised by the Cabinet Member at the start of this inquiry was whether there was a shortage of governors. Overall this does not seem to be the case. The vacancy rate for Swansea is about 5% and we heard that this is not high compared with other areas.

3.9.3 Nevertheless we were told by the clerks forum and by Swansea Association of Governing Bodies that some schools do have a problem with recruitment whether it is for parent governors or for governors with particular expertise such as for legal or financial issues. This is supported by the survey where around a third of respondents agreed that recruitment was a problem at their school. The problem, therefore, is one for a number of particular schools rather than for schools across the board.

3.9.4 We heard from the Manager of the School Governors' Unit that they are in the process of issuing a skills matrix for all schools to use. We feel that this will be a very useful tool and that all governing bodies should be encouraged to use it. Once again, we hope that this will be an exercise for the governing body as a whole and that it will feature as an agenda item for a meeting of the governing body.

3.9.5 We also saw from our observations of good practice schools that governing bodies are able to use their community governor appointments to fill identified gaps. This is good practice that we hope can be shared.

3.9.6 Apart from helping governing bodies to identify gaps the council should also be taking steps to help them get filled. The School Governor Unit are willing to talk to any governing body about recruitment and this should be a first step for any governing body that identifies a need. In the longer term there are other things that we would like to propose.

3.9.7 First the Council should consider facilitating transfers or swaps between governing bodies in order to fill skill gaps.

3.9.8 Second the Council should seek general applications for people to be school governors and then direct them to schools as appropriate.

3.9.9 Both of these proposals reflect suggestions made by Hill who suggested that outstanding chairs should act as lead practitioners and that there should be a register of aspiring and serving business leaders willing to serve as school governors.

3.9.10 A further issue that governing bodies need to be considering is that of succession planning, particularly for chairs. To this end we also support the idea that chairs should be 'rotated' after a set period so that the experience can be shared and built up in the group as a whole. These are ideas that each governing body will have to consider on their merits.

3.10 Promote the governor role to the private sector and beyond

3.10.1 One of the things that the council can do, that individual schools cannot, is to promote the role of the governor more widely. While business is clearly important in this respect, we also need to think about encouraging third sector and other public sector bodies to support employees to become governors.

3.10.2 We know that a number of private companies support their staff to be governors as it contributes to their policies for corporate responsibility. At the same time many individuals in business are keen to put something back into the community. Being a school governor does no harm to an individual's CV.

3.10.3 The council, therefore, should be doing all it can to promote the governor role to business and other organisations. The council already has good partnership working with the private sector, whether through the regional partnership or the city centre for example, and should make use of these relationships for this purpose. At the same time the Council should be giving positive publicity to those companies who do have progressive policies in this regard.

3.10.4 In terms of the third sector and other public bodies the Council should make use of the Local Service Board to promote positive messages about encouraging staff to become governors. Universities may also have a role to play in so far as the 'community service' element of degree schemes might be pointed toward experience working with governing bodies either as governors or in some other role. All governor appointments should of course be made through the existing processes

3.11 Share good practice through local authority appointed governors

3.11.1 One group of governors that the council is particularly able to influence are those appointed by the local authority. Most, although not all of these appointments are councillors.

3.11.2 As local authority appointees these governors have the potential to suggest and share good practice. Indeed, many are governors at more than one school governing body so can see at first hand potential improvements that might be made.

3.11.3 We would like to see the council taking extra steps to encourage this through, perhaps, good practice seminars aimed specifically at local authority appointed governors.

3.11.4 During the course of our evidence gathering we heard a number of concerns about governors appointed by the local authority. In particular we heard that they might not always have the commitment expected or were unable to attend meetings due to other commitments. The suggestion was made to us that the panel that makes these appointments could take more advice from schools, in particular where a skills audit has been undertaken, in order to ensure that the best appointments are made. While we are sympathetic to these concerns we do not feel able to take a definitive view and wish to suggest instead that this is matter for a dedicated scrutiny working group.

3.12 Work with head teachers to ensure a culture of challenge in meetings

3.12.1 The Cabinet Member suggested at the start of the inquiry that some governing bodies may be too cosy and that where the same people had been performing the governing role in a school for a long time that this could mean that the governing body would not be challenging enough.

3.12.2 All of the elements that we have discussed so far should create the conditions for governing body meetings to be more challenging. Where governing bodies are clear about their role, have the information and skills they need and are able to operate effectively as a group then everything should be in place for them to provide effective challenge. Meetings are, however, the arena where the challenge should actually take place. We believe, therefore, that chairs of governing bodies and head teachers should take a keen interest in how these meetings work.

3.12.3 Our survey found that this is generally the case. Over 75% of respondents agreed that 'governors in my school are encouraged to provide advice and robust challenge to the head teacher.' Of these 45% strongly agreed with the statement.

3.12.4 However, 15% of survey respondents did not agree that this was the case and the comments from the survey suggest that the picture is not always as positive as the overall figure suggests. While some talked about the need for governors to have more confidence to challenge, others pointed to the tendency for the head teacher to dominate meetings or for the chair or vice chair to provide the majority of challenge.

3.12.5 In our school observations we did see some very good examples of challenge. However, even in these good practice schools we also saw many governors not making any contribution to meetings or only asking for points of clarification.

3.12.6 In the school where we saw the widest range of contributions this was encouraged by the way that the chair conducted the meeting; promoting an open and friendly atmosphere and actively asking for contributions. We hope that all chairs can be encouraged to manage meetings in this way. We

recognise that training for chairs is crucial in developing effective chairing skills.

3.12.7 In our experience as scrutiny councillors we believe that there are a number of further good practice elements that will help to ensure that governing body meetings support effective challenge.

3.12.8 The first thing that governors need is the right questions to ask. The 'Questions for Governors to ask the Headteacher / leadership team in their support and challenge role' is a comprehensive list developed by Governors Wales. This list was suggested to us a number of times and we think that they are an excellent place to start for any governing body. We also saw a head teacher providing questions at a meeting to governors and we think that all heads should be doing this. As one of the ERW officers put it - head teachers should be talking to governors about 'what I would ask if I was you'.

3.12.9 The second thing that governors need is the opportunity to prepare properly. We were a little concerned to see during our observations that reports were being provided to governors at the meeting itself. At the same time we also observed reports being circulated in advance by email. This gives governors the chance to digest what can be lengthy reports and cuts down the time that head teachers need to explain reports in meetings. Instead they can say 'you should have all read the report – do you have any questions?' Reports for council meetings are legally required to be provided three working days in advance. We believe this is also reasonable for governor meetings.

3.12.10 A third good practice suggestion is that governing bodies hold pre meetings. The purpose of these meetings, that would be for governors only, is to allow governors to consider what they want to get out of the meeting, what questions they would like to ask and to form a collective view, if required, on a topic. We understand that meeting away from the school staff may seem inappropriate for some governors not least because a good relationship with the head is essential for any governing body. For that reason we hope that head teachers will encourage this to happen on the basis that it will strengthen both the governing body and the challenge that they are able to provide. We feel that encouraging governors to meet more informally in this way will develop strong links between governors which will enable better challenge.

3.12.11 Finally we would like to see minute taking that captures challenge for the benefit of the governing body not just for the purposes of Estyn inspections. We heard one example of a new governor who was surprised to find her questions for clarification recorded as challenges in the minutes. If every single question is recorded as a challenge then not only does this confuse the issue of what challenge actually means it makes it harder for governors to understand what impact their contributions are making. As we noted earlier, this is in fact something governors may be asked by Estyn.

3.12.12 Taken together we hope that these proposals will be useful for governing bodies as they seek to sharpen their effectiveness. We hope, therefore, that

the Cabinet Member will be able to recommend them to the chairs of governing bodies and head teachers.

3.13 Help governing bodies to identify the support arrangements that are best for them

3.13.1 All of the good practice points that we have suggested in this report need to be underpinned by effective support arrangements. However, we do not agree with the Hill review that there should be a standard regional template for this. Instead, in keeping with our emphasis on self-improvement, we believe that governing bodies should be reaching their own conclusions about the support arrangements that are best for them.

3.13.2 The keystone of support for any governing body is their clerk. Apart from minute taking and other meeting support clerks can have a role in organising training and ensuring that governors get the information that they need. Indeed, the knowledge that clerks have of individual governors helps them to tailor what they send out to ensure that it gets read!

3.13.3 We heard from the Clerks Forum that sometimes the school clerk and clerk to governors are combined into one role and sometimes they are separate. Given that there may sometimes be a perceived conflict of interest, around disciplinary issues for example, we feel that, in an ideal world, the clerk to governors should be independent of the school. We also appreciate that, given the scarce resources that schools have to work with; this may not always be possible.

3.13.4 Of course support comes from more places than the clerk and governing bodies need to be clear about what support is available to them and for what. Generally we think that the local authority's governors support unit provides an excellent service but we also know that this is a limited resource that will not increase and that governing bodies are entitled to purchase their support elsewhere.

3.13.5 There are times when governing bodies will need advice and support from the Local Authority beyond the governors unit on legal or finance issues for example. We were a little concerned to hear that emergency advice in particular was not always easy to come by. We were pleased to hear, therefore, from the Cabinet Member, that a 'single point of contact' approach is being developed to ensure that best advice comes out as fast as possible.

3.13.6 Overall we recognise that governing bodies have a number of choices that they can make when thinking about their support needs. We hope that they will be able to give these issues full and proper consideration so that their ability to provide effective challenge can be maximised.

4 RECOMMENDATIONS

The Panel commends Cabinet to consider all issues and ideas raised by this inquiry and, in particular, the recommendations set out below.

The Panel recognises that the Authority

(a) will need to ensure that any subsequent actions are legal and meet the requirements of any relevant legislation;

(b) has a responsibility to make the best use of limited resources and that any additional costs will need to be considered carefully as part of the annual budget setting process.

The Panel has kept these principles in mind in the course of its investigations.

Recommendations for Cabinet:

4.1 Long term challenges (12 months+)

4.1.1 Develop a council wide mechanism for filling the skills gaps identified by governing bodies either through, transfers, swaps or by matching new governors with particular skills and experience

4.2 Medium term improvements (6-12 months)

4.2.1 Produce a mini booklet for governors that provides a simple guide to their role

4.2.2 Undertake a review of information provided to school governors with ERW, Estyn and Governors Wales with a view to ensuring a shared approach that avoids duplication

4.2.3 Provide a standard data template to head teachers and encourage them to use it

4.2.4 Work with Estyn to provide information about all training opportunities for governors in one place

4.2.5 Move from civic centre based training provision to flexible model that combines, whole governing body, cluster school and e-learning

4.2.6 Develop an online learning log that governors can use to self-manage their training and development

4.2.7 Consider how the mandatory new governor training might help governors to think about the self-management of their training and development

4.2.8 Build the involvement of all governors into the Autumn Core Visits

4.2.9 Undertake a campaign to promote the role of governor targeted at private sector employers and partners in the public and third sector

4.3 ***Quick wins*** *(within 6 months)*

4.3.1 Write to the chair of governors and head teacher of each school to promote the good practice points included in this report (listed in APPENDIX A)

4.3.2 Write to every school governor thanking them for their work on behalf of the Council and highlighting the list of 'what every school governor should expect' (listed in APPENDIX B)

4.3.3 Take additional steps to publicise the good work being done by governors and governing bodies

4.3.4 Simplify the information on the Council website about school governors which should provide links to the Governors Wales website for all general information

4.3.5 Remind all schools that whole governing body and cluster school training can be arranged on request

4.3.6 Hold a seminar for LA appointed governors to explore their role in sharing good practice

5 FURTHER SCRUTINY NEEDED

As well as our recommendations for the Cabinet we have also come across an issue that we believe may require further scrutiny. We propose to the Scrutiny Programme Committee, therefore, that it examines:

5.1.1 The function and operation of the LA Governor Panel to ensure that it supports the work of governing bodies.

6 ACKNOWLEDGEMENTS

The Panel is very grateful to everyone who contributed to the inquiry.

Particular thanks go to Kathryn Thomas, Alison Gough and the rest of the School Governor Unit. They have provided invaluable help with the evidence gathering and with the survey in particular.

Also to Councillor Jennifer Raynor, the Cabinet Member for Education and Helen Morgan-Rees, Head of Education Inclusion for their contribution generally and at the panel meetings they attended.

To Alan Thomas, Chair of the Audit Committee for his input and support.

We are grateful to the governors and staff at Ysgol Bryn Tawe, Bishopston Comprehensive and Hafod Primary for their friendly welcome and for allowing us to observe their governors meetings.

We would also like to thank the clerks who gave us their views at a Clerks Forum Meeting, the new governors who came to speak to us informally and everyone who took the time to respond to our survey.

The Panel would like to record its thanks to the following people who came and gave evidence to us:

- Beth Thomas (New Governor)
- Betsan O Connor, Managing Director, ERW
- Councillor Beverley Hopkins, Chair of Governors, Hafod Primary School
- Dave Dorsett (New Governor)
- Dereck Roberts, Swansea Association of Governing Bodies
- Felicity Parrot (New Governor)
- Heini Gruffydd, Chair of Governors Ysgol Gyfun Gymraeg Bryn Tawe
- Huw Roberts, Chair ERW Governor Support Group. School Improvement Service, NPT
- Jane Morris (Director), Governors Wales
- Jeff Bird, Head Teacher Bishopston Comprehensive School
- Jeff Bowen (Chair), Swansea Association of Governing Bodies
- Jon Roper, Chair of Governors Bishopston Comprehensive School
- Kathryn Thomas, Manager School, Governor and Student Services
- Kelly Small (New Governor)
- Maldwyn Pryse, HMI, Estyn
- Rachel Webb, Head Techer, Hafod Primary School
- Simon Davies, Head Teacher, Ysgol Gyfun Gymraeg Bryn Tawe

7 ABOUT THE INQUIRY PANEL

The **School Governance Inquiry Panel** is a team of Councillors who are not members of the Cabinet. Their role is to examine a strategic issue of concern and to make recommendations about how policies and services can be improved.

Members of the Panel

Fiona Gordon (Convener)

Dave Anderson-Thomas (Statutory co-optee)

Anthony Colburn

David Cole

Professor Catherine Farrell, University of South Wales (Co-optee)

Lynda James

Sarah Joiner (Statutory Co-optee)

Jeff Jones

Hazel Morris

Cheryl Philpott

Ceinwen Thomas

Linda Tyler-Lloyd

The inquiry was supported by Dave Mckenna from the Council's Scrutiny Unit.

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APPENDIX A

Ensuring Effective Challenge: Good Practice Advice for Chairs of Governors and Head Teachers

1. Ensure that all new governors have a full induction onto the governing body and an experienced governor to mentor them. This should include a clear statement of the commitment required.

2. Include an agenda item on 'the role of governors' for the first meeting of the governing body each year. This item should give the governing body an opportunity to discuss the main elements of their role, what 'challenge' means and the proper balance between support and challenge that is right for that school. Where link governors are used then these roles should also be discussed.

3. Ensure that all governors have received data training and are confident in their understanding and use of the data provided to them

4. Formally check with the governing body that they are happy with the way that data is being provided to them

5. Put arrangements in place for governors to view children's work and support from staff to help them to interpret what they are viewing

6. Involve a wide variety of staff in governing body meetings and encourage them to lead items on their subject areas

7. Involve a wide variety of children in governing body meetings through presentations about the work that they are doing. Secondary schools should involve pupil governors in governing body meetings.

8. Encourage governors to report on their involvement with any community activities in order to strengthen links between the school and the community

9. Ask the governing body to consider whether they feel that they are broadly representative of the community

10. Encourage governors to use the MyLocalSchool site as an independent source of data

11. Consider whether the chair can provide an annual learning and development interview for every governor to help them identify priorities and opportunities

12. Include an agenda item on 'Learning and Development needs for the Governing Body as a whole' at a meeting and in order to identify priorities and opportunities

13. Include time on all agendas for governors to feedback from any learning or training events they have attended

14. Consider giving one governor specific responsibility for working with the clerk to support the learning and development needs of the governing body

15. Look for opportunities, whenever possible, for the governing body to undertake learning and training as a whole group

16. Ensure that reports from Audit are shared with the whole governing body

17. Invite the Challenge Adviser to attend and contribute to meetings

18. Liaise with the Challenge Adviser to see what training they might provide for the governing body

19. Reference the training and development needs of the governing body within the School Development Plan

20. Consider involving the whole governing body in the School Development Plan process from the start

21. Consider the skills matrix, issued by the Local Authority, at a governing body meeting in order to identify gaps in the governing body

22. Consider how community governor appointments might be used to fill any skills gaps in the governing body

23. Work with the School Governor Unit to fill a significant gaps once these have been identified

24. Undertake succession planning for chairs of governors

25. Consider fixed terms for chairs of governors so that the experience of sharing can be shared

26. Consider whether all governors are contributing to governing body meetings and take steps to encourage this if necessary

27. Make sure that all governors are clear about the questions they should be asking (the questions available from Governors Wales are an excellent starting point)

28. Give governors time to prepare for meetings by sending reports out in advance

29. Ask the governing body to consider holding governor-only pre meetings to help the chair manage the involvement of all governors

30. Ensure that the minutes capture evidence of challenge but do not confuse this with questions seeking clarification

31. Ask the Governing Body to formally consider whether their support needs are being met at a meeting

APPENDIX B

What Every School Governor Should Expect

1. Thanks and recognition for the work that you do
2. Introductory training when you start (a mandatory course is provided by the Local Authority)
3. A clear understanding of your general role and of any additional roles that you are asked to perform
4. An induction onto your governing body and a mentor from the existing governors to guide you
5. A clear understanding of the commitment you are expected to make
6. Clear information about being a governor from Governors Wales, ERW, Estyn and the City and County of Swansea
7. Clear information from your school about how it is performing
8. Data training to help you understand the information that is given to you by the school (a mandatory course is provided by the Local Authority)
9. The opportunity to view the children's work and support from teachers to help you to understand what you are seeing
10. Contact with staff other than the head teacher both at and outside of governing body meetings
11. To hear from pupils at governing body meetings either through presentations about their work or, in secondary schools, through the involvement of pupil governors
12. Access to information about how your school is performing that is provided independently from your school (the MyLocalSchool site is excellent for data and gives a link to the most recent Estyn inspection report for your school)
13. Information about a range of learning and training opportunities
14. Opportunities to discuss your own training and development needs and the training and development needs of the governing body as a whole
15. To be involved in the School Development Plan process from an early stage
16. Sight of any Audit reports for your school
17. To be part of a governing body that has all of the skills it needs
18. A clear idea of what questions you should be asking
19. Meeting papers in plenty of time to allow you to prepare for meetings

Agenda Item 8.

Report of the Cabinet Member for Education

Cabinet – 17 March 2016

LOCAL AUTHORITY GOVERNOR APPOINTMENTS

Purpose of Report:	To approve the nominations submitted to fill L. A. Governor vacancies in School Governing Bodies.
Policy Framework:	Policy and Procedure for Appointment of L. A. Governors as amended by Council on 23 October 2008.
Reason for Decision:	To ensure vacancies are to be filled expeditiously.
Consultation:	Education, Legal, Finance.
Recommendation:	It is recommended that: -

1) The nominations be approved, as recommended by the LA Governor Appointment Panel.

Report Author:	Allison Gough
Finance Officer:	Susan Rees
Legal Officer:	Stephen Holland
Access to Services Officer:	Sherill Hopkins

1. 0 The nominations referred for approval

1.1 At the meeting of the L.A. Governor Appointment Panel held on 25th February 2016, nominations were recommended for approval as follows:

1. Bishopston Primary School	Miss Emma Squires

2. Craigfelen Primary School	Mrs Gregg Jones

3. Glyncollen Primary School	Mrs Carole Wright

4. St Illtyds Primary School	Mr Peter John Richards

5. YGG Tan y Lan	Mrs Charlotte Aull Davies

6. Bishopston Comprehensive School	Mrs Joanna Meller

2.0 Financial Implications

2.1 There are no financial implications for the appointments; all costs will be met from existing budgets.

3.0 Legal Implications

3.1 There are no legal implications associated with this report.

4.0 Equality and Engagement implications

4.1 There are no equality and engagement implications associated with this report.

Background papers: None

Appendices: None

Report of the Cabinet Member for Education

Cabinet – 17 March 2016

ESTYN INSPECTION OF LOCAL AUTHORITY EDUCATION SERVICES FOR CHILDREN AND YOUNG PEOPLE 2013 – UPDATE

Purpose:	For Cabinet to receive an update on the progress in meeting the five Recommendations in the Estyn Inspection Report.
Policy Framework:	Estyn Common Inspection Framework.
Reason for Decision:	Political monitoring of progress in meeting the five Recommendations was stipulated by Estyn
Consultation:	Legal, Finance and Access to Services.
Recommendation(s):	It is recommended that:

1) Cabinet notes the progress update on the five Recommendations in the Estyn Inspection Report.

Report Author:	Lindsay Harvey
Finance Officer:	Susan Rees
Legal Officer:	Stephanie Williams
Access to Services Officer:	Sherill Hopkins

1.0 Introduction

1.1 All local authorities' education services for children and young people in Wales are inspected by Estyn under the Common Inspection Framework. Local authorities are inspected on the basis of a self-evaluation. City and County of Swansea was inspected in June 2013 and the report was published in September 2013.

2.0 Background – what the Estyn Inspectors found in 2013

2.1 Many good features and services were noted in the inspection report. http://www.estyn.gov.uk/download/publication/291263.7/inspectionreport-city-and-county-of-swansea-2013/

2.2 Estyn made the following specific judgements:

- Primary attendance rates were well below average with nearly half of schools in the bottom 25% when compared to similar schools on the free-school-meal benchmarks.
- Too many schools did not improve quickly enough when identified as needing follow-up after a core inspection and too many were in categories of concern.
- The reintegration of pupils in key stage 3 educated other than at school back into mainstream schools and the provision in the key stage 4 pupil referral unit were not good enough.
- Processes to quality assure the work of officers were not effective enough to make sure that all officers consistently challenge all schools to improve.
- Performance management and quality assurance processes were not applied consistently enough within education services to identify and address underperformance of staff.
- Education targets were often not sufficiently challenging.
- Annual reviews of the local authority's education services and the self-evaluation report prepared for the inspection provided too positive an analysis of the local authority's work in a few areas.

2.3 The outcomes of the 2013 inspection were that Performance was judged to be Adequate and Capacity to Improve judged to be Good. The Inspection Report made five recommendations for improvement.

- Develop and implement a strategy to improve levels of attendance in primary schools
- Quality assure the work of officers to secure greater consistency in the level of challenge they offer to schools
- Improve officers' evaluation of the quality of leadership and management in schools to make sure that underperforming schools are identified and supported quickly
- Improve the quality of provision for those pupils who are educated other than at school, particularly to raise standards of achievement and to assist reintegration back into schools
- Improve the consistency of leadership across all education services and the quality of self-evaluation and improvement planning within education services

2.4 A Post-Inspection Action Plan (PIAP) was developed in the format of the Education Department Business Plan 2014-15. Estyn accepted the PIAP/Business Plan in July 2014. An end of year report on that plan was

completed in November 2015. The PIAP/Business Plan and its end of year report can be found at: www.swansea.gov.uk/estyninspections.

2.5 The Chief Executive established an Improvement Board in July 2013 to monitor progress following the inspection. It has met at least monthly from that date to now. In addition, the Leader of the Council established a Member-led monitoring board, the Education Leadership Board, which met termly during the first year after the inspection and most recently in February 2015. In order to make the monitoring function more transparent, progress is now reported directly to Cabinet, beginning in March 2015 and then in October 2015.

2.6 In March 2015, the Education Strategic Group was established, under the following terms of reference:

- To act as an innovation and ideas forum, drawing together schools and local authority Members and officers
- To ensure the development of coherent and consistent short, medium and long term financial strategies for education in the City and County of Swansea
- To ensure political, officer and school involvement in developing such financial strategies - both revenue and capital
- To propose options for Council to consider, outlining potential implications
- To provide a mechanism for strategic dialogue in making budget choices, building on the base budget review

The Group is served by a number of key stakeholders and delivery partners including school governors.

3.0 Progress on addressing the five recommendations and further work required

Key to ratings:

GREEN	=	Excellent progress
YELLOW	=	Good progress
AMBER	=	Limited progress
RED	=	Remains a concern

3.1 Recommendation 1: Develop and implement a strategy to improve levels of attendance in primary schools

Status: Yellow (March 2015: Amber, October 2015: Yellow)

Summary

- Attendance in our secondary schools has hit an all-time high for 2015-16 at 94.0%, up 0.7% on last year. Swansea's ranking improved to 10th in Wales after five years where ranking was 15th or 16th.
- Primary attendance, at 94.9%, up 0.5% on last year, was ranked a vastly-improved 11th (18th last year). Benchmark group data shows there are still too many primary schools in the bottom 50% of comparison groups though, and there are groups of pupils whose attendance requires improving. So there is more work to be done.
- By the end of 2014/15, eight primary schools had attendance exceeding 96% and eight secondary schools at or exceeding 94%, with one achieving 96%.
- All schools are now using the common attendance action plans, local authority target setting analysis tools and follow the ERW attendance process.
- Strong links are being established between the Education Welfare Service (EWS) and Education Improvement Team colleagues (notably Challenge Advisers). Every school's autumn term core visit has had a specific allocation of time for the EWO to discuss attendance in benchmark 3 and 4 schools, this has been very positive. Every school has produced an attendance action plan that identifies areas that need to be developed or that need to be sustained. The challenge advisor has this plan prior to the CORE visit.
- The Principal Education Welfare Officer has undertaken attendance audits with six benchmark 4 schools in the autumn term and will be completing more throughout the year.
- The Principal Officer has also completed events with cluster groups, individual schools and governors to promote attendance and good practice.
- The Education Department is developing ways to incentive further improvement in school attendance. Headteachers have been informed. The programme will be implemented from May 2016, subject to confirmation of funding.

Further work required

- Although there has been good improvement in absolute terms, the comparative position of too many primary schools remains an area for improvement. Schools and the local authority will continue to work together to embed and share the strategies and actions that lead to higher levels of attendance.
- Further sharing of best practice will take place.
- In the longer term, the impact on the readiness for school of young children in areas covered by Flying Start provision should support their wellbeing and contribute towards improved attendance.

3.2 Recommendation 2: Quality assure the work of officers to secure greater consistency in the level of challenge they offer to schools

Status: Yellow (March 2015: Yellow, October 2015: Yellow)

Summary

- The consistent challenge to school has shown strong progress since the inspection in 2013. There are now effective standardised processes in place to ensure rigorous challenge i.e. deep data analysis, tighter reporting mechanisms and quality assurance procedures. ERW's single platform (Rhwyd) for gathering intelligence across schools captures school improvement well. As a result, all challenge advisers work to common high expectations.
- A new regional Head of Quality and Standards has been appointed to ensure that challenge across each hub within the region remains high. Best practice is now shared on a wider basis within Swansea and between other local authorities within the region.
- The team of eight full-time equivalent Swansea Challenge Advisers has continued the effective work of the preceding three terms. However, the team has undergone change. As a result, minimal expectations on challenge require refreshment. The team was jointly trained again, with Hub colleagues from Neath Port Talbot.
- The autumn core visits and reports to Estyn are subject to robust quality assurance processes. From September 2015 a regional platform for challenge adviser reports has been created to ensure greater consistency on challenge. Joint visits with peers, the Head of Education Improvement and the Chief Education Officer provide further assurance on consistent challenge. All autumn core visit documentation has been assessed by the Head of Education Improvement and lead challenge advisers. Moderation exercises at regional and national levels are in place to ensure consistency.
- Quality assurance of the second core visit is undertaken by the Chief Education Officer. Feedback was provided to challenge advisers in September 2015.
- Minimal expectations on the levels of challenge have been reinforced again through training and the issuing of the challenge adviser handbook.
- Challenging lines of inquiry now underpin the work of all challenge advisers.
- Quality assurance protocols for reports to Estyn have been strengthened so that the Chief Education Officer approves reports after the Head of Education Improvement has quality assured them.
- Throughout the year, training and guidance has been delivered to challenge advisers in addition to continual feedback on written reports. A summative report on reports to Estyn has been produced and fed back to challenge advisers and the Hub joint senior managers meeting, to secure continual improvement.

- Training on data analysis has been provided to challenge advisers to generate more challenging lines of inquiry.
- Additional lines of inquiry on effective spend of grant monies, reserves and SEN monitoring are being consistently applied in Swansea.
- Lead challenge advisers are now consistently good role models for effective challenge in both secondary and primary sectors.
- In the termly visit by Estyn link inspectors in November 2015, it was confirmed that Swansea is a typical authority in terms of the quality of its challenge and support, neither worst nor best in Wales. The balance of evidence supports the yellow status of this Recommendation.

Further work required

- While the current configuration of Education Improvement Team personnel provides a high-quality service, staff recruitment and retention continues to be challenging (most notably in the secondary sector).
- Continue to monitor the written work and field work of challenge advisers closely.
- Ensure that the new regional repository for monitoring reports (Rhwyd) is utilised consistently through checking and providing written feedback on each report.
- Ensure that there is consistent challenge on the quality of statutory school development plans which now contain pupil deprivation grant and education improvement grant expenditure plans.
- Distribute leadership further so that more quality assurance is undertaken by lead challenge advisers.

3.3 Recommendation 3: Improve officers' evaluation of the quality of leadership and management in schools to make sure that underperforming schools are identified and supported quickly

Status: Yellow (March 2015: Yellow, October 2015: Yellow)

Summary

- The autumn visits in 2015 challenged leadership, on all levels, thoroughly. Leaders are expected to produce evidence to support improvements. There is clearer continuity from one monitoring visit to the next where progress is determined by response to previous recommendations. Recommendations are set by Estyn and the education improvement service.
- A leadership development programme for both primary and secondary sectors is meeting the needs of the senior leadership teams in the secondary sector and new or acting headteachers in the primary sector.

- Support for underperforming schools has been strengthened through co-ordinated support to schools.
- Schools continue to be supported, on a cluster basis, to help improve the accuracy of teacher assessment because teacher assessment has been too generous in a few schools.
- Challenge advisers now provide feedback on the quality of strategic planning and evaluation processes and reports
- All schools were evaluated during the second core visits in 2014-15 to challenge their monitoring processes for improving the quality of teaching
- All new and acting headteachers have been assigned mentors

Further work required

- Further develop the leadership and management programme to build capacity at all levels of management within schools.
- Raise awareness of leadership standards to ensure aspiring (and existing) senior leaders have a full understanding of all aspects of leadership and management (eg HR, trade union issues, finance, health and safety and buildings).
- Continue to liaise with ERW and University of Wales Trinity St David to develop a robust leadership development programme.
- A few primary schools were placed in a statutory category within the 2014-2015 academic year. In all cases, pupils' performance, according to teacher assessment, appeared good and this masked issues on managing resources, including staff.
- Deploy leaders to support the work of other leaders.
- Provide specific training for long-term serving headteachers.
- Early identification and prevention on stressors that affect headteacher wellbeing.

3.4 Recommendation 4: Improve the quality of provision for those pupils who are educated other than at school, particularly to raise standards of achievement and to assist reintegration back into schools

Status: Red (March 2015: Amber, October 2015: Amber)

Summary

- The Key Stage 4 Pupil Referral Unit (PRU) was removed from 'Special Measures' in January 2015 but the whole Swansea PRU (all Centres and EOTAS Pathways) was judged 'in need of significant improvement'. A post-inspection action plan has been developed.
- The designated Challenge Adviser continues to work closely with the centres that comprise the Swansea PRU. The Access to Learning Team and the Education Improvement Team are also working to support the PRU.

- A robust implementation plan to improve Swansea PRU has the key focus to develop both curriculum and staff. External moderation of the implementation plan will ensure the actions are comprehensive, swift and objective.
- An Intervention Board is supporting the wider governance arrangements of PRU settings in Swansea through the newly-formed PRU Management Committee. A chairperson has been appointed for the Intervention Board and terms of reference have been established.
- The Intervention Board will also work with the Swansea PRU Management Committee (effectively the governing body for the PRU) to ensure robust monitoring of the effectiveness of the post-inspection and implementation plans.
- Simon Evans, Head of Swansea PRU, is progressing the both plans.
- Temporary leadership of Arfryn Education Centre was financially unsustainable and has been replaced by Simon Evans who will take on the role of Head of Centre as part of his Head of PRU role. Extended support is being given by Karen Draper (Challenge Adviser) until the Estyn monitoring visit in the Spring Term.
- All parts of the PRU portfolio are making progress towards objectives in the PIAP.
- Leadership capacity has been further compromised by the enforced absence of the Deputy Head of the Step-Ahead Centre. Head of PRU has taken over this role in the short term with a more sustainable solution being sought.

Further work required

- The PIAP recommendations continue to be addressed through the Accelerated Implementation Plan and the Head of the PRU, the Challenge Adviser, the Intervention Board and the PRU Management Committee are working together to meet all requirements of the PIAP.
- The Home Tuition Service is now working to the new delivery model but leadership of the service has been affected by the enforced absence of the Deputy Head of the Step-Ahead Centre. The Senior Educational Psychologist has taken over the leadership of the service on a temporary basis. A more sustainable solution will need to be found.
- A decision will need to be made regarding longer-term, strategic-level staffing requirements particularly with regard to leadership.
- Additional Learning Needs Unit and Behaviour Support Unit managers are working to address budgetary issues for the 2015-16 period and when the future proposals are available from the Cabinet decision, will plan for the financial year 2016-17.

3.5 Recommendation 5: Improve the consistency of leadership across all education services and the quality of self-evaluation and improvement planning within education services

Status: Amber (March 2015: Amber, October 2015: Amber)

Summary

- An online DIG (Delivery Improvement Group) reporting tool provides clear lines of accountability and supports a Departmental benefits realisation programme. Benefit Managers and Benefit Owners have been identified.
- The 2015 annual self-evaluation of local authority education services for children and young people (LAESCYP) has been produced. It shows that school performance is good, and especially strong again this year at key stage 4. The Level 2 Threshold inclusive of English or Welsh and mathematics was ranked third in Wales, only the Vale of Glamorgan and Monmouthshire performed better.
- The Business Plan for Education 2015-16 is aligned with national, regional, Local Service Board and corporate priorities, while also addressing all five recommendations from the post-inspection action plan. It sets out the governance and performance management arrangements for education services in Swansea.
- A pan-Department internal risk register is being developed for introduction to senior staff in early September and operation across the Department from February 2016.
- A comprehensive performance management system has been adopted throughout the Department and quarterly performance management meetings are held.
- A revised meeting structure has been in operation since May 2015. Strategic Leads Group, Education Department Senior Leadership Team, and Delivery Improvement Group meetings are held on a monthly basis. All meetings have comprehensive agendas, are minuted and receive formal reports. There is a strong focus on corporate priorities, local targets and regional objectives at each meeting.
- A revised structure for the Education Department has been implemented following consultation. It will support the delivery of services for the future.
- The new Head of Learner Support Service, Nick Williams, will take up his post on 15 February 2016.

Further work required

- The senior leadership team will continue to strive to maintain full services until it returns to full strength from February 2016.

3.6 A self-evaluation of Local Authority Education Services for Children and Young People takes place each year. The latest self-evaluation for 2015

is in draft at Appendix 1 and will be published online. Previous versions can be found at: www.swansea.gov.uk/estyninspections. The self-evaluation provides more detail on the areas covered by the Recommendations.

4.0 Equality and engagement implications

Whilst there are no specific equality or engagement implications associated with this report, some specific areas of work resulting from the recommendations will be subject to the Equality Impact Assessment (EIA) process (which incorporates the UNCRC). For example, an EIA report has been developed for the EOTAS review.

5.0 Financial implications

Whilst there are no immediate financial implications arising from this report, acceptance could result in additional expenditure at a future time. Acceptance does not mean that additional resources will be made available and it should be assumed that future spending needs will need be contained within existing budget provision and have full and due regard to the budget principles set out in 'Sustainable Swansea – Fit for the Future' and the likely levels of future budgets having due regard to the budget and medium term financial plan

6.0 Legal implications

There are no immediate legal implications associated with this report.

Background papers:
Common Inspection Framework
http://www.estyn.gov.uk/download/publication/11438.7/common-inspection-framework-from-september-2010/

Estyn Guidance on inspection of Local Authority Education Services for Children and Young People
http://www.estyn.gov.uk/download/publications/8326.5/guidance-for-the-inspection-of-local-authority-education-services-for-children-and-young-people-from-september-2010/

City and County of Swansea LAESCYP Inspection Report 2013
http://www.estyn.gov.uk/download/publication/291263.7/inspection-report-city-and-county-of-swansea-2013/

Annual self-evaluation of Local Authority Education Services for Children and Young People, December 2014
www.swansea.gov.uk/estyninspections

Appendix: Self-evaluation of Local Education Authority Services For Children and Young People 2015

Appendix 1

Self-evaluation of Local Education Authority Services For Children and Young People 2015

12 January 2016

Version 0.6

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Summary 2015

Overall, the present quality of Education Services is good and that the capacity to improve outcomes is also good.

Good features

- Education's contribution to the performance of key council strategic priorities of improving attainment and achievement and reducing poverty has been strong again this year.
- Performance is improving in the key areas of attainment, attendance, inclusion and managing the infrastructure. National rankings are generally at or better than the expected level for key indicators of performance.
- Performance of Swansea secondary schools at key stage 4 is good across a range of indicators when compared with similar schools in Wales. Performance is particularly good in the main indicator, level 2 including English/Welsh and mathematics, where Swansea is ranked third in Wales compared to free school meal position of 14th. The result was the best in Wales over the expected level of performance. Twelve out of fourteen Swansea secondary schools performed better than their expected level according to disadvantage (measured by pupils in receipt of free school meals).
- There was good absolute and comparative improvement in attendance again in 2014-15, up by 0.5% in primary schools and 0.7% in secondary schools. Secondary attendance rose to 10th in the Welsh ranking (16th last year) and primary to 11th (18th last year). Pupils attended 91,583 days more than last year.
- Good progress continues to be made against the first three of the five recommendations from the LAESCYP Inspection in 2013.
- The local authority has a good track record in managing surplus places in English-medium schools, while providing Welsh-medium places, through the QEd 2020 programme.
- Safeguarding arrangements are robust and monitored carefully.
- Service and team plans link well to Directorate and Corporate priorities.

Areas to develop

- Improve benchmark performance of schools at 7 and 14 years of age.
- Reduce the number of pupils educated outside of mainstream schools.
- Improve the quality of provision at the Swansea Pupil Referral Unit (PRU).
- Continue prevention work to reduce NEETs at 16.
- Maintain the work to promote further improvement in primary and secondary school attendance.
- Improve the consistency of leadership across all education services and the quality of self-evaluation and improvement planning within education services

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Will the Service improve?

Factors likely to support improvement

- Education priorities are very clear and support the delivery of the corporate agenda very well.
- Political and officer accountability and scrutiny of performance within the Education Department is robust
- The Education Improvement Service is well led and is making a positive contribution to school and local authority relationships.

The factors that are likely to hinder improvement

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- Difficult budget decisions in the next three years.
- Unplanned budgetary cuts from Welsh Government.
- The regional school improvement model remains in an early stage of development and needs to continue to develop its approach to meeting local needs.

Recommendations

1. Improve benchmark performance of schools with pupils at 7 and 14 years of age.
2. Continue to improve the performance of disadvantaged pupils (in receipt of free school meals) and other underperforming groups (eg boys and pupils with additional learning needs).
3. Continue to improve school attendance where performance is low and below the median.
4. Continue prevention work to reduce NEETs at 16.
5. Further develop the school-to-school support strategy.
6. Progress the restructure of Education Other Than at School (EOTAS) and improve provision at Swansea PRU.
7. Embed the new structure in the Education Department to maintain consistent and effective leadership and management as drivers for improvement.

Key Question 1 How good are outcomes?

1.1 Standards

- There is a track record of continuous improvement for learner outcomes. Results at each key stage have improved between 2013 and 2015.
- The rate of improvement at key stage 4 is amongst the best in Wales. All the main indicators are top quartile in 2014-15, with the Level 2 inclusive of English/Welsh and mathematics (L2i) ranked third in Wales.
- At Foundation Phase, the Foundation Phase Indicator (FPI), whilst significantly better than three years ago, is still 0.6% below the Welsh average.
- Post-16 results do not compare well to Welsh averages, and whilst there are some schools with consistently good results, there is large variation between schools every year.
- Swansea's rate of progress compares well to Welsh averages in the last three years, and 2015 results are the best ever in both phases. At post-16, performance compared to Wales can vary greatly each year.
- Comparative rates of improvement vary across key stages but are at least as good as Wales, rising to significantly better at key stage 4.
- Rank positions for core subjects within each key stage are similar, although Welsh first language was in 3rd position at key stage 3. Comparative key stage 4 data for 2015 is not yet available, but in 2014 all core subjects were above Wales and in first or second quartile positions (the Core Subject Indicator (CSI) was 8th).
- In 2015, key stages 2 and 4 were the strongest performers compared to national results and rank position between local authorities. Foundation Phase and key stage 3, although with best ever results, showed performance which was closer to Swansea's expected 14th benchmark position.
- Analysis of pupil level data shows that there are certain groups of learners who do not perform as well as others, in particular, school action plus, eastern Europeans, looked after children (LAC) and Travellers. Pupils eligible for free school meals (eFSM) also show attainment below non-FSM pupils, although the gap is narrowing and they often show positive value-added.
- School benchmark quartile performance varies and is strongest in key stage 4 where 11 of the 14 schools were above the median for both the CSI and the Level 2 inclusive of English/Welsh and mathematics (L2i).
- Welsh Government published data for 2015, which compares local authority level results with expected benchmark performance based on FSM, shows Swansea has positive performance, and again key stage 4 is best. The L2i was 7.8% above the benchmark, and this was the biggest difference in Wales. The capped point score was 12.6 points above the benchmark which was second best in Wales.
- There are still a number of primary and secondary schools where further improvement needs to be secured. There are a small number of schools

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with bottom quartile performance over three years at Foundation Phase, key stage 2 and key stage 3, although there are reasons for this performance in some cases.

- At key stage 4, no schools have been in the bottom quartile for each of the last three years for the L2i, but two schools have been below the median for each of these years. One school has been below the median for the capped point score for each of the last three years.
- The local authority has placed a high priority on improving literacy and numeracy skills. The strategies that have been employed demonstrate continued improvement in these skills and have contributed positively to the improvement in performance at all key stages.
- Core subject performance shows small variations within and across key stages but by key stage 4 all core subjects are performing above national averages, as evidenced by the CSI being above the median of Welsh local authorities (8th in 2013/14 compared to expected benchmark position of 14th).
- There is positive value added (Fischer Family Trust - FFT) at all key stages, and it is significantly positive at key stage 4 (2015 data is not available yet but this position is likely to remain true).
- There is no FFT value-added data for Foundation Phase outcomes. 2015 results at all key stages are higher than 2014, so value-added for 2015 could be expected to be positive (and very significantly positive for key stage 4).
- The percentage of minority ethnic pupils at key stage 4 who achieve the CSI, Level 2 Threshold and Level 1 Threshold is outstanding and consistently higher than all Swansea pupils and higher than the all Wales results.
- Good performance in Welsh-medium secondary schools continues, especially at key stage 4 where performance is consistently amongst the best in Wales. At key stage 2, performance is more variable.
- Take up of Full Course Welsh Second Language (W2L) at GCSE improved again in 2014/15, above the target set in the Welsh in Education Strategic Plan, and further improvement is anticipated as secondary schools add Welsh second language to the core.
- In 2014, 86.0% of Year 11 leavers moved to full time education in school or college, and 3.5% (89 pupils) were NEET according to national statistics. Because of the smaller cohort size this was a small percentage increase on the previous year but fewer pupils in real terms. 2015 data is not available yet. This year, 2015, provision data suggest that there will be further reduction in the number of NEETS with initiatives such as the 14-19 pilot, Tier 1 outreach work, and modular courses at Gower College.
- In 2014, six (0.24%) pupils left with no qualifications, and in 2013 just three (0.11%) had left with no qualifications. Most of these pupils were Travellers. 2015 data is not available yet.
- In terms of gender performance**,** gaps in boy/girl performance at all key stages have reduced. The biggest reduction has been at key stage 4, where the L2i gap has reduced from -10.3% to -6.7% with a steep rise in boys' results.
- For the performance of disadvantaged pupils (those eligible for free school meals - eFSM) compared with non-disadvantaged pupils, the gaps at all key

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stages have also reduced. At key stage 4, the L2i gap has reduced from -34.9% to -31.8% with a steep rise in eFSM results.

- Between 2013 and 2015 pupils at school action plus (SA+) have shown significant improvement in their results at each key stage. The L2i at key stage 4 has risen from 19.8% to 32.5%.
- In Work Based Learning, the final published Learner Outcome Report for 2013-14 showed a decrease in Apprenticeship Frameworks to 78% compared with the national comparator of 84%. Learning activity attainment across programmes also decreased to 84% in 2014-15 but remained in line with the national figure 83%.
- Adult Community Learning was inspected in October 2014. The Swansea Learning Partnership is in the top third of providers in Wales. Outcomes from the inspection were Good in almost all areas with Excellent for Partnership Working and Excellent for Prospects for Improvement. In 2014-15, accredited learning achievement is 87% which was 3% above national benchmarks and an 18% improvement over the previous three academic years.

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Areas for development

- Improve benchmark performance of schools with pupils at 7 and 14 years of age.
- Continue to improve performance at Foundation Phase.
- Continue to reduce the attainment gap between eFSM and non-FSM pupils.
- Continue to reduce the performance gap between that of high and low performing schools.
- Improve the performance of boys.
- Continue to work with schools to improve achievement for pupils at school action plus.
- Improve outcomes at key stage 4 for Gypsy and other Traveller pupils.
- Improve collaborative working between post-16 providers to further improve the level 3 threshold indicator and wider point score at post-16 towards the national average.
- Continue to reduce NEETS at age 16 by offering more flexible and tailored provision to those furthest from the labour and education market.
- Continue to meet the targets in the WESP and continue to develop opportunities for learners to access learning through the medium of Welsh in Adult Community Learning and Work Based Learning.

1.2 Wellbeing

- The local authority uses data well to work with schools and partners to produce the Vulnerability Assessment Profile (VAP) and Team Around the Family (TAF) to identify those children and young people who are most at risk in relation to their wellbeing and learning outcomes. Children and young people in areas of greatest deprivation benefit from significant targeted support through the Early Intervention Service.

- The realignment of the Poverty and Prevention Service has placed the local authority and its partners in an even stronger position to match services in a coordinated way to individual needs and improve outcomes.
- Welsh Government Families First funding is utilised to embed a broad strategic Programme comprising of a suite of funding streams combining together to provide integrated approaches, systems and services targeted at vulnerable children and young people.
- Welsh Government's Flying Start Programme is continuing to support 25% of the 0-4 year olds in Swansea with speech and language, health visiting and childcare, enabling parents and their children to grow and develop together ensuring more children are ready for school and ready to learn.
- The council has developed an Early Years strategy focussing on children from nine months through to five years of age. The aim of this is to reduce the gap in development between the most deprived and least deprived children, ensuring everyone attains at the right developmental level. This is a shared strategy between Poverty and Prevention, Education and our partners in Health.
- Attendance across primary and secondary schools has improved well again in 2014-15. Both primary and secondary attendance showed strong performance and greatly improved national rankings. Attendance needs to improve further and faster in some primary schools. The impact of new penalty notices is being monitored. Improving attendance will continue to be a priority in the Single Integrated Plan, *One Swansea*.
- Permanent exclusions in Swansea continue to be low.
- The rate of fixed term exclusions from secondary schools in Swansea has been below all Wales and has reduced at a similar rate to Wales over the last three years. Swansea is ranked 10th, significantly better than any other urban local authority. Fixed term exclusions of six days or more have improved to be the same as Wales, now ranked 9th (was 15th).
- The downward trend in permanent and fixed exclusions is a result of cultural change (eg Restorative Practice, EOTAS provision, managed transfer and behaviour training) and targeted support.
- The reduction in NEETs in Swansea between 2010 and 2012 was a nationally recognised success. The strategy used has a clear strategic focus, identification and targeting of young people at risk, partnership working and information sharing, multi-agency provision and support. The working partnership of local authority, schools, FE, voluntary organisations, providers and Careers Wales (the Keeping in Touch Team) has been a key to this success. There was a slight increase in NEETS in 2013 and work was undertaken to address this with lower figures reported in 2014. Provisional data suggest that this trend has continued into 2015 with more targeted work, utilising the VAP and additional risk factors such as less than 80% attendance, School Action Plus status, and LAC status.
- Swansea Counselling Service is a model of good practice. Young people who access counselling services receive outstanding support from the counselling service in schools and community settings leading to significantly increased levels of wellbeing. This includes provision for younger children.

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- Most children and young people show a good attitude towards their physical health as a result of a range of services and support from the local authority and its partners.
- Positive dispositions to learning are a result of a broad range of learning opportunities provided through music, creative and performing arts, Outdoor, Residential, Environmental Education (ORES) and the Duke of Edinburgh's Award.
- Swansea has embedded the United Nations Convention on the Rights of the Child (UNCRC) within its Policy Framework and has mainstreamed positive approaches to the rights of children and young people through the delivery of UNICEF's Rights Resecting Schools Award (RRSA) which puts children's rights at the heart of schools planning, policies, practice and ethos.
- 85% of schools in Swansea have engaged on their rights respecting journey, 33% have already achieved Level 1 status and a further 16% have achieved Level 2 status.

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Areas for development

- Continue to improve school attendance and increase the number of primary schools in quartiles 1 and 2.
- Improve the attendance of pupils in receipt of FSM in both primary and secondary sectors.
- Reduce fixed term exclusions in a minority of secondary schools.
- Improve reintegration rates from PRUs, with a particular focus on key stage 3.
- Continue to embed child rights through the RRSA and increase the number of schools engaged to 100% in 2016/17, will all school achieving Level 1 or higher by 2017/18.

Key Question 2: How good is provision?

2.1 Support for school improvement

- Suitable arrangements are in place to support and challenge schools as a result of evaluation of standards, provision and leadership. Underperformance and risk factors within schools are nearly all identified quickly and addressed at an early stage. However, a few schools' underperformance is not recognised quickly enough. As a result, these schools are in need of significant improvement.
- There is a clear and co-ordinated response to support schools in need of significant improvement and those requiring follow-up visits by Estyn. The rate of improvement is either strong or very good in nearly all schools.
- Consistent challenge of standards, through data analysis and a challenging dialogue on targets, leadership and provision provides thorough evaluations on nearly all schools.
- There is a thorough evaluation of all schools' success in addressing recommendations and key performance areas. Each of these areas is monitored to measure progress against pupil outcomes.

- A stronger dialogue on the performance of groups of learners and the use of grant monies is developing well.
- Schools fully understand that support is proportionate to need and that underperforming schools receive more support and challenge. There is clear differentiation and definition in the support, challenge an intervention given to schools.
- Monitoring visits that have been quality assured during autumn 2015 indicate an appropriate level of challenge.
- Both formal and informal feedback from headteachers indicates that there is robust challenge for improvement. However, headteachers also tell us that there is an overbalance in time spent preparing for annual monitoring visits and this time could be re-allocated to more support time for schools.
- Samples of monitoring visits, in situ, are quality assured to further improve the consistency and quality of provision for school improvement.
- Schools that need the most support to improve are challenged by the Chief Education Officer, through scrutiny within the Chief Executive's Improvement Board and the school performance scrutiny panel. Schools are visited by the Head of Education Improvement and Chief Education Officer to accelerate improvement if required.
- Effective support is provided for the Foundation Phase, digital competence development, literacy and numeracy, Welsh, Welsh (second language), English and mathematics, assessment and moderation, leadership development, modern foreign languages and newly-qualified teachers.
- Governors receive useful support for their role in holding schools to account for standards. Governors are normally present in monitoring visits and are encouraged to be involved in the professional dialogue on school improvement by challenge advisers.
- Governors receive useful advice when recruiting senior leaders within their schools from challenge advisers
- Support for improving the quality of teaching is useful. Focussed, direct observation of teaching, to support schools with their own monitoring is provided. Sound advice on verifying existing methods within schools to improve teaching is also provided.
- Consistent, well-brokered, *bespoke* support packages for school improvement are beginning to have an impact in schools that require frequent and intense support.
- Consistency across the Neath Port Talbot and Swansea Hub (Eastern Hub) is developing through similar approaches to improving schools as well as joint training events.
- Support for literacy and language in Welsh-medium schools is improving. However, further collaboration across the Hub would strengthen provision.
- Current senior leaders work effectively across schools to monitor, advise and share best practice, as part-time challenge advisers.
- Leadership training for aspiring leaders in the secondary sector and new and acting headteachers in the primary sector is effective and demonstrates clear facilitation of school-to-school collaboration.
- Schools have received good quality training on self-evaluation and strategic planning processes. However, schools now require more effective feedback

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on the quality of their self-evaluation processes and their strategic planning. The challenge advisers are addressing this well through monitoring visits.

Areas for development

- Continue to ensure that value for money is achieved by having no schools or provisions in a statutory category and increase the proportion of schools that best fit A and B type characteristics for leadership and quality of teaching (using the national categorisation system).
- Ensure security of end of key stage teacher assessments within clusters and across the region.
- Integrate (when implemented by Welsh Government) the Early Years Development and Assessment Framework into Flying Start and Foundation Phase in order to track young children's progress.
- Ensure that effective practice is disseminated across schools by developing and index of excellence, the use of lead practitioners in literacy and numeracy and facilitating good practice events.
- Support schools to prepare for curricular changes.
- Develop greater rigour in challenging secondary schools on how they set targets, especially for pupils in receipt of free school meals.
- Review provision to ensure that challenge is balanced by support and that preparation for monitoring visits does not become over bureaucratic.
- Develop a consultative leadership pool to work across schools to strengthen leadership capacity.
- Ensure that the school workforce entitlement to high quality continuous professional development is evaluated in relation to the Education Improvement Grant (EIG).
- Facilitate further specific events to promote effective Foundation Phase provision as well as wider dissemination in assessment for learning good practice.

2.2 Support for additional learning needs

- The support for additional learning needs and education inclusion is good. Policies and plans are being updated to meet statutory obligations.
- The local authority is compliant with the requirements of the various Acts. An effective process for updating policies and plans through the school and officer strategy group is in place.
- The local authority has delegated resources to schools to meet the needs of children with severe and complex needs. The formula for this budget's allocation has been reviewed as part of a wider funding formula review in Education.
- The development of an Early Years Forum with Health ensures early identification of SEN.
- Flying Start settings are delivering more intensive support to those children in their early years that are developmentally delayed and have identified SEN, ensuring their ongoing transition into nursery and school are as well managed as possible.

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- The number of statutory assessments completed by statutory school age is high and is well above the all-Wales average.
- Learners with additional learning needs in receipt of Statements of SEN progress well and show good value-added. Standards need to increase further for all ALN Learners across all key stages at School Action and especially at School Action Plus at key stage 4.
- The quality of support, guidance and training for SEN (ALN) is outstanding as evaluated by professional networks of practitioners, analysis of reviews, course uptake and evaluations, conferences and surgeries.
- Swansea has pursued an inclusive agenda for some years. This has resulted in approximately 99% of pupils in Swansea being educated in mainstream schools. Capacity building in schools and the range of specialist support are part of this agenda and have contributed to the positive outcomes for those with additional learning needs.
- There are positive outcomes for children and young people with ALN identified and tracked through the SEN Survey procedures in mainstream, those placed in STFs and those attending special schools due to high-quality provision.
- The number of pupils who are permanently excluded is low. Schools are supported to manage children with social, emotional and behavioural difficulties (SEBD) through a range of support services and processes.
- EMLAS delivers excellent support within schools through the promotion and operation of effective and sustainable models based on collaborative capacity-building approaches. Such models are ensuring that class and subject teachers are up-skilled in providing for the needs of increasing numbers of children and young people from minority ethnic backgrounds, in particular those learning English as an additional language (EAL) attending Swansea schools. This support is reflected in the outcomes of children and young people from ethnic minority backgrounds in Swansea.
- Support services for ALN offer well-regarded input, have high demand and excellent take-up rates and demonstrate good value for money.
- Consistently high levels of inclusion are maintained by offering support to children in mainstream, and out of county placements are low in number.
- An Early Years Single Integrated Pathway has been established in order to ensure that all pre-school children with an emerging or diagnosed disability are able to access a suitable service to meet their needs
- Children and young people with the most severe needs starting school are in receipt of their statements and support on school entry.

Areas for development

- Review the strategy to reduce reliance of Statements of SEN in the context of the delegation of SEN resources.
- Maintain awareness and engagement with the Welsh Government ALN reform process.
- Further develop systems for tracking outcomes for learners at School Action, School Action Plus and with statements of SEN.

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- Refine and develop training for governors to include autism and speech, language and communication.
- Capacity building for ALN in all schools through school to school and regional initiatives.
- The delegation of SEN resources to schools to be monitored, including any potential impact on the level of statements.

2.3 Promoting social inclusion and wellbeing

- Effective Prevention and Early Intervention work to support families is provided by the Parenting Service (including support for dads), Flying Start and Team Around the Family. These services are targeted at areas of highest deprivation.
- The formation of the Western Bay Youth Justice and Early Intervention Service has resulted in the sharing of expertise amongst staff and to increasing opportunities for children and young people to achieve positive change. Collectively the Western Bay Service has reduced first time entrants into the youth justice system across the region by 36.6% as reported for 2014/15, which compares well against an average reduction of 19% in South Wales and a Welsh average of 31%. The number of children and young people who commit further offences, for the Western Bay region, was an average of 38.1% which also compares favourably against the South Wales average of 44.7% and the Welsh average of 39.2%.
- Swansea EOTAS provision is variable in its effectiveness and Swansea PRU has been assessed by Estyn as in need of significant improvement (January 2015). Reintegration at key stage 3 is a focus for improvement, along with an ongoing focus on improved outcomes across the Swansea PRU, especially in respect of young people at 16 years of age.
- EOTAS Pathways provision takes a unique approach to engaging with the hardest to reach young people with an increasing number of learners (60.5%) achieving the level 1 indicator on leaving at 16 in 2015.
- Support for EOTAS and Behaviour was reviewed in 2014 and a plan was agreed to improve provision. Implementation of the plan, including the restructure of EOTAS, has been slow but is now progressing.
- In work-based learning the final published Learner Outcome Report for 2013-14 showed a decrease in Apprenticeship Frameworks to 78% compared with the national comparator of 84%. Learning activity attainment across programmes also decreased to 84% but remained in line with the national figure 83%. Projected data for 2014-15 is showing an increase in Framework success rates to 84%.
- Positive progression for young people on the Traineeship programmes remained in line with national comparators; 71% within the Traineeship Engagement strand an increase of the previous year (nationally 70%) and 65% within the Traineeship Level 1 strand (nationally 65%). Employment Training's programme commission for the delivery of the Traineeship Programme ceased in March 2015.
- A reduced Family Learning Service is working effectively in targeted schools in areas of deprivation to support parents and carers to improve their qualifications. The reduction in staff has meant the provision offered to each

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school is now ten weeks. Schools using their Pupil Deprivation Grant (PDG) now receive 30 weeks' provision. Thirty schools will receive the ten-week Family Learning provision during academic year 2015-16 with two schools receiving the 30-week provision. The team is on target to work with 300 families enabling them to better support their children and contribute to raising standards and aspirations across all key stages.

- Swansea Learning Partnership is offering a wide range of courses using local labour market intelligence to plan provision and avoid duplication. This is impacting positively on the most deprived areas where learners are achieving as well as those from the least deprived areas. Success rate from most deprived participants in 2014-15 was 85.9%, success rate from least deprived was 84.5%.
- A range of effective support for LAC has resulted in the good educational outcomes for LAC in relation to their predicted outcomes by key stage 4. The number achieving the Level 1 threshold is high with 80% achieving a recognised qualification at 16 in 2015 (100% in 2014).
- The local authority's policies and procedures for identification and tracking of children missing education have been used as good practice in Welsh Government guidance.
- The Traveller Education Service (TES) engages children and young people into education and support the needs of the family/community
- Outstanding specialist support, professional development and training is provided by EMLAS. Children and young people from ethnic minority backgrounds are fully included and achieve very high standards. Demand for the service is high and increasing.
- The good support for attendance across primary and secondary schools has resulted in improved performance again in 2014/15. Secondary attendance rose by 0.7%, ranked 10th in Wales. Primary attendance rose 0.5%, ranked 11th in Wales. However, there is a need to improve further and faster in some primary schools to increase the proportion of schools with attendance above the median in comparison with FSM benchmark group comparators. Improving attendance will continue to be a priority in the Single Integrated Plan, *One Swansea*.
- The local authority is fully compliant in offering permanently excluded children 25 hours' education.
- There is an effective protocol which establishes close working relationships between the Education Welfare Service and EMLAS.
- A Child Protection and Safeguarding Officer works with schools and supports services directly. The officer delivers tailored training, including to governors, maintaining good work in Child Protection and Safeguarding.
- All schools are provided with a Vulnerability Assessment Profile (VAP), this tool has proven effective in guiding schools and the Young People Service to consider the individual needs of children and young people, including targeting and accessing resources to improve outcomes. This tool is reflected in the Welsh Government's Youth Engagement and Progression framework.
- The reduction in NEETs in Swansea between 2010 and 2012 was a nationally recognised success. The strategy used has a clear strategic

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focus, identification and targeting of young people at risk, partnership working and information sharing, multi-agency provision and support. The working partnership of local authority, schools, FE, voluntary organisations, providers and Careers Wales has been a key to this success. There was a slight increase in NEETS in 2013 and work was undertaken to address this with lower figures reported in 2014 and 2015. It is the individualised approach around vulnerable young people between partner organisations that will continue to lower the NEET figure at 16 years of age.

- There is good balance and co-ordination between the range of universal and targeted services that are offered by Swansea Young People Services. The location and allocation of services has been prioritised by need and interrelationship between universal and targeted work clearly defined.
- Effective partnership working is in place between the Young People Service and a Welsh language provider (Menter Iaith) and Swansea Council for Voluntary Services to further extend the reach of the Young People Service.

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Areas for development

- Reduce demand for EOTAS provision and increase capacity in schools to manage social emotional and behavioural difficulties.
- Complete the restructure of EOTAS provision.
- Improve the quality of the Swansea PRU provision.
- Continue to improve school attendance where performance is low and below the median.
- Enhance schools' capacity to retain children in mainstream without recourse to use of fixed-term exclusions.
- Progress the protocol for "managed moves" with schools.
- Partnership work to reduce NEETs (inclusive of EOTAS) and drop-out rates from post-16 employment, education and training.
- Improve information and support provided to learners and employers on apprenticeship programmes and improve the use of Individual Learning Plans.
- In both work-based learning and adult and community learning there is a need to increase the Welsh medium provision.
- Embed a co-ordinated approach to reducing NEETs at 18+ through the Youth Engagement and Progression Framework.
- Monitor changes that emerge from the development of the Western Bay YOS.

2.4 Access and school places

- There is good planning for school places. Swansea's QEd 2020 Programme ensures effective planning of school places in Swansea including robust wider stakeholder involvement.
- There has been successful delivery of the current QEd 2020 school organisation programme outcomes and benefits.

- The local authority's proven record of taking difficult decisions on school organisation proposals is evidenced by the successful delivery of the QEd Programme.
- There is a clear local authority policy to reinvest resources released through the QEd 2020 process within the Programme and the local contribution will now be met from a review of all council assets.
- The comprehensive assessment framework set out in the Asset Management Plan underpinned the authority's Strategic Outline Programme (SOP). The sharing of the comprehensive and robust core data with stakeholders ensured transparency and has been recognised as a model of good practice.
- The close engagement of stakeholders, driven by the Stakeholder Forum and wider headteacher and governor groups, added value to the outcomes and identified priority investment needs and options in the SOP.
- The comprehensive appraisal of the options identified allowed a radical and coherent strategy to be developed, which is supporting educational transformation within schools.
- Welsh Government acknowledges Swansea as an example of good practice in consultation and the statutory notice procedure regarding schools. Swansea has a robust process and record of approved statutory proposals which has also been recognised by Welsh Government.
- There is a good track record in removing surplus places in the English-medium sector.
- There has been a significant increase in Welsh-medium primary provision. Further challenges remain regarding existing schools and the availability of places to meet demand.
- Significant capital investment has been successfully accessed over recent years to support Flying Start and the Foundation Phase, to transform the learning environment in two secondary schools and to continue the programme of works to improve condition and suitability.
- Swansea's online admissions process for entry to Reception and Year 7 has a high success rate with 94% of applications being made online in 2014 (2015 application period has yet to close). For September 2016, admissions 97.64% of primary to secondary applicants and 99.66% of Nursery to Reception applicants received their first choice.

Areas for development

- Ensure consistency with the Local Development Plan to add value to the existing school organisation strategy in meeting current and future needs.
- Ensure consistency with the corporate asset review to add value by releasing resources to support future school investment.
- Further develop the process for linking school self-evaluations with investment objectives and outcomes.

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- Make effective use of surplus places to meet specific needs as part of a wider drive to make fullest possible use of facilities to benefit the community, where this is demonstrated to be viable.
- Further develop in-year transfers and admissions which are not yet centralised.

3: How good are leadership and management?

3.1 Leadership

- The Corporate Improvement Plan clearly shows how the council's improvement objectives contribute to the wellbeing of people in Swansea as set out within the One Swansea Plan and also shows how the policy commitments the Council adopted in July 2012 deliver the council's vision for Swansea and the desired population outcomes.
- Wales Audit Office's (WAO) annual corporate assessment of Swansea found that there is a clear vision of what the council wants to achieve which is understood by senior managers.
- The council has developed a comprehensive communications strategy for the current period of great change. All employees have been given the opportunity to attend roadshows led by the Chief Executive and directors which covered the council's core values and corporate priorities, the future shape of the council, the Sustainable Swansea Programme which is the council's long-term plan for change, the One Swansea Plan and the Swansea Story – the story of what the city stands for and what the council is seeking to achieve in the years ahead.
- Priorities in the Education Business Plan are clear and support the delivery of the corporate and regional agendas very well. Ongoing monitoring of and reporting on the progress of the plan's actions, targets and performance indicators evidences steady progress.
- The Improvement Board formed by the Chief Executive following the local authority's 2013 Estyn inspection has consistently and effectively held senior officers to account and ensured the pace of improvement.
- Formation of the Education Strategy Group (ESG) demonstrates the political commitment to schools and recognition of the growing financial challenges schools face. The group is chaired by the Leader and the focus is to develop coherent short, medium and long term financial strategies for Education. This group reports to the wider Sustainable Swansea Programme Board.
- The annual corporate improvement planning drives directorates', departments' and services' business and action planning. Improvement planning and business planning are critical in linking corporate priorities and service planning to operational management and the council's budget prioritisation cycle and medium term financial planning.
- A new performance management process was introduced across the council in 2014. In autumn 2015, the Education Department was re-structured and reporting, monitoring and performance management processes strengthened within a revised governance structure. This has resulted in greater accountability of managers for all aspects of planning, performance and budget control.

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- These processes across the authority and within directorates ensure robustness of planning, target setting and monitoring. All staff are able to understand their contribution to strategic, service and local plans and communicate these to schools and other partners. It is anticipated that the new performance management arrangements will continue to contribute to the many positive outcomes and impacts.
- There are well-embedded processes and tools in place to monitor and analyse performance at school and pupil level, including training for school staff, governors and challenge advisers in the use of data. This results in the continuous improvement of challenge and intervention to best target support for pupil attainment and raise standards of all pupils.
- Key education performance indicators continue to show improving trends, particularly in the L2i which is 6% (provisional) higher for Swansea than Wales. The strong performance in the secondary sector has been maintained over the last five years and all core subjects are performing above the national average.
- The United Nations Convention on the Rights of the Child (UNCRC) was adopted by the council in September 2013 to become part of the council's policy framework. It requires that Cabinet must have 'due regard' to the UNCRC in making decisions for it to be embedded across the council in policy and practice. The UNCRC has been included within the council's existing Equality Impact Assessment process which is a key element of the corporate reporting protocol covering all reports to the Executive Board, Cabinet and Council.
- One of the council's top five priorities is educational attainment. This demonstrates that there is a clear vision and ambitions for children and young people that are focused on giving all children and young people the opportunity to develop their full potential. This is reflected in Cabinet's priorities for education.
- Elected members effectively scrutinise educational priorities and all aspects of education performance within schools and education service provision. The Chief Executive received positive feedback regarding the activity and impact of the Schools Performance Scrutiny Panel from Estyn. All council performance monitoring data is considered quarterly at the Service Improvement and Finance Scrutiny Panel. (WAO said the council's scrutiny structure enables a flexible and focussed approach. CSSIW described the scrutiny arrangements for child and family services as 'effective and robust'.)
- Swansea's Welsh in Education Strategic Plan 2014-17 (WESP) is a robust plan which shows a strong commitment to developing and improving Welsh in Education. It was one of only three such plans to be accepted by Welsh Government without amendment.
- The CYP Board has been refocused and a new partnership plan for Children and Young People will be developed in a similar format to the Welsh Government Programme for Children and Young People.

Areas for development

- Fully establish the Education Department Senior Leadership Group (SLG) when the Head of Learner Support Service is in post. Fully embed the new

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governance structure through SLG, Education Senior Leadership Team (EDSLT) and key stakeholder, consultative and monitoring groups and boards.

- Continue to develop regional school improvement. Under ERW, the service has positively developed and schools are getting more used to the national categorisation system.
- Swansea Learning Partnership is under review.
- A Children and Young People Plan to be developed to align partnership work to include legislation, policies, programmes, outcome indicators and, the articles from the UNCRC, giving special emphasis to the four guiding principles and how they apply.

3.2 Quality improvement

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- The WAO 2015 Corporate Assessment Report recognises that despite budget reductions over the last two years, services provided by council staff on the priorities which matter to the people of Swansea are continuing to improve. It also states that there are robust governance arrangements and that the council is improving access to information about our scrutiny activity.
- Estyn's recommendations following the inspection in 2013 were addressed through actions in Education Business Plan 2014-15 and 2015-16. Key actions are monitored on a termly basis and regular reports are provided to the Chief Executive's Improvement Board.
- The robust business planning and management framework established in January 2014 continues. Identification, prioritisation and addressing performance issues are done in a structured, effective and timely way. Target setting is now more challenging. This approach has resulted in good progress of Recommendations 1, 2 and 3 from the 2013 inspection. There has been steady progress in respect of Recommendation 5 although progress in relation to Recommendation 4 has been slow.
- The new governance and management arrangements put in place in autumn 2015 should enable a greater rate of progress in going forward.
- Good quality business plans are in place. These help drive the work of the Education Department and are tied closely into delivering improved pupil outcomes. These plans are monitored termly and underperformance is challenged and addressed.
- Good arrangements are now in place to support and challenge schools as a result of enhanced scrutiny of standards, provision and leadership. Underperformance and risk factors within schools are now identified quickly and addressed at an earlier stage. The development of the national categorisation has meant that wider national comparisons can be made on a more consistent basis
- There is monitoring of school performance through a range of functions. This includes challenge adviser visits to school and analysis of data. This information helps form the judgment on present school performance and capacity to improve.
- Scrutiny arrangements have been further strengthened and are recognised regionally as strong and effective. The arrangements enhance the council's other governance mechanisms.

- Schools that need the most support to improve are challenged, in person, by the Chief Education Officer, through scrutiny within the Chief Executive's Improvement Board and Schools Performance Scrutiny Panel and are visited by the Education Department Senior Management Group.
- The data and analysis provided to officers and schools are outstanding features and have directly contributed to raising standards. The excellent management information and data available in Swansea have facilitated the identification of performance issues and other concerns.
- The Vulnerability Assessment Profile is a good example of a development which has had a wide benefit for services as well as schools.
- Pupil performance data is subject to scrutiny by Cabinet and elected members and supports the identification of areas for action.
- There has been successful delivery of planned improvements and service developments through mature performance and financial monitoring (PFM) processes across all directorates.
- An annual exercise, updating of service level action plans under the Education Business Plan, team meetings and 1-2-1s allow line managers and staff to raise any concerns around individual performance and responsibilities.
- Commissioned services and service level agreements (SLAs) are regularly monitored and evaluated.
- Relationships with schools are generally good. Regular headteacher meetings and the partnership groups in the consultative structure outlined in the LA/Schools Partnership Agreement form an effective mechanism for raising issues and agreeing actions to tackle them.
- The Early Years Foundation Phase Group is delivering on work around transitions in Swansea from Flying Start into school, and nursery into school. Their focus is the readiness of the child and family for school and the quality of support throughout this time being maintained.

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Areas for development

- Fully review the cost effectiveness of commissioned services for children and young people.
- Share good practice through school to school support across the council and the region.
- Review provision for the future via the Education Strategy Group.
- Pilot projects for Foundation Phase transitions focussed on readiness for school.

3.3 Partnership working

- Swansea's single integrated plan, *One Swansea*, provides clear direction and priorities to all partnerships within Swansea's Local Service Board.

- The Local Service Board is effective and proactive in progressing its identified priorities including its past focus on reducing NEETs and Prevention and Early Intervention.
- There is an effective partnership to reduce NEETS through work of the council's Youth Service and Careers Wales' *Keeping in Touch* team overseen by the NEETs Board. The joint work on NEETs won a Careers Development Institute Award in autumn 2015.
- In 2010, the local authority and partners were designated a member of the European Healthy Cities Network with specific focus on caring and supportive environments, healthy living and healthy urban environment and design. Healthy Cities is the basis for the *One Swansea* plan. Membership of the European Healthy Cities Network was reconfirmed in 2014.
- In October 2013, Swansea Bay region became the only UK city to be part of the pilot of UNESCO Global Learning Cities. Swansea Learning Partnership liaises with Swansea University who lead on this. The key theme is Entrepreneurship. It involves all educational aspects at all levels and stages, from schools, further education, higher education and work-based learning through lifelong learning opportunities. Swansea received a UNESCO Global Learning City Award for good progress in 2015 and a case study was published following the second global conference in Mexico in October 2015.
- The local authority makes constructive contributions to a range of multi-agency partnerships, for example Western Bay Safeguarding Children's Board on the Western Bay regional arrangement, Disability Strategy Group, LAC Strategic Group, joint service with Health for speech, language and communication needs (SLCN), and the Prevention workstreams of Sustainable Swansea.
- Formal Joint Committee agreement between the six local authorities in ERW exists to deliver School Improvement. This includes joint planning to meet Welsh Government requirements on the use of the EIG.
- Good partnership working for school improvement has resulted from the involvement of schools in the development of strategies to address local authority priorities through groups including Swansea Learning Partnership, School Improvement Partnership, Partneriaeth Addysg Cymraeg Abertawe, Education Inclusion and SEN Cross-Phase Group, Admissions Forum and Schools Budget Forum.
- Good support is provided for the Welsh language in education through Partneriaeth Addysg Cymraeg Abertawe and its wider partners, for example, in further and higher education.
- Meeting the needs of young people in offering a wide breadth of curriculum is delivered by post-16 provision through partnership working on a locality basis, including Welsh-medium.
- Effective partnership agreements are in place between the Young People Service, a Welsh Language Provider (Menter Iaith) and Swansea Council for Voluntary Services to expand Welsh-medium youth provision.
- In September 2013, the City and County of Swansea became the only UK local authority to formally adopt the United Nations Convention on the Rights

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of the Child (UNCRC) within its policy framework. In November 2014, Swansea launched its Children and Young People's Rights Scheme which set out the arrangements the local authority have put in place to comply with this duty.

Areas for development

- Multi agency approach to meet the challenge that will arise from the forthcoming reforms to the statutory assessment of ALN.
- Continue to embed the UNCRC and enhance consultation with children and young people.
- Continue to embed the Youth Engagement and Progression Framework.

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3.4 Resource management

- The 2015 WAO report stated that the council has a strong track record in effectively managing its budget and has established comprehensive arrangements for managing the financial challenges we face in the future. In relation to the 'Sustainable Swansea – Fit for the Future' programme, it says that the council had responded effectively to the challenge of managing a future where the resources it has to meet local needs will be severely reduced.
- Education has undergone a management re-structure as part of wider workforce planning in order to focus on the most important priority areas, have sufficient capacity to meet core statutory duties, ensure robust succession planning and give increasing accountability to managers for their budget areas.
- The 'One Education' budget strategy provides a medium-term financial plan, delivering a consistent financial strategy to prioritise the delegated schools budget and pupil specific areas of support within the non-delegated budget.
- The focus on prioritising the delegated schools budget and pupil support services; statutory over discretionary services; efficiency and re-structuring and recovering costs from grants has continued and enabled the Education Department to deliver on identified savings opportunities' targets as per the corporate agenda.
- The strategy continues to be underpinned by effective stakeholder engagement through the School Budget Forum and sub groups (particularly the Joint Finance Group), which have fully supported rigorous challenge and review process for all budget areas within the education service alongside the Education Strategy Group.
- In addition, political commitment to schools by the Leader has resulted in the formation of the Education Strategy Group in recognition of the growing financial challenges schools face. The group is chaired by the Leader and the focus is to develop coherent short, medium and long term financial strategies for education. This group reports to the wider Sustainable Swansea Programme Board.
- Centralisation of grants management has resulted in efficiency savings and improved future co-ordination and resilience.

- Review and restructuring of services continues, a recent re-structuring of the Ethnic Minority Language and Achievement Service was implemented following a reduction in government grant funding streams.
- There is continued success in bidding for capital resources and in the delivery of major projects. A Gateway Review in 2015 praised the management of the QEd school organisation programme in Swansea and recommendations from the review have been implemented. These include further enhancing the good practice in stakeholder engagement, increasing programme and project support resources, review of project management tools, introduction of risks assumptions issues and dependencies (RAID) methodology and review of the programme governance arrangements. This will further enhance strategic direction in moving forward and the delivery component of the programme.
- Currently there is a fundamental and rigorous review of all SLAs to ensure full cost recovery and a clear focus on delivery and performance for the client. The sufficiency, suitability and performance of SLAs are reviewed by the School Budget Forum and sub groups. There continues to be a high take up of the council's SLAs.
- As part of the review of funding formulae to ensure they remain 'fit for purpose', further delegation of funding and responsibilities opportunities to schools are being identified.
- Schools with deficits are required to seek approval from the Section 151 officer for any managed deficit which will include the development and approval to a recovery plan, with the full support of finance officers. The delivery of a recovery plan is closely monitored and any issues regularly reported through performance and financial monitoring processes.
- Schools with excess surplus balances are consistently challenged regarding the justification for the level of reserves they choose to hold. Many schools intend to utilise reserves to mitigate against the financial challenges of the next three years.
- Through effective joint working with the council's Transportation Team, significant savings have been achieved in home-to-school transport.
- The performance and financial monitoring (PFM) processes across all directorates and the monitoring of key corporate programmes and projects ensures good resource management.

Areas for development

- To develop and deliver an effective medium-term education financial strategy for 2016-17 and 2017-18 and beyond, maintaining the improvement in learner outcomes.
- To transform the delivery of remaining council services in light of the overall reduction in funding to local authorities and the increase in delegation of funding and responsibilities to schools.
- As part of managing our resources sustainably and as central council resources decrease with increasing levels of delegation to schools, the

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council will support further school to school support and collaboration to learn and support each other.

- Complete a rolling base budget review of all the Education Department's activities to challenge the outcomes and value for money in line with the Sustainable Swansea efficiency work-stream.
- In line with the Sustainable Swansea Programme workstreams, explore and develop cost recovery and commercialisation opportunities.
- The management development programme planned for EDSLT in 2016 includes development in resources management and should further support managers to manage budgets and resources effectively.

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Appendix 1 Performance Summary

Key stage 1 core subject indicator (CSI) / Foundation Phase Indicator

CSI	2009	2010	2011
Swansea	82.3%	81.3%	81.7%
Wales	81.1%	81.6%	82.7%
Rank	7	15	15

F Phase				2012	2013	2014	2015
Swansea				77.6%	80.1%	83.9%	86.2%
Wales				80.5%	83.0%	85.2%	86.8%
Rank				19	21	17	15

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Key stage 2 core subject indicator (CSI)							
	2009	2010	2011	2012	2013	2014	2015
Swansea	73.9%	77.4%	80.8%	83.6%	84.3%	87.3%	89.2%
Wales	74.2%	78.2%	80.0%	82.6%	84.3%	86.1%	87.7%
Rank	14	17	12	10	13	9	8

Key stage 3 core subject indicator (CSI)							
	2009	2010	2011	2012	2013	2014	2015
Swansea	57.9%	61.6%	68.4%	73.3%	76.4%	80.6%	83.2%
Wales	61.3%	63.7%	68.0%	72.5%	77.0%	80.1%	83.9%
Rank	18	14	11	12	14	14	14

Attendance						
Primary	2009-2010		2010-11		2011-12	
	Attendance	Unauthorised absences	Attendance	Unauthorised absences	Attendance	Unauthorised absences
Swansea	92.3	0.7	93%	0.6	93.3%	0.5
Wales	93.1	1.0	93.1	0.8	93.8%	0.7
Rank	18	11	jt16	8	17	10

Primary	2012-13		2013-14		2014-15	
	Attendance	Unauthorised absences	Attendance	Unauthorised absences	Attendance	Unauthorised absences
Swansea	93.0%	0.6	94.4%	1.4	94.9%	1.2
Wales	93.7%	0.9	94.8%	1.0	94.9%	1.0
Rank	Jt last 20th	6	Jt 18th	20	11	18

Secondary	2009-2010		2010-11		2011-12	
	Attendance	Unauthorised absences	Attendance	Unauthorised absences	Attendance	Unauthorised absences
Swansea	90.6%	2.0%	91%	1.6	92.0%	1.4%
Wales	91.1%	1.6%	92.4%	1.5	92.2%	1.4%
Rank	16	18	jt 16	jt 1	15	15

Secondary	2012-13		2013-14		2014-15	
	Attendance	Unauthorised absences	Attendance	Unauthorised absences	Attendance	Unauthorised absences
Swansea	92.3%	1.1	93.3%	1.2	94.0%	1.1%
Wales	92.6%	1.3	93.6%	1.3	93.8%	1.3%
Rank	15	12	16	Jt 14	10	10

Key stage 4

Level 1 threshold							
	2009	2010	2011	2012	2013	2014	2015
Swansea	86.1%	88.5%	90.8%	92.8%	93.8%	95.5%	96.7%
Wales	88.2%	89.7%	90.3%	91.8%	93.2%	94.0%	94.4%
Rank	20	18	13	9	10	9	6

Level 2 threshold							
	2009	2010	2011	2012	2013	2014	2015
Swansea	59.9%	63.4%	65.8%	74.6%	79.3%	85.4%	88.9%
Wales	60.6%	63.7%	67.3%	72.6%	77.8%	82.3%	84.1%
Rank	11	11	14	11	11	10	5

Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics							
	2009	2010	2011	2012	2013	2014	2015
Swansea	49.2%	52.1%	53.2%	54.6%	55.3%	59.1%	64.0%
Wales	47.2%	49.4%	50.1%	51.1%	52.7%	55.4%	57.9%
Rank	10	5	7	8	9	7	3

Average wider points score							
	2009	2010	2011	2012	2013	2014	2015
Swansea	351.2	372.3	423.5	470.4	525.3	559.6	578
Wales	378.8	394.0	422.9	465	501.2	524.5	530.7
Rank	20	17	12	13	9	6	5

Capped points score							
	2009	2010	2011	2012	2013	2014	2015
Swansea		303.9	313.9	328.8	338.9	349.7	358.4
Wales		305.1	311.6	323.5	333.1	340.8	343.5
Rank		13	11	10	10	10	4

Core subject indicator (CSI) at key stage 4							
	2009	2010	2011	2012	2013	2014	2015
Swansea	48.0%	50.7%	51.8%	52.5%	52.9%	56.0%	54.8%
Wales	46.0%	48.0%	48.7%	48.9%	49.2%	52.6%	5
Rank	8	6	6	8	6	8	60.6%

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Pupils aged 15 leaving full-time education without a recognised qualification							
	2009	2010	2011	2012	2013	2014	2015
Swansea	1.6%	0.9%	0.43%	0.38%	0.1%	0.9P	
Wales	0.9%	1.4%	0.6%	0.4%	0.3%	1.1%P	
Rank	21	jt 15	jt9	16	Jt7	Not pub	Not pub

NEETS age 16
Swansea method of calculation – 31 October - no comparative
(Wales method, comparative)

	2009	2010	2011	2012	2013	2014	2015
Swansea	6.7% *(6.4%)*	4.2% *(4.2%)*	3.1% *(3.1%)*	2.9% *(3.2%)*	3.2% *(3.9%)*	3.7%P *(3.5%)*	
Wales	*(5.7%)*	*(5.4%)*	*4.4%*	*(4.2%)*	*(3.7%)*	*(3.1%)*	
Rank	*(16th)*	*(8th)*	*(5th)*	*(9t)*	*(15th)*	*(jt17th)*	

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Performance of Groups of pupils

Foundation Phase Indicator

Group	Level	2013	2014	2015	Average	Trend
All	O5+	80.1	84.0	86.2	83.4	6.1
Boys	O5+	75.2	79.3	82.7	79.1	7.5
Girls	O5+	85.4	88.8	89.7	88.0	4.3
Gender gap	O5+	-10.3	-9.5	-7.0	-8.9	-3.3
FSM	O5+	65.1	72.3	74.2	70.5	9.1
Non-FSM	O5+	84.3	87.0	89.4	86.9	5.1
FSM gap	O5+	-19.2	-14.7	-15.2	-16.4	-4.0
SA+	O5+	46.9	53.2	59.1	53.1	12.2
All	O6+	17.1	23.5	24.7	21.8	7.6
Attendance		93.0	94.4	94.9	94.1	1.9

Core subject indicator at key stage 2

Group	Level	2013	2014	2015	Average	Trend
All	L4+	84.3	87.3	89.2	86.9	4.9
Boys	L4+	80.2	83.9	86.4	83.5	6.2
Girls	L4+	88.4	91.0	92.4	90.6	4.0
Gender gap	L4+	-8.2	-7.1	-6.0	-7.1	-2.2
FSM	L4+	70.0	72.0	76.6	72.9	6.6
Non-FSM	L4+	88.2	90.9	92.2	90.4	4.0
FSM gap	L4+	-18.2	-18.9	-15.6	-17.6	-2.6
SA+	L4+	53.3	67.2	66.2	62.2	12.9
All	L5+	24.7	25.7	29.7	26.7	5.0
Attendance		93.0	94.4	94.9	94.1	1.9

Core subject indicator at key stage 3

Group	Level	2013	2014	2015	Average	Trend
All	L5+	76.4	80.6	83.2	80.1	6.8
Boys	L5+	71.7	77.8	79.9	76.5	8.2
Girls	L5+	81.7	83.6	86.5	83.9	4.8
Gender gap	L5+	-10.0	-5.8	-6.6	-7.5	-3.4
FSM	L5+	52.6	59.5	67.6	59.9	15.0
Non-FSM	L5+	83.0	85.3	87.1	85.1	4.1
FSM gap	L5+	-30.4	-25.8	-19.5	-25.2	-10.9
SA+	L5+	37.4	49.0	59.1	48.5	21.7
All	L6+	29.1	36.9	37.1	34.4	8.0
Attendance		92.3	93.3	94.0	93.2	1.7

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Level 2 inclusive (L2i) at key stage 4

Group	Level	2013	2014	2015	Average	Trend
All	L2i	55.0	59.1	62.3	58.8	7.3
Boys	L2i	50.1	54.0	59.0	54.4	8.9
Girls	L2i	60.4	64.5	65.7	63.5	5.3
Gender gap	L2i	-10.3	-10.5	-6.7	-9.2	-3.6
FSM	L2i	27.7	27.2	37.7	30.9	10.0
Non-FSM	L2i	62.6	66.7	69.5	66.3	6.9
FSM gap	L2i	-34.9	-39.5	-31.8	-35.4	-3.1
SA+	L2i	19.8	22.6	32.5	25.0	12.7
All	5 A*-A incl		10.3	12.1	11.2	12.1
Attendance		92.3	93.3	94.0	93.2	1.7

Post-16

Level 3 threshold %							
	2009	2010	2011	2012	2013	2014	2015
Swansea	94.7	94.5	97.0	95.7	97.4	96.8	96.8
Wales	96.0	94.9	96.3	96.9	96.5	97.1	96.9
Rank							

Level 3 points score							
	2009	2010	2011	2012	2013	2014	2015
Swansea	696.4	729.3	778.0	737.9	769.2	690.8	691.3
Wales	687.7	747.9	798.9	772.9	806.6	804.1	787.2
Rank							

National Tests (Years 2-9 combined)

National Reading Tests – English – Standardised scores						
	2014 85+	2014 115 +	2015 85+	2015 115 +	2016 85+	2016 115 +
Swansea	84.9	17.8	85.5%	18.7%		
Wales	83.2	16.5	83.5%	16.6%		
Rank	6	7	5	4		

National Reading Tests – Welsh – Standardised scores						
	2014 85+	2014 115 +	2015 85+	2015 115 +	2016 85+	2016 115 +
Swansea	84.5	15.6	84.8%	14.0%		
Wales	84.4	17.5	84.6%	17.1%		
Rank	13	13	9	14		

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National Numeracy Tests – Standardised scores				
	2014 Procedural 85+	2014 Procedural 115+	2015 Procedural 85+	2015 Procedural 115+
Swansea	84.7	18.9	86.7%	20.3%
Wales	82.8	15.5	84.2%	16.0%
Rank	9	5	8	3

National Numeracy Tests – Standardised scores				
	2014 Reasoning 85+	2014 Reasoning 115+	2015 Reasoning 85+	2015 Reasoning 115+
Swansea	84.5	17.3	88.3%	20.6%
Wales	82.2	14.8	85.6%	16.8%
Rank	8	7	6	5

Exclusions

Permanent and fixed-term exclusions from secondary schools

Permanent exclusions (rate per 1,000 pupils)							
	2009	2010	2011	2012	2013	2014	2015
Swansea	0.9	0.55	0.2	0.29	(0-0.5 2 – too low to publish)	0.41 (5 – all secondary)	0.50 (6 – all secondary)
Wales	0.9	0.8	0.7	0.5	0.5	Not pub	
Rank	9	Jt 12	9	Jt 15	Jt 6		

Fixed term five days or fewer (rate per 1,000 pupils)							
	2009	2010	2011	2012	2013	2014	2015
Swansea	71.0	62.3	63.4	54.7	45.1	21.8 (secondary)	
Wales	68.6	66.4	67.7	66.6	57.2	26.7	
Rank	17	13	14	10	9	10	

Fixed term of six days or more (rate per 1,000 pupils)							
	2009	2010	2011	2012	2013	2014	2015
Swansea	7.8	5.8	6.9	6.5	6.1	1.6 (secondary)	
Wales	6.4	6.3	6.0	5.3	4.0	1.6	
Rank	15	12	14	16	18	9	

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List of terms

ALN	Additional learning needs
Bacc	(The) Welsh Baccalaureate
CPD	Continuing professional development
CSI	Core subject indicator
CSSIW	Care and Social Services Inspectorate Wales
CYP	Children and Young People
DCD	Development Co-ordination Disability
EAL	English as an additional language
EDSLT	Education Senior Leadership Team
EIA	Equalities Impact Assessment
EMLAS	Ethnic Minority Language and Achievement Service
EOTAS	Education Other Than At School
ERW	Education through Regional Working (the south west and mid-Wales regional school improvement service)
EWS	Education Welfare Service
F.E.	Further education
eFSM	[Pupils] eligible for free school meals
GCSE	General Certificate of Secondary Education
H.E.	Higher education
KS	Key stage
LA	Local authority (council)
LAC	Looked after child/children
LSB	Local Service Board
NEET	[young people] Not in education, employment or training
ORES	Outdoor, Residential, Environmental Education Services
PACA	Partneriaeth Addysg Cymraeg Abertawe/Swansea Welsh in Education Partnership
PFM	Performance and financial monitoring
PLC	Professional learning community
PRU	Pupil referral unit
QEd 2020	Quality in Education 2020
RAID	Risks, assumptions, issues, dependencies
SEBD	Social, emotional and behavioural difficulties
SEN	Special educational needs
SIP	School Improvement Partnership
SLCN	Speech, language and communication needs
SLG	[Education] Senior Leadership Group
SOP	Strategic Outline Programme
STF	Specialist teaching facility
TA	Teaching assistant
TES	Traveller Education Service
VAP	Vulnerability Assessment Profile
WAO	Wales Audit Office
WG	Welsh Government

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Report of the Cabinet Member for Transformation & Performance

Cabinet – 17 March 2016

QUARTER 3 2015/16 PERFORMANCE MONITORING REPORT

Purpose:	To report Corporate and Service Performance for Quarter 3 2015/16
Policy Framework:	*Delivering for Swansea* Corporate Plan 2015/17
Reason for Decision:	To receive and review the performance results for Quarter 3 2015/16
Consultation:	Legal, Finance, Access to Services.
Recommendation(s):	It is recommended that:

1) Performance is reviewed to help inform executive decisions on resource allocation and, where relevant, corrective actions to manage and improve performance and efficiency in delivering national and local priorities

Report Author: Richard Rowlands

Finance Officer: Carl Billingsley

Legal Officer: Tracey Meredith

Access to Services Officer: Sherill Hopkins

1.0 Introduction

1.1 This report presents the performance results for the third quarter of 2015/16 delivering the Council's key priorities described in the Corporate Plan.

1.2 The outturn presented in the performance tables (Appendix A) incorporates an overview of performance including Policy Commitments and needs to be considered alongside the current financial situation of the Council.

1.3 The financial resources required to achieve the specified performance levels in 2015/16 have been provided in the approved budget. As part of the work on *Sustainable Swansea – Fit for the future* there will be an increased focus on understanding the level of activity and outcomes that are achieved for the budget allocated so that choices can be made about relative priorities.

2.0 Context

2.1 When making comparisons between quarters in previous years and 2015/16, the following should be considered:

2.1.1 The nature and number of some performance indicators (PIs) has changed between these two periods and therefore direct comparisons may not always be appropriate.

2.1.2 The results do not always account for changes in resources and workload during that period (although details can be seen in the numerator and denominator information and in the comments column of the data tables attached to this report).

2.1.3 There may be changes to the numerator and denominator information which may affect the trends by showing a decline while the volume of work has increased.

2.1.4 A proper comparison with national performance data will not be possible until the 2014/15 national performance results are published later in 2015.

3.0 National and local performance indicators

3.1 The Council is subject to the National Performance Improvement Framework and as such has to collect, monitor and report on a number of performance indicators that are set by the Welsh Government or Welsh Local Government to measure their shared priorities with Welsh Council's. The Council also reports locally defined performance indicators to measure corporate priorities.

4.0 Performance Targets

4.1 Targets 2015/16 were discussed and agreed between Heads of Service and Cabinet Members. Further discussion and consideration will be required during 2015/16 as part of *Sustainable Swansea* debate around which areas are priorities for performance improvement.

5.0 Outturn

5.1 In 2014/15, the Council adopted a new Corporate Plan. The Corporate Plan 2015/17 *Delivering for Swansea* identified the Council's 5 key priorities. The 5 key priorities are:

a) Safeguarding Vulnerable People
b) Improving Pupil Attainment
c) A Vibrant and Viable City and Economy
d) Tackling Poverty
e) Building Sustainable Communities

5.2 In summary:

a) 28 out of 39 (72%) indicators that had targets set met their targets.
b) 16 out of 26 (61.5%) comparable indicators also showed improvement compared to Quarter 3 last year.

5.3 The performance tables in Appendix A also set out an overview of performance, including the prioritised policy commitments, for each corporate priority provided by Directors and Heads of Service who are the responsible leads.

6.0 Equality & Engagement Implications

6.1 This report has no direct equality and engagement implications itself although the data reported may form part of the information that leads to a service screening for and undertaking an EIA as required.

7.0 Financial Implications

7.1 In the current and anticipated financial environment further discussion and consideration will be required around priorities and target setting for performance improvement as part of *Sustainable Swansea – fit for the future*.

8.0 Legal Implications

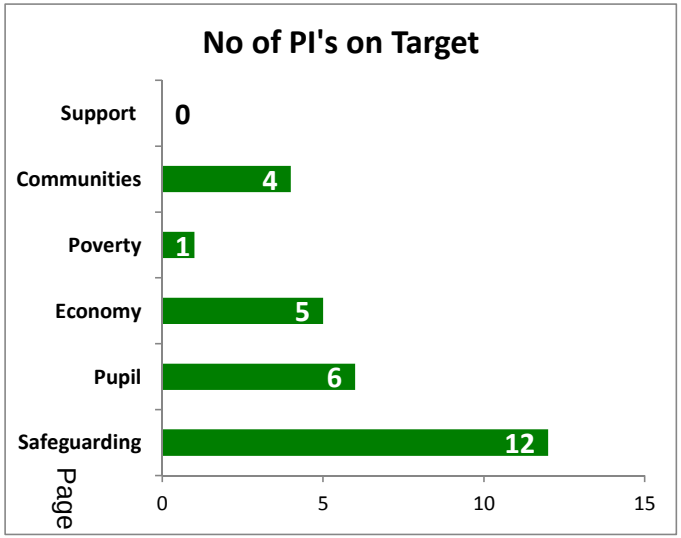
8.1 There are no legal implications associated with this report.

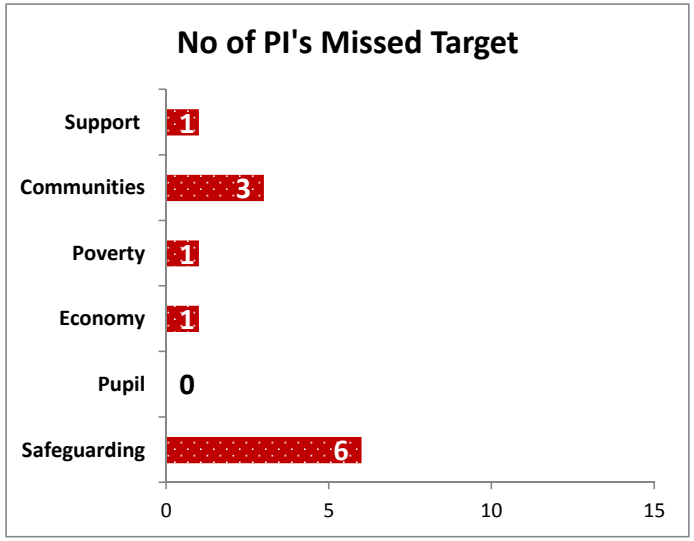
Background Papers: None.

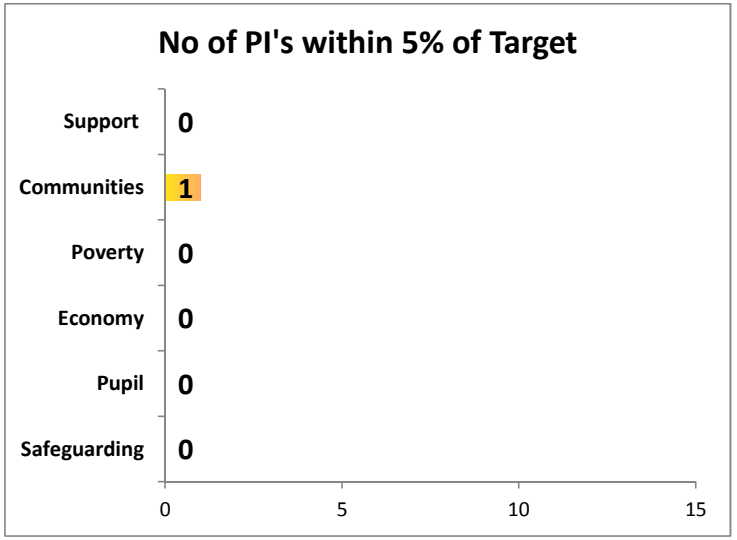
Appendices: Appendix A – Strategic Performance Monitoring Report Quarter 3 2015/16 by priority.

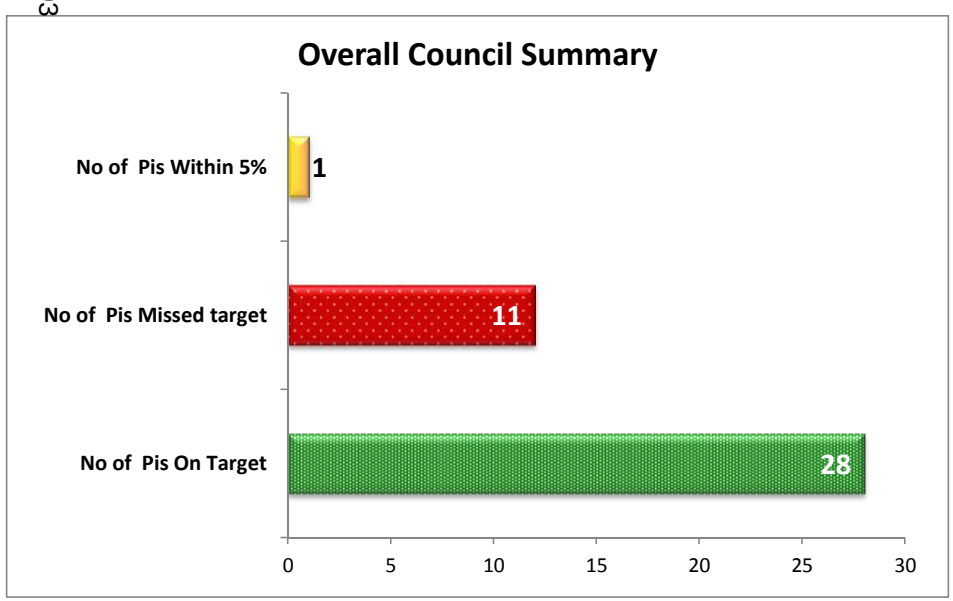
Performance Report - Quarter 3 2015-16

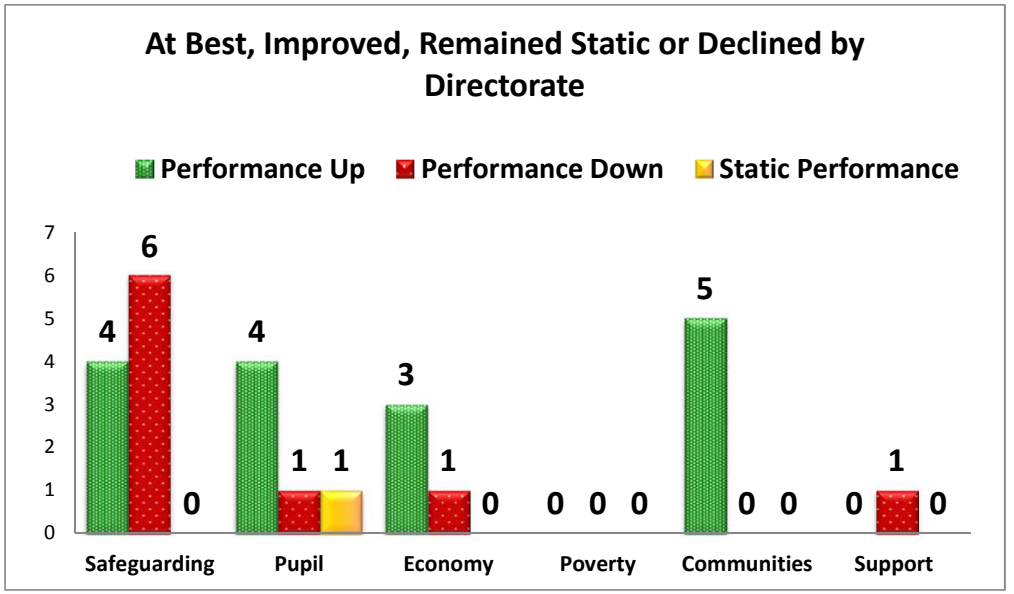
Quarter 3











Performance Report - Quarter 3 2015-16

Quarter 3

Met Target	Within 5% of Target	Missed Target
Green	Amber	Red

Related Outcome	PI & desired direction of Travel	Result Q3 15-16	Target Q3 15-16	Perform Q3 14-15	Trend since Q3 14-15	N – Numerator * D – Denominator Q3 15-16	N – Numerator * D – Denominator Q3 14-15	Comments (Explanation and Actions)	Responsible Head of Service	Responsible Performance Officer
	Priority 1 : Safeguarding Vulnerable People									
Effective arrangements are in place for safeguarding and protecting those at risk from significant harm and exploitation	**SCC004↓** The percentage of children looked after on 31 March who have had three or more placements during the year	RED 10.10%	8%	7.31%	↘	SCC004NM - The number of looked after children who had three or more separate placements during the financial year. 51 / SCC004DM - The total number of children who were looked after at 31 March 505	37 / 506	The safe LAC reduction strategy means that as we move people into more sustainable placements a certain number of moves are inevitable. We will continue to monitor appropriateness of placement moves at LAC review.	Julie Thomas	Owen Davies
	SCC039↑ The percentage of health assessments for looked after children due in the year that have been undertaken	RED 74.39%	98%	81.97%	↘	SCC039NM - The number of health assessments for looked after children due in the year that have been undertaken 122 / SCC039DM - The number of health assessments for looked after children due to be undertaken in the year 164	150 / 183	Difficulties in obtaining health assessment data for out of county placements from neighbouring health authorities persists. The LAC health team have been seeing these children themselves for an interim period in order to ensure that health reviews for LAC are conducted in a timely manner.	Julie Thomas	Owen Davies
	SCC042a↑ The percentage of initial assessments completed within 7 working days	GREEN 92%	92%	93.71%	↘	SCC042aNM - The number of initial assessments completed within 7 working days. 313 / SCC042aDM - The number of initial assessments completed during the year 340	313 / 334	Minor fluctuation. Within acceptable standards. Performance remains above target	Julie Thomas	Owen Davies
	SCC042b↓ The average time taken to complete initial assessments that took longer than 7 working days to complete	GREEN 9.15	11	10.24	↗	SCC042bNM - The total number of working days taken to complete all initial assessments where the number of working days taken was 8 or more 247 / SCC042bDM - The total number of initial assessments that took 8 days or more to complete. 27	215 / 21		Julie Thomas	Owen Davies

Related Outcome	PI & desired direction of Travel	Result Q3 15-16	Target Q3 15-16	Perform Q3 14-15	Trend since Q3 14-15	N – Numerator * D – Denominator Q3 15-16	N – Numerator * D – Denominator Q3 14-15	Comments (Explanation and Actions)	Responsible Head of Service	Responsible Performance Officer
Effective arrangements are in place for safeguarding and protecting those at risk from significant harm and exploitation	**SCC043a↑** The percentage of required core assessments completed within 35 working days	**GREEN** **80.81%**	80%	73.36%	↗	SCC043aNM - The number of required core assessments completed within 35 working days during the year **139** SCC043aDM - The number of core assessments that were completed during the year **172**	**223** **304**		**Julie Thomas**	**Owen Davies**
	SCC043b↓ The average time taken to complete those required core assessments that took longer than 35 days	**GREEN** **49.42**	52	55.10	↗	SCC043bNM - The total number of working days taken to complete all required core assessments where the number of working days taken was more than 35. **1,631** SCC043bDM - The total number of required core assessments that took longer than 35 working days to complete **33**	**3,912** **71**		**Julie Thomas**	**Owen Davies**
	CFS1 ↓ Number of children becoming looked after	**GREEN** **133**	Amended projection 135	126	↘	CFS1NM - Looked after children are those children who are becoming looked after by the local authority i.e. they are placed either in the care of the local authority or within accommodation commissioned by the local authority, as per the Children Act 1989. **133** D **1**	**126** **1**	It is an unfortunate inevitability that some children will become looked after. The Safe LAC Reduction Strategy aims to both limit the numbers entering the care system, but when they do ensure that where circumstances permit, they are placed in a family placement with a view to returning home as soon as possible.	**Julie Thomas**	**Owen Davies**
	CFS7 ↓ Percentage of children on the Child Protection Register who have been de-registered and then re-registered	**RED** **20.26%**	19%	16.81%	↘	CFS7NM - The number of children who had previously been on the CPR in Swansea regardless of how long ago that was **46** CFS7DM - The no. of children registered to the CPR at any time during the year and counts any re-registrations that may have occurred during the year. **227**	**38** **226**	Despite the increase in repeat registrations, Swansea remains low in comparison to other LAs in Wales. This performance is within acceptable parameters and falls just outside target.	**Julie Thomas**	**Owen Davies**

Related Outcome	PI & desired direction of Travel	Result Q3 15-16	Target Q3 15-16	Perform Q3 14-15	Trend since Q3 14-15	N – Numerator * D – Denominator Q3 15-16	N – Numerator * D – Denominator Q3 14-15	Comments (Explanation and Actions)	Responsible Head of Service	Responsible Performance Officer
Effective arrangements are in place for safeguarding and protecting those at risk from significant harm and exploitation	**CFS8 ↓** Percentage of children who remain on the Child Protection Register for more than one year	**RED** **17.62%**	11%	13.72%	↘	CFS8NM - Number of Children who have been on the Register for more than one year at end of period **40** CFS8DM - Number of Children on Child Protection Register at end of period **227**	**31** **226**	The ability to manage risk varies from family to family. Some familes need additional time to enable them to remove the risks that were responsible for the formulation of the Child Protection Plan.	**Julie Thomas**	**Owen Davies**
	CFS10 ↓ Number of children in residential care	**GREEN** **31**	50	35	↗	CFS10NM - Total number of children supported in residential forms of care, including mother and baby and specialist residential/educational services **31** D **1**	**35** **1**		**Julie Thomas**	**Owen Davies**
Page 96 Improved awareness of corporate safeguarding policy and arrangement amongst council employees	**SAFE5a↑** Number of training elements completed by new or existing staff in safeguarding vulnerable people (in both Child & Family and Adult Safeguarding) • E-learning	**GREEN** **4205**	3696	-		SAFE5aNM - Number of training elements completed by new or existing staff in safeguarding vulnerable people (in both Child & Family and Adult Safeguarding) • E-learning **4,205** D **1**			**Steve Rees**	**Khan Prince**
	SAFE5b↑ Percentage of training elements completed by new or existing staff in safeguarding vulnerable people (in both Child & Family and Adult Safeguarding) • E-learning	**GREEN** **75.09%**	66%	-		SAFE5bNM - Number of training elements completed by new or existing staff in safeguarding vulnerable people (in both Child & Family and Adult Safeguarding) • E-learning **4,205** SAFE5bDM - Number of training elements to be completed by new or existing staff in safeguarding vulnerable people via E-learning **5,600**			**Steve Rees**	**Khan Prince**

Related Outcome	PI & desired direction of Travel	Result Q3 15-16	Target Q3 15-16	Perform Q3 14-15	Trend since Q3 14-15	N – Numerator * D – Denominator Q3 15-16	N – Numerator * D – Denominator Q3 14-15	Comments (Explanation and Actions)	Responsible Head of Service	Responsible Performance Officer
Improved awareness of corporate safeguarding policy and arrangement amongst council employees	**SAFE6a↑** Number of new or existing staff who have received training in safeguarding vulnerable people • Face 2 face	**GREEN** **866**	750	-		SAFE6aNM - Number of new or existing staff who have received training in safeguarding vulnerable people • Face 2 face **866** D **1**			**Steve Rees**	**Khan Prince**
	SAFE6b↑ Percentage of new or existing staff who have received training in safeguarding vulnerable people • Face 2 face	**GREEN** **22.79%**	20%	-		SAFE6bNM - Number of new or existing staff who have received training in safeguarding vulnerable people • Face 2 face **866** SAFE6bDM - Number of training elements completed by new or existing staff in safeguarding vulnerable people via Face 2 Face **3,800**			**Steve Rees**	**Khan Prince**
	SAFE7a↑ Number of Designated Safeguarding Leads who have received training in safeguarding vulnerable people	**GREEN** **5**	5	-		SAFE7aNM - Number of Designated Safeguarding Leads who have received training in safeguarding vulnerable people **5** D **1**			**Steve Rees**	**Khan Prince**
	SAFE7b↑ Percentage of Designated Safeguarding Leads who have received training in safeguarding vulnerable people	**GREEN** **29.41%**	29%	-		SAFE7bNM - Number of Designated Safeguarding Leads who have received training in safeguarding vulnerable people **5** SAFE7bDM -Total number of people identified as designated leads who will be receiving training in safeguarding vulnerable people **17**			**Steve Rees**	**Khan Prince**

Related Outcome	PI & desired direction of Travel	Result Q3 15-16	Target Q3 15-16	Perform Q3 14-15	Trend since Q3 14-15	N – Numerator * D – Denominator Q3 15-16	N – Numerator * D – Denominator Q3 14-15	Comments (Explanation and Actions)	Responsible Head of Service	Responsible Performance Officer
Improved awareness of corporate safeguarding policy and arrangement amongst council employees	**SAFE8a↑** Number of Elected Members who have received training in safeguarding vulnerable people	**RED** **32**	72	-		SAFE8aNM - Number of Elected Members who have received training in safeguarding vulnerable people: **32** D: **1**		Several face to face training courses have been provided for Councillors in order to complete the training. In addition all Councillors have access to the internet based e-learning training provision with all login details and instructions provided by the Leader in Oct 15. 3 additional F2F courses are being scheduled in Feb 16 and reminders will be sent to all Members for these courses.	**Steve Rees**	**Khan Prince**
	SAFE8b↑ Percentage of Elected Members who have received training in safeguarding vulnerable people	**RED** **44.44%**	100%	-		SAFE8bNM - Number of Elected Members who have received training in safeguarding vulnerable people: **32** SAFE8bDM - Number of Elected Members: **72**			**Steve Rees**	**Khan Prince**
All directorates can evidence that they understand how they contribute to safeguarding people and monitor their effectiveness	**SAFE9a↑** The number of positive DBS checks	**na** **25**	to be confirmed	-		SAFE9aNM - The number of positive DBS checks: **25** D: **1**		To be deleted April 2016	**Steve Rees**	**Deb Yeates**
	SAFE9b↑ Percentage of positive DBS checks	**na** **2.14%**	to be confirmed	-		SAFE9bNM - The number of positive DBS checks: **25** SAFE9bDM - Total number of DBS checks: **1,170**		To be deleted April 2016	**Steve Rees**	**Deb Yeates**
Council employees feel confident about how to identify, discuss and report concerns in respect of children and adults	**SAFE11a↑** The number of referrals in relation to safeguarding - Whistleblowing	**na** **0**	to be confirmed	-		SAFE11aNM - The number of referrals in relation to safeguarding - Whistleblowing: **0** D: **1**		To be deleted April 2016	**Steve Rees**	**Deb Yeates**
	SAFE11b↑ Percentage of referrals in relation to Safeguarding - Whistleblowing	**na** **0%**	to be confirmed	-		SAFE11bNM - The number of referrals in relation to safeguarding - Whistleblowing: **0** SAFE11bDM - Total number of referrals: **0**		To be deleted April 2016	**Steve Rees**	**Deb Yeates**

Related Outcome	PI & desired direction of Travel	Result Q3 15-16	Target Q3 15-16	Perform Q3 14-15	Trend since Q3 14-15	N – Numerator * D – Denominator Q3 15-16	N – Numerator * D – Denominator Q3 14-15	Comments (Explanation and Actions)	Responsible Head of Service	Responsible Performance Officer

Policy Commitments relating to Safeguarding

62. Ensure a new emphasis in Social Services on prevention and early intervention
63. Investigate the creation of a Social Impact Bond to help reform Children's Social Services.
64. Relocate social services to work directly in the communities they serve and co-locate them with other services
65. Better integrate systems, ensuring far more effective links between adult and children's services
68. Invest in our staff at all levels in Social Services

Director's Overview

We have made strong progress in our work on Corporate Safeguarding. The performance in terms of staff training is very strong, and whilst there is much to do to achieve greater numbers of Council Members attending training, this is an issue being addressed by the Leaders of the political groups. In relation to Looked After Children and Child Protection, performance remains good, and at one point in November 2015, we had our lowest number of Looked After Children for seven years. The challenge is that referrals to Children's Services are going up, and more children and families are remaining with our services for longer. Despite these challenges, the performance outlined here is in line with our expectations in our Safe LAC Reduction Strategy, which is seeking to ensure a sustainable reduction in our Looked After Children population.

Related Outcome	PI & desired direction of Travel	Result Q3 15-16	Target Q3 15-16	Perform Q3 14-15	Trend since Q3 14-15	N – Numerator * D – Denominator Q3 15-16	N – Numerator * D – Denominator Q3 14-15	Comments (Explanation and Actions)	Responsible Head of Service	Responsible Performance Officer
	Priority 2 : Improving Pupil Attainment									
Improved pupil educational attainment	**EDCP12a↓** Pupils receiving fixed term exclusions - primary schools	**GREEN** **7**	10	7	↔	EDCP12aNM - Pupils receiving fixed term exclusions - primary schools **7** **D** **1**	**7** **1**	The low number of pupils receiving fixed exclusions from primary schools is maintained, with fewer pupils than the summer term and the same low number as the equivalent term last year.	**Lindsay Harvey**	**Siân Lewis**
	EDCP12b↓ Pupils receiving fixed term exclusions - secondary schools	**GREEN** **109**	200	157	↗	EDCP12bNM - Pupils receiving fixed term exclusions - secondary schools **109** **D** **1**	**157** **1**	The reducing trend continues. The number of pupils receiving fixed exclusions from secondary schools in the autumn term is similar to the summer term and down when compared to the same term last year.	**Lindsay Harvey**	**Siân Lewis**
	EDU008a↓ The number of permanent exclusions during the academic year per 1,000 pupils from primary schools	**GREEN** **0.05**	0.05	0.00	↘	EDU008aNM - Number of permanent exclusions during the academic year, upheld by the Governing Body, in primary schools in years 1 or above maintained by the local authority **1** EDU008aDM - Total number of pupils on roll in local authority maintained primary schools in years 1 or above at the time of the annual schools census in January **18,304**	**0** **18,006**	There was one very rare permanent exclusion from a primary school, the last was in autumn 2009. The PI is within the target range, which was set to allow for these rare events.	**Lindsay Harvey**	**Siân Lewis**
	EDU008b↓ The number of permanent exclusions during the academic year per 1,000 pupils from secondary schools	**GREEN** **0.25**	0.16	0.33	↗	EDU008bNM - Number of permanent exclusions during the academic year, upheld by the Governing Body, in secondary schools in years 11 or below maintained by the local authority **3** EDU008bDM - Total number of pupils on roll in local authority maintained secondary schools in years 11 or below at the time of the annual schools census in January **11,900**	**4** **12,083**	There was a slight rise in secondary permanent exclusions compared to the last two terms, but the number was the same as the revised number for the equivalent term in the previous academic year. The PI is within target.	**Lindsay Harvey**	**Siân Lewis**

Related Outcome	PI & desired direction of Travel	Result Q3 15-16	Target Q3 15-16	Perform Q3 14-15	Trend since Q3 14-15	N – Numerator * D – Denominator Q3 15-16	N – Numerator * D – Denominator Q3 14-15	Comments (Explanation and Actions)	Responsible Head of Service	Responsible Performance Officer
Improved pupil educational attainment	**EDU016a↑** Percentage of pupil attendance in primary schools	**GREEN** **95.51%**	93.5%	95.06%	↗	EDU016aNM - The total number of sessions missed by all pupils in primary schools **2,158,844** EDU016aDM - The total number of sessions possible for all pupils **2,260,331**	**2,165,379** **2,277,950**	Performance continues to improve and is better than the previous term and better than the same term last year.	**Lindsay Harvey**	**Siân Lewis**
	EDU016b↑ Percentage of pupil attendance in secondary schools	**GREEN** **94.31%**	93.8%	93.60%	↗	EDU016bNM - The total number of sessions missed by all pupils in secondary schools **1,619,715** EDU016bDM - The total number of sessions possible for all pupils **1,717,401**	**1,636,588** **1,748,447**		**Lindsay Harvey**	**Siân Lewis**

Policy Commitments relating to Attainment

14. Raise educational standards and the performance of all schools and pupils in Swansea
15. Implement a programme of sharing best practice between teachers and schools
16. Explore ways of improving pupil engagement and attendance
17. Introduce an ambitious, rigorous and supportive school performance framework
12. Adopt a new dynamic relationship with the schools, further education colleges, Swansea's two universities and employers
13. Develop a 10 year City of Learning strategic plan
18. Promote community focused school & family learning
19. Encourage greater collaboration between schools
20. Re-balance school funding to focus on need
21. Ensure 85% of funding is delegated directly to schools
23. Explore setting up a Skills campus and apprentice scheme

Director's Overview

Both primary and secondary attendance continue to show good improvement. There have been four permanent exclusions in total, including one very rare exclusion from a primary school, but this is still within the target ranges for primary and secondary. The number of pupils receiving fixed exclusions from secondary schools is now low and continues to decrease, and the usual low number from primary schools is maintained.

12. Adopt a new dynamic relationship with the schools, further education colleges, Swansea's two universities and employers
13. Develop a ten-year City of Learning strategic plan
23. Explore setting up a skills campus and apprentice scheme

• The Education Strategy Group, chaired by the Leader of the Council, continues to explore new ways to work with schools and to deliver essential and statutory services within reducing funding.
• Gower College Swansea continues to develop the lead on work-based learning. New external partners have emerged for post-16 learning and training. The council's preventative services for NEETs is being discussed by elected members.

Related Outcome	PI & desired direction of Travel	Result Q3 15-16	Target Q3 15-16	Perform Q3 14-15	Trend since Q3 14-15	N – Numerator * D – Denominator Q3 15-16	N – Numerator * D – Denominator Q3 14-15	Comments (Explanation and Actions)	Responsible Head of Service	Responsible Performance Officer

14. Raise educational standards and the performance of all schools and pupils in Swansea.

•Summer 2015 performance at key stage 4 was improved for all pupils and for key groups of learners such as boys and disadvantaged pupils.

•Schools where performance had been identified as a concern continued to be the targeted by Challenge Adviser. The two original Schools Challenge Cymru secondary schools, Morriston and Pentrehafod, maintained their activities to improve. Dylan Thomas Comprehensive is also benefiting from Schools Challenge Cymru support in 2015-16.

•The autumn 2015 categorisation shows a reduction in the number of schools causing concern (Amber, Red) and a rise in the good and outstanding schools (Yellow, Green).

15. Implement a programme of sharing best practice between teachers and schools

17. Introduce an ambitious, rigorous and supportive school performance framework

19. Encourage greater collaboration between schools

•Challenge advisers in Swansea completed the annual autumn term programme of visits to assess schools. Resulting from this work, on 28 January 2016 Welsh Government published the colour categories of all primary and secondary schools, in accordance with the national system. Swansea schools' categories were strong last year and have improved further this year with a reduction in the number of schools causing concern (Amber, Red) and a rise in the good and outstanding schools (Yellow, Green).

•A comprehensive online database to share findings about schools, Rhwyd, has been established by ERW, the regional school improvement service.

•Challenge Advisers will focus their efforts on the schools in the 'Amber' category that have greater levels of concerns. Actions plans are already in place to improve the 'Red' schools.

•The national drive for schools to support each other continues to be developed, involving schools of all categorisations collaborating on improvement. A regional database of good practice, Deialog, has been established.

16. Explore ways of improving pupil engagement and attendance.

•Attendance continued to improve in primary and secondary schools and annual performance targets 2014-15 have been met. Secondary attendance improved so well that Swansea's national ranking for 2014-15 rose to 10th from 16th. Primary attendance also improved well and rose to be ranked 11th from 18th. Autumn term attendance in both primary and secondary schools continued this upward trend. Permanent exclusions rose very slightly in autumn 2015, including a rare exclusion from a primary school (the last was autumn 2009) but there is no reason to suppose this rise will become a trend. The reducing trend in fixed-term exclusions from secondary schools continued.

18. Promote community focused school and family learning.

•Following the removal of grant funding, a new reduced central service for Family Learning has been operating since September 2015. Some schools are funding provision themselves. The Family Learning Team is on target to work with 300 families in Swansea's most deprived communities.

20. Re-balance school funding to focus on need

21. Ensure 85% of funding is delegated directly to schools

•Delegation for 2015-16 is close to 85% if Living Wage funding is counted.

•The Joint Finance sub-group of the Schools Budget Forum continue to examine the implications and mitigation of the effect of reduced funding in the context of meeting need. The Forum is working with the Education Strategy Group on a model of education for the future.

Related Outcome	PI & desired direction of Travel	Result Q3 15-16	Target Q3 15-16	Perform Q3 14-15	Trend since Q3 14-15	N – Numerator * D – Denominator Q3 15-16	N – Numerator * D – Denominator Q3 14-15	Comments (Explanation and Actions)	Responsible Head of Service	Responsible Performance Officer
	Priority 3 : Creating a vibrant and viable city and economy									
Creating a vibrant and viable city and economy	**EP28 ↑** The percentage of all planning applications determined within 8 weeks	**GREEN** **86.38%**	80%	83.13%	↗	EP28NM - The number of all planning applications determined during the year within 8 weeks **368** EP28DM - The total number of all planning applications determined during the year **426**	**335** **403**		**Phil Holmes**	**Andrew Pitson**
	EC1 ↑ The percentage of all applicants satisfied or very satisfied with the Planning application service	**GREEN** **91%**	90%	82.35%	↗	EC1NM - Total number of applicants and 3rd parties satisfied or very satisfied with the Planning application service **20** EC1DM - Total number of Planning questionaires received in the quarter **22**	**28** **34**		**Phil Holmes**	**Andrew Pitson**
	EC2 ↑ The percentage of all major and minor applications with an economic imperative that are approved	**RED** **76%**	85%	87.98%	↘	EC2NM - Total number of major and minor applications with an economic imperative that are approved **169** EC2DM - Total number of major and minor applications determined in the quarter **222**	**161** **183**	The result for the quarter was 76.13%, which is below the target of 85%, of the 222 applications determined in the quarter, 169 were granted. Of the applications that were refused, a significant number related to development in the countryside, where the principle of development is unacceptable or proposals which would have a significant effect on adjoining residents. Since April 1st 2015, following the introduction of charging for the provision of pre application advice, there has been a significant decline in the number of pre- application enquiries received. This may have an influence over the quality of the applications submitted with consequent implications for achieving this target.	**Phil Holmes**	**Andrew Pitson**

Related Outcome	PI & desired direction of Travel	Result Q3 15-16	Target Q3 15-16	Perform Q3 14-15	Trend since Q3 14-15	N – Numerator * D – Denominator Q3 15-16	N – Numerator * D – Denominator Q3 14-15	Comments (Explanation and Actions)	Responsible Head of Service	Responsible Performance Officer
Employment & Training opportunities created	**BBMA1 ↑** Increase in the number of projects with social benefit clauses & Beyond Bricks and Mortar in their contracts	**GREEN** **18**	12	11	↗	BBMA1NM - No. of BB&M projects containing SBCs from this current reporting year minus no. of BB&M projects containing SBCs from the previous year providing the increased number of projects worked on in the reporting year **18** D **1**	**11** **1**		**Phil Holmes**	**Sue Woodward**
	BBMA3 ↑ The number of training and employment weeks created by BBM for unemployed and economically inactive	**GREEN** **211**	130	-		BBMA3NM - The number of training and employment weeks created by BBM for unemployed and economically inactive **211** D **1**			**Phil Holmes**	**Sue Woodward**
Better Quality commercial floorspace enabling the provision of increased employment	**EC3 ↑** Amount of commercial floorspace (m²) created within the city centre to accommodate job creation	**GREEN** **300**	250	-		EC3NM - Creation of commercial floorspace created through Vibrant and Viable Places - Realising the Potential funding. **300** D **1**			**Phil Holmes**	**Huw Jones**
Improved city living opportunities	**EC4 ↑** Number of new housing units created in Swansea City Centre as a result of V&VP Realising the Potential funding	**na** 0	0	-		EC4NM - Creation of new housing units within Swansea City Centre created through Vibrant and Viable Places - Realising the Potential funding. **0** D **1**			**Phil Holmes**	**Huw Jones**

Related Outcome	PI & desired direction of Travel	Result Q3 15-16	Target Q3 15-16	Perform Q3 14-15	Trend since Q3 14-15	N – Numerator * D – Denominator Q3 15-16	N – Numerator * D – Denominator Q3 14-15	Comments (Explanation and Actions)	Responsible Head of Service	Responsible Performance Officer

Policy Commitments relating to creating a vibrant and viable economy

34. Seek to increase the number of people living in the city centre
24. Work with partners and the business community to promote Swansea Bay City region
25. Utilise £11 m in the House Revenue Account to improve Council houses and boost local economy.
28. Create a clear, coherent and balanced approach to the city centre
36. Work closely with partners to develop a Creative City Region create a Science and Innovation campus build Swansea as a science, technology and creative capital.
31. Plans for a sustainable transport system.
32. Improve perceptions of our city as a place to work, visit and live
33. Enhance our public spaces and city's built heritage and empty properties

Director's Overview

The percentage of applications determined within 8 weeks continues to improve again this quarter. This is complemented by an improvement in the percentage of all applicants satisfied or very satisfied with the Planning application service. Both PI's are on target. The percentage of all major and minor applications with an economic imperative that are approved has fallen short of target this quarter. Of the applications that were refused, a significant number related to development in the countryside, where the principle of development is unacceptable or proposals which would have a significant effect on adjoining residents. Since April 1st 2015, following the introduction of charging for the provision of pre-application advice, there has been a significant decline in the number of pre- application enquiries received. This may also have an influence over the quality of the applications submitted with consequent implications for achieving this target.

Targets for the Increase in the number of projects with social benefit clauses & Beyond Bricks and Mortar in their contracts, and the number of training and employment weeks created by BBM for unemployed and economically inactive are both above target. The target for the amount of commercial floorspace created within the city centre to accommodate job creation has also been met. The annual target result for the number of new housing units created in Swansea City Centre as a result of V&VP Realising the Potential funding will be reported at year end, but it is already anticipated that this will fall short of target due to 3rd party delays with scheme commencement, slipping into 2016/17 instead.

Turning to policy commitments, good progress continues to be made.... The production and public consultation of the City Centre Framework sets the strategic direction and the implementation of the Realising the Potential programme has a direct positive bearing on policy commitments 34, 24, 25, 28, 32 and 33. The strategic framework will be reported to Cabinet/Council for adoption in January. The procurement of developers for the Civic Centre and St David's sites and the acquisition of the former Oceana building for redevelopment are strategic initiatives currently underway to support these and other policy commitments. Preferred development managers have been selected in December and a launch event will take place on 22nd January. The demolition contract for Oceana has been awarded and works have commenced. The Swansea Bay City Region working with partners as described in PC 24 has taken a step forward in relation to inward investment. A regional marketing suite and virtual inward investment team will be established to ensure joined-up working. Looking specifically at PC 25, around £250 million will be spent over the next 5 years to improve Council houses which includes the £11 million identified within the policy commitment. This year's capital programme of £48m is entirely committed to the improvement of the housing stock up to the WHQS (*Welsh Housing Quality Standard*). PC36 is being delivered through collaborations with the universities, where MoU's (*Memorandum of Understanding*) identify joint working, and via close collaboration with the City Region Board. Support has been expressed publicly by the University for the Hydro Hub projected sited within the Civic Centre redevelopment plans. Also, in relation to PC 32, Swansea - "City of Innovation" has been adopted and work is now underway to refine this as part of Swansea's place marketing offer. PC 31 - options have been identified to amend the infrastructure and traffic movements at Kingsway in accordance with the draft Kingsway masterplan and a temporary solution is being delivered on site. A transport model has also been developed to test traffic implications of strategic site allocations as proposed in draft LDP. This will be reported to Councillors next month.

Related Outcome	PI & desired direction of Travel	Result Q3 15-16	Target Q3 15-16	Perform Q3 14-15	Trend since Q3 14-15	N – Numerator * D – Denominator Q3 15-16	N – Numerator * D – Denominator Q3 14-15	Comments (Explanation and Actions)	Responsible Head of Service	Responsible Performance Officer
	Priority 4 : Tackling Poverty									
People live in resilient communities	**SIU01↑** SIU01 - No. of staff / workers trained in Welfare Rights / Benefits advice appropriate to their role.	**RED** **288**	375	-	**-**	SIU01NM - Number of staff/workers trained in welfare rights/benefits advice appropriate to their role **288** D **1**		Further training will take place in Quarter 4 with 103 people booked on courses. Therefore the target is likely to be missed by approximately 100 people. There are only so many courses and sessions which can be delivered without affecting the welfare rights team's core activities. More people have expressed an interest in these courses but they are already full sessions.	**Sarah Crawley**	**Karen Grunhut**
	POV2↑ Percentage of activities in the Poverty Action Plan started in the year	**GREEN** **60.9%**	0%	-	**-**	POV2NM -Actual number of activities in the Poverty Action Plan started **14** POV2DM - Total number of activities within the Poverty Action Plan **23**			**Sarah Crawley**	**Karen Grunhut**

Policy Commitments relating to tackling poverty

38. Tackle poverty and unemployment, especially amongst young people and within the most deprived communities
22. Implement a pledge to ensure that all 18-24 yr olds have access to quality information, education and enterprise
24. Work with CAB and other partners to enhance the Council's existing Welfare Rights service
37. Explore with Credit Unions how to make loans to micro businesses
39. Work with Moneyline Cymru and other partners to help people on low incomes access affordable loans
66. Play a full part in the Healthy Cities initiative to address health inequalities and life expectancy

Director's Overview

The Communities First and LIFT programmes have continued to support people with their employability and into employment. The Young People's service continues to support young people from 11-25 years of age with information, advice and guidance, along with direct support. The Council is continuing to fund the Enterprise officers within Gower College who are actively working with Primary and Secondary schools to promote innovation in business. The Credit Union (LASA) are continuing to assist people in accessing low cost, affordable loans. The Early years strategy and action plan are owned and run by the Healthy Cities board, assisting children with a best start in life, and readiness for school. The Communities First and Families First programmes are continuing to assist people with health issues. The NEETs figure has continued to reduce through a series of co-ordinated activities including supporting the most vulnerable school leavers, continuing to develop provision in Gower College and liaising closely with the main training providers across Swansea. Approval has also been given for a new post-16 vulnerable learners service which should be up and running in April/May 2016

Related Outcome	PI & desired direction of Travel	Result Q3 15-16	Target Q3 15-16	Perform Q3 14-15	Trend since Q3 14-15	N – Numerator * D – Denominator Q3 15-16	N – Numerator * D – Denominator Q3 14-15	Comments (Explanation and Actions)	Responsible Head of Service	Responsible Performance Officer
	Priority 5 : Building sustainable communities									
People live in resilient communities	**STS006 ↑** The percentage of reported fly tipping incidents cleared within 5 working days	**GREEN** **94.1%**	92%	88.78%	↗	STS006NM - The number of reported fly tipping incidents in the quarter cleared within 5 working days **1,166** STS006DM - The total number of fly tipping incidents recorded by the authority during the quarter **1,239**	**744** **838**		**Chris Howell**	**Dave Condon**
	WMT004b↓ The percentage of municipal waste collected by local authorities sent to landfill	**GREEN** **38.61%**	40.5%	41.49%	↗	WMT004bNM - The tonnage of local authority collected municipal waste sent to landfill by the local authority **11,795** WMT004bDM - The total tonnage of municipal waste collected by the local authority **30,549**	**11,701** **28,203**		**Chris Howell**	**Keith Coxon**
	WMT009b ↑ The percentage of municipal waste collected by local authorities and prepared for reuse and/or recycled, including source segregated bio wastes that are composted or treated biologically in another way	**GREEN** **60.64%**	59.5%	58.46%	↗	WMT009bNM - The tonnage of local authority collected municipal waste prepared for reuse, recycled and/or collected as source segregated bio wastes and composted or treated biologically in another way by the local authority **18,526** WMT009bDM - The tonnage of municipal waste collected by the local authority **30,549**	**16,488** **28,203**		**Chris Howell**	**Keith Coxon**
	SUSC1 ↑ % of people across Swansea who believe they live in a good place	**AMBER** **85.67%**	89%	-		SUSC1NM - Number of residents surveyed who are 'very' or 'fairly' satisfied with their local area as a place to live. **616** SUSC1DM - Total number of residents surveyed **719**			**Chris Sivers**	**Rhian Millar**

Related Outcome	PI & desired direction of Travel	Result Q3 15-16	Target Q3 15-16	Perform Q3 14-15	Trend since Q3 14-15	N – Numerator * D – Denominator		Comments (Explanation and Actions)	Responsible Head of Service	Responsible Performance Officer
						Q3 15-16	Q3 14-15			
People live in resilient communities	**SUSC3 ↑** % of people who believe that their neighbourhood is a place where people from different backgrounds can live together well	**RED** **70.60%**	76%	-		SUSC3NM - Number of respondents who 'strongly agree' or 'tend to agree' that their local area is a place where people from different ethnic backgrounds get on well together **497** SUSC3DM - Total number of respondents **704**		We aim to work with partners to help build sustainable communities. We are working with the voluntary, community, public and private sector in Swansea and the wider region to promote community action, build capacity and develop projects for communities to run services, manage assets and build cohesion. This work will continue and develop over the coming months and years as we seek with partners to build upon this work and further develop community capacity, resilience and cohesion.	**Chris Sivers**	**Rhian Millar**
More people living at home or in the community	**SCA001↓** The rate of delayed transfers of care for social care reasons per 1,000 population aged 75 or over	**GREEN** **3.81**	4.00	5.33	↗	SCA001NM - Total number of local authority residents experiencing a delayed transfer of care during the year for social care reasons **80** SCA001DM - Total population aged 75+ **21,024**	**112** **21,024**	Based on incomplete data - NHS yet to supply us with December data (20/1/16). Data calculated as whole-year estimate based on April - November data. Based upon available data, performance has improved since Q2 2015/16.	**Alex Williams**	**John Grenfell**
	AS4 ↑ Percentage of clients returning home following reablement	**RED** **57.8%**	62%	42.50%	↗	AS4NM - Number of clients returning home after a period of reablement **26** AS4DM - Total number of clients discharged **45**	**17** **40**	Performance has improved considerably since Q1 of the year, due to the focus on admitting only those who presented as capable of being re-abled. It is possible that performance will deterioriate during the rest of this winter if hospitals come under sustained pressure.	**Alex Williams**	**John Grenfell**

Related Outcome	PI & desired direction of Travel	Result Q3 15-16	Target Q3 15-16	Perform Q3 14-15	Trend since Q3 14-15	N – Numerator * D – Denominator Q3 15-16	Q3 14-15	Comments (Explanation and Actions)	Responsible Head of Service	Responsible Performance Officer

Policy Commitments relating to building sustainable communities

2. Seek wider and imaginative community use of public assets such as Council owned buildings
72. Support independent living, improved options for older people. Increase funding for housing co-operative
3. Explore collaborative and innovative ways in which local services can financed and delivered
64. Relocate social services to work directly in the communities they serve and co-locate them with other services

Director's Overview

•There is a clear joint commitment between Social Care and Health to tackle delayed transfers of care, and work is ongoing to ensure that there is joint ownership of the issue to improve performance. Social Care and Health fully recognise the importance of swift discharges to improve patient flow through the hospitals and ensure that people can be supported to go home as quickly as possible. The pressures so far on hospitals this winter have not been as severe as previous winters. However, work is ongoing to ensure that delayed transfers of care are minimised as much as possible. To aid this the Head of Adult Services has weekly conference calls with the Service Directors for both Singleton and Morriston to try and expedite difficult cases, medically fit individuals in hospital are being prioritised on brokerage for external domiciliary care, the structure of the hospital social work team is being reviewed to ensure that there is a robust front door from the hospital into community care, and capacity within the internal domicilary care and residential care service is being used creatively to aid hospital discharges.

•Effective reablement processes are critical to assist with improving delayed transfers of care. Social Care is reviewing its approach and criteria for reablement to ensure it is fit for purpose, so where possible people can be kept as independent as possible.

•The Waste service has contributed to the building of sustainable communities through continuing to improve its recycling performance and land fill diversion in line with Welsh Government statutory indicators. This has been achieved through ongoing community engagement, residual waste restrictions, and recycling facilities at the Household Waste Recycling Centres and Bring Sites. The ongoing Waste Commissioning Review will seek continual improvement through increased community action.

•The Fly Tipping Team, along with the rest of the Cleansing Team, merged with Parks Operations from 1 January 2016, and a further commissioning review is scheduled to start in March 2016, and will aim to improve the performance of the Fly Tipping Service to ensure communities are kept clean and attractive, and free from fly tipping.

Sickness Absence

	CHR002↓ The number of working days/shifts per full time equivalent (FTE) local authority employee lost due to sickness absence	**RED** **7.42**	6	7.28	↘	CHR002NM - Total number of working days/shifts lost to sickness absence, for the relevant period **68,795.67** CHR002DM - Average Number of FTE employees. **9,275.55**	**69,842** **9,597**	The figures are being monitored monthly to ascertain the Service Area hot spots and looking at any trends. Although unlikely to meet the challenging annual target of 8 days per person bettering last years result of of 9.56 days is still achievable	**Steve Rees**	**Emma Johnson**

Report of the Cabinet Member for Performance and Transformation

Cabinet - 17 March 2016

SHOW BULLYING THE RED LIGHT

Purpose:	To outline and endorse the new 'Show Bullying the Red Light' campaign
Policy Framework:	Performance and Transformation
Reason for Decision:	To formally adopt and actively support the new 'Show Bullying the Red Light' campaign
Consultation:	Legal, Finance and Access to Services.
Recommendation(s):	It is recommended that:

1) Cabinet endorse the 'Show Bullying the Red Light' campaign;
2) Cabinet agree to actively support the campaign as detailed.

Report Author:	Leanne Cutts
Finance Officer:	Mike Hawes
Legal Officer:	Tracey Meredith
Access to Services Officer:	Phil Couch

1. Introduction

1.1 The results from the Staff Survey in 2014 and 2015 showed that high numbers of staff feel they have experienced bullying and harassment within the workplace. The results are significantly higher than the number of cases recorded by HR which suggests that current systems in place in respect of bullying and harassment are not working as effectively as they should be.

1.2 As a result a task and finish group made up of volunteers from the Innovation Community were asked to lead an anti-bullying and harassment strategy. The group decided that the Council needed to adopt a zero tolerance approach to bullying and harassment and have been considering what can be done now, and in the future, to ensure this commitment becomes 'real'.

1.3 The group was formed in June 2015 and chose to focus on three key themes:

- Recognising and understanding what bullying is
- The types of support we can give to people experiencing, or being accused of, bullying
- Taking a preventative approach by creating the right environment so that these unwanted behaviours do not occur in the first place

1.4 The group have developed the 'Show Bullying the Red Light' campaign which they are aiming to launch on 11th April 2016. Tackling bullying and harassment in the workplace is a high priority for the Executive Board and the group have worked closely with the Chief Executive to develop this campaign.

2.0 Show Bullying the Red Light

2.1 To develop the 'Show Bullying the Red Light' campaign the group undertook research into the types of initiatives other organisations have introduced. These organisations range from the Wave's 'Hear My Voice Campaign', Manchester and Worcester Universities to the New Zealand Government.

2.2 Using this research the group have developed a 'Bully Buddy' support mechanism and an online 'Bullying Assessment Toolkit' which will form the 'Show Bullying the Red Light' campaign.

2.3 The 'Show Bullying the Red Light' campaign is the first step to a new way of dealing with unacceptable behaviour in the council.

3.0 Bully Buddy

3.1 The purpose of the 'Bully Buddy' is to provide first point of contact support to any member of staff who has a concern or needs advice regarding bullying. The Bully Buddy will encourage low level resolution using the toolkit as a reference point and signposting to other support mechanisms.

3.2 The Bully Buddy is simply a further option of support that staff can utilise and will be separate from existing support mechanisms such as Helping Hands, HR, Trade Unions etc. The Bully Buddy will deal with bullying and harassment issues only.

3.3 A Bully Buddy will:

- support staff who are experiencing bullying and have been accused of bullying equally
- be impartial and confidential
- only deal with workforce bullying, i.e. staff / managers / members, rather than bullying by members of the public
- be available to support both staff and managers
- be empowered to carry out the role In the most appropriate way they deem necessary

3.4 The Bully Buddy role, and the co-ordination of the Bully Buddies, will be carried out by staff volunteers. They will be directly supervised by a relevant HR Officer to ensure they are trained and supported to carry out this role. However the details of the 'client' will be kept in the strictest confidence and will remain anonymous to the supervising HR Officer to ensure impartiality and confidentially.

3.5 A number of staff expressed an interest to become a Bully Buddy at the 'It's all about you' engagement event in November and a recruitment drive for more volunteers has been advertised to the wider workforce. Training will take place throughout March in line with the campaign plan timescales.

4.0 Bullying Assessment Toolkit

4.1 The purpose of the Bullying Assessment Toolkit is to be an aid to help staff understand and identify behaviour they are experiencing, consider whether this behaviour may be classed as bullying and to give options for next steps.

4.2 The toolkit may be used in discussion with the Bully Buddy or as an individual self-assessment tool. The results of the toolkit will help determine the most appropriate course of action to be followed and signpost the staff member accordingly. This will not necessarily mean that the individual is being bullied.

4.3 The toolkit will be accessible online and in hard copy format.

5.0 Launch

5.1 The Bully Buddy and Toolkit have been created by staff, for staff, in the belief that they will help the zero tolerance commitment become real.

5.2 The group are aiming to launch the Bully Buddy and Toolkit on Monday 11th April 2016.

5.3 The group are developing a campaign strategy based on key messages which can be found at Appendix A. The key focus for the group is to enable staff to feel that they can speak out about any unwanted behaviour they experience. The target audience is the 'silent'.

6.0 Recommendations

6.1 It is recommended that Cabinet endorse the 'Show Bullying the Red Light Campaign' and actively support the promotion of the campaign in line with the developing campaign plan.

6.2 The group request that members actively support this campaign by:
a) attending the launch event
b) signing up to the Social Media campaign

c) actively promote the scheme and the use of Bully Buddies amongst staff

7.0 Equality and Engagement Implications

7.1 An EIA has been undertaken and no requirements for a full assessment have been identified. Access to Services advise that Bully Buddies should be trained in the requirements of the Equality Act 2010 and if this is not provided Bully Buddies must be advised not to give any advice in this area.

8.0 Financial Implications

8.1 There are no significant financial implications arising from this campaign. Some costs will be incurred in the advertising, set up and application of the Bully Buddy scheme i.e. telephone costs. There will also be an implicit cost to the service in terms of staff time as the Bully Buddy role will be carried out during the working day.

9.0 Legal Implications

9.1 There are no legal implications associated with this report.

Background Papers: None

Appendices: Appendix A – Campaign Plan Ideas

Appendix A – Campaign Plan Ideas

March 2016 – April 2016

- 'Show Bullying the Red Light' image to be created
- Posters to be distributed to all work locations
- Social media campaign – staff and members to 'sign up' to the campaign by having their picture taken holding the 'Show Bullying the Red Light' image. Pictures to be taken of as many people as possible including the Chief Executive, Leader, front line staff etc.
- Road show events in various locations to raise awareness of the scheme
- A *'where is the Buddy this week?'* story - following the 'buddy' around different locations speaking to staff about the campaign
- A 'pledge' on staffnet for staff to show their support – 'liking' the image
- Pens, lanyards, dashboard stickers to be produced to promote the campaign and the buddy (the group are hoping to secure sponsorship to cover this cost)
- Series of case studies to be produced to highlight the importance of having a scheme to support staff experiencing bullying

Key messages:

Target audience – the 'silent'

- Why we are doing this? Staff surveys show current systems are not working, we have listened, we are doing something about it, zero tolerance (we are an organisation that wants to be inclusive and cohesive)
- This is a new starting point
- Created by staff for staff
- The Bully Buddy and toolkit are additional **impartial and confidential** mechanisms of **support** for staff who feel they may be being bullied or *have been accused of bullying* - a dedicated resource to deal with bullying and harassment
- The Bully Buddy and toolkit compliment other mechanisms of support that are already in existence e.g. Helping Hands, HR, the corporate Bullying and Harassment policy, Trade Unions.
- Staff personally experiencing bullying, or witnessing others being bullied, need to feel able to 'speak up'
- Everyone can do something about bullying and harassment
- Bullying behaviour needs to be 'nipped in the bud' so that it stops and doesn't escalate
- General behaviours expected of staff to be reinforced using language of the innovation behaviours group

Report of the Cabinet Member for Transformation & Performance

Cabinet - 17 March 2016

STRATEGIC EQUALITY PLAN 2016 – 2020

Purpose:	To present the Strategic Equality Plan
Policy Framework:	Strategic Equality Plan 2016 – 20120
Reason for Decision:	To present the Strategic Equality Plan for approval prior to submission to Council for adoption.
Consultation:	Legal, Finance, Access to Services
Recommendation(s):	It is recommended that the Strategic Equality Plan be referred to Council for approval.
Report Author:	Sherill Hopkins
Finance Officer:	Carl Billingsley
Legal Officer:	Tracey Meredith
Access to Services Officer:	Catherine Window

1.0 Introduction

1.1 This report provides detail on our refreshed Strategic Equality Plan (SEP) for 2016 – 2020 following consultation and engagement.

2.0 Strategic Equality Plan 2016 - 2020

2.1 Our current SEP comes to an end in March 2016. Under the regulations, we are obliged to publish a refreshed Plan (including Equality Objectives) every 4 years. This draft has been developed to incorporate the Children and Young People's Rights Scheme action plan.

2.2 A Task & Finish Group has been used to develop the Equality Objectives, with advice, information and support provided by key officers.

2.3 The consultation and engagement work undertaken on the SEP was extensive and resulted in close to 200 individual comments / points of feedback. The resulting Equality Objectives are:

1. Ensure equality of access to services
2. Undertake a range of work focused on safety including hate crime, modern slavery, protection of vulnerable people, radicalisation and extremism etc.
3. Develop a whole Council approach to the United Nations Convention on the Rights of the Child (UNCRC), to meet our commitments contained within the Children and Young People's Rights Scheme
4. Continue to improve Social Services provision within both Adult and Child & Family Services, ensuring that the service user's needs are at the centre of all planning and commissioning activities
5. Improve pupil attainment and continue to close performance gaps
6. Provide equality support for schools
7. Provide opportunities via apprenticeships and work placements
8. Improve access to the infrastructure around pavements, roads and parking provision for disabled and older people, as well as families with young children
9. Improve access to public transport by bus for disabled and older people, as well as families with young children
10. Ensure we tackle and alleviate the effects of poverty
11. Ensure consultation and engagement is inclusive and undertake awareness raising activities
12. Work on health and sport initiatives that focus on outcomes for our communities
13. Continue to improve staff and Member awareness of equality and diversity issues
14. Comply with the Procurement and Assessment of Impact regulations set out in the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011.

2.4 These objectives have been designed to cover both whole-authority opportunities and specific services or themes, which are of particular importance to protected groups. We have utilised a number of sources in their development, including:

- Outcomes of engagement activities with equality groups
- National and local evidence
- Equality Impact Assessments
- Corporate priorities
- Existing strategies and plans
- United Nations Convention on the Rights of the Child (UNCRC)
- Children and Young People's Rights Scheme

2.5 Engagement activities included stakeholder events and meetings, drop-in sessions, an on-line survey and specific workshops with individual groups. There have been changes to the initial draft Equality Objectives as a result, and services have also provided responses on the comments received in order to populate a consultation feedback report for publication in April.

2.6 Work has also been undertaken to link the Equality Objectives to our Corporate Priorities and Corporate Values, following internal feedback on the draft plan. While we have fewer objectives in this plan than our first,

this is due to our learning over the first four years of the Public Sector Equality Duty in Wales (and a more holistic approach internally), and not a reduction in our work or commitment to equality and children's rights.

3.0 Financial Implications

3.1 Whilst there are no immediate financial implications arising from this report, acceptance of the SEP could result in additional expenditure at a future time. Acceptance of the SEP does not mean that additional resources will be made available and it should be assumed that future spending needs will need to be contained within existing budget provision.

3.2 Within the development of the Equality Objectives, the support and guidance of the Access to Services Team has focused heavily on the financial aspect. All service areas have been advised to only set Objectives that are achievable as additional funds are not available corporately.

4.0 Legal Implications

4.1 This work is governed by the Equality Act 2010, (Statutory Duties) (Wales) Regulations 2011, which places specific duties on public authorities. The 16 regulations include specific publication requirements for:

- A Strategic Equality Plan (and any revisions)
- Equality Objectives including timescales and actions to be taken
- An annual equality report
- Equality Impact Assessments
- Any relevant equality information
- Specified employment information, including information on training and pay.

5.0 Equality and Engagement Implications

5.1 The current SEP was subject to a full EIA at the time of development and identified no adverse issues. This has been updated in order to reflect the 2016 – 2020 content.

Background Papers: None

Appendices: Strategic Equality Plan 2016 – 2020

City and County of Swansea

Strategic Equality Plan

2016-2020

City and County of Swansea
Dinas a Sir Abertawe

If you require this document in a different format, e.g. large print, Braille, audio version, etc. please contact the Access to Services Team on 01792 636731, email accesstoservices@swansea.gov.uk or write to Gloucester Room, The Guildhall, Swansea, SA1 4P

Introduction

This is the City and County of Swansea's second Strategic Equality Plan (SEP). While it is a legal requirement, it gives us the opportunity to further our commitment to equality and fairness as an organisation. The Plan's content has been designed to build on the achievements of our first SEP as well as to meet the legal duties and incorporate different areas of work. Our progress will be regulated by the Equality and Human Rights Commission.

This Plan supersedes that of 2012 – 2016. However, a final review of the previous Equality Objectives will be undertaken and published in 2016. It is important that we do so as a great deal of progress was made, both via our Equality Objectives and the additional work undertaken across the organisation. We are proud of our achievements to date, but know that there is always more to be done. Whilst we are now working in a very different economic climate, our focus remains on equality-related issues, such as tackling poverty, safeguarding vulnerable people and improving pupil attainment.

The SEP cannot be a stand-alone document. It has very close links to a number of key Council work areas, for example:

- One Swansea Plan
- Corporate Plan
- Tackling Poverty Strategy
- Communities First
- Community Cohesion
- Welsh Language
- Consultation & engagement
- Local Development Plan
- Hate crime
- Domestic abuse

Equality is a key theme throughout all of this work; in developing this Plan we have engaged with colleagues to ensure that we build on current and planned work where appropriate.

We have worked to link our equality objectives to the Council's 5 Corporate Priorities:

- Safeguarding vulnerable people
- Improving pupil attainment
- Creating a vibrant and viable city and economy
- Tackling Poverty
- Building sustainable communities

Along with our 3 Corporate Values:

- People Focus
- Working Together
- Innovation

http://www.swansea.gov.uk/corporateimprovementplan

You will see these links made clearly within our Equality Objectives at Appendix 1.

Swansea's Profile

The City and County of Swansea currently employs over 11,000 people across three directorates. The Council is composed of 72 Councillors who are elected every four years. The Leader chairs an Executive Cabinet of 9 and full Council meets once every calendar month. There are also 14 Elected Member Equality Champions.

As an area, Swansea is home to 241,300 residents and in 2013 attracted over 4.3 million visitors.

Swansea has the 3rd highest population of the 22 Welsh Unitary Authorities, and according to the latest (2010) population estimates:

- 119,200 of the population are male compared with 121,100 who are female
- Children and young people aged 0-24 years represent 31.3% of total population (mid-year estimates 2014 (rounded))
- Over 50s represent 37.3% of the population (mid-year estimates 2014 (rounded)).

In addition, according to the 2011 Census:

- Almost a quarter of the population (23.3%) have a limiting long term illness (LLTI). Also, 6.9% of those aged 16-74 are economically inactive due to permanent sickness or disability.
- According to the annual population survey 2015, there are 29,114 Welsh speakers in Swansea.
- The 2011 Census indicated that 19.3% of the population have Welsh language skills.
- In terms of religion, 3.6% of the population belong to non-Christian faiths.
- The 2011 Census indicates that 8.5% of the Swansea population is from a minority (non-white) ethnic group, while 4% identify as 'non-White British'.

We acknowledge that this overview does not contain information across the full equality spectrum, but the additional equality information we have (which is discussed later on) has gone some way to address the 'statistical gap'.

More information on Swansea's facts and figures can be found at: www.swansea.gov.uk/research_info.

The Legislative Background

The Equality Act 2010 protects people from discrimination, victimisation and harassment on the basis of the following characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership (protection against direct discrimination only)
- Pregnancy and maternity
- Race
- Religion or (non-)belief
- Sex
- Sexual orientation.

This Plan is a requirement of the Welsh Public Sector Equality Duty. We have 16 regulations in Wales, and this Plan sets out how we will meet the duty and regulations and continue to improve our equality performance via our refreshed Equality Objectives (further information is provided in the next section and at Appendix 1).

In developing this Plan and our Equality Objectives, we have not looked at the protected characteristics in isolation. Our evidence continues to highlight the inherent links between inequality and socio-economic aspects. Other issues include poverty, community cohesion, domestic abuse and educational attainment – but there are many others and lots of these concern a number of protected characteristics. The issue of 'equality' as a whole is now much more focused on fairness for people and communities, rather than individual 'equality strands'.

United Nations Convention on the Rights of the Child (UNCRC)

Since becoming the first local authority to embed the UNCRC into its Policy Framework, we have developed a Children & Young People's Rights Scheme, which sets out our arrangements to ensure compliance with the due regard duty.

The Children & Young People's Rights Scheme was launched in November 2014. Our focus has since turned to the monitoring, compliance and local visibility of children's rights.

A UNCRC Action plan has been developed, which is based on clearly identified priorities and encompasses a whole council approach to children's rights.

There are five key areas, which focus on:

1. Making such arrangements as is considered suitable to promote and facilitate participation by children in decisions of the Council, which might affect them, as required in the Children and Families (Wales) Measure 2010

2. Developing knowledge and understanding of the UNCRC through training for all staff and decision makers within the City and County of Swansea including other statutory and key voluntary partners

3. Promotion and awareness raising of the UNCRC

4. Ensuring appropriate and robust mechanisms in place to receive feedback and complaints in relation to the UNCRC

5. Ensuring compliance, accountability and impact of the UNCRC due regard duty which is evidence based.

As well as incorporating children's rights into our Equality Impact Assessment process, we have developed equality objectives that encompass children's rights alongside protected characteristics.

Older People's Strategy / Ageing Well in Wales Programme

A combined Older People's Strategy and Ageing Well Plan has been developed and submitted to the Welsh Government and Older People's Commissioner. Locally, a partnership Ageing Well Plan (merged with our Strategy) has been developed in conjunction with the Local Service Board.

We have been implementing the Strategy for Older People with our partners since 2003/4. Work has commenced on implementing the third phase of the Strategy (Living Longer Living Better 2013-23) with the vision that:

- people in Wales feel valued and supported, whatever their age.
- all older people in Wales have the social, environmental and financial resources they need to deal with the opportunities and challenges they face.

In January 2014 the Council's Cabinet signed the Dublin Declaration on age-friendly cities and communities in Europe. In September 2014 the Council resolved to work towards making Swansea a Dementia Supportive Community.

Developing Equality Objectives & Engagement

As for our first set of Equality Objectives, a group of staff from across the Council were brought together in May 2015 and tasked with updating the existing Equality Objectives within their individual services, with support and advice from key officers.

Alongside this group, initial engagement was undertaken with local equality groups. The information and ideas gathered were shared with the staff involved. The Access to Services Team also provided information and suggestions, based on feedback received and information gathered as part of its work. Senior managers also had the opportunity to feed into this process.

As part of the ongoing engagement process, we contacted a large number of local groups and individuals, inviting them to have their say. We offered a variety of opportunities and activities:

- Drop-in sessions – an opportunity for everyone to have their say in a more informal setting
- Group visits – either a meeting or an informal discussion – depending on the group's preference
- Feedback via email –so that people can have their say without having to speak to us themselves
- The opportunity to complete an online survey
- A Big Conversation event with children and young people
- Stakeholder / forum meetings.

We received close to 200 individual comments, which were passed on to the relevant Council services in order for officers to both respond to the feedback and make changes to their objectives. We received a lot of feedback relevant to schools, which has been shared with all head teachers in Swansea.

We will collate all of the feedback and responses into a single document and publish it at www.swansea.gov.uk/sep.

We have also set an Equality Objective around consultation and engagement, which includes the implementation of our new Consultation and Engagement Strategy. We will continue to seek out the most effective methods of engagement via our existing links to local community groups and organisations. We will also continue to seek out new groups and communities.

Equality Information and Objectives

Our Equality Objectives are:

1. Ensure equality of access to services
2. Undertake a range of work focused on safety, including hate crime, modern slavery, protection of vulnerable people, etc.
3. Develop a whole Council approach to the United Nations Convention on the Rights of the Child (UNCRC), to meet our commitments contained within the Children and Young People's Rights Scheme
4. Continue to improve Social Services provision within both Adult and Child & Family Services, ensuring that the service user's needs are at the centre of all planning and commissioning activities
5. Improve pupil attainment and continue to close performance gaps
6. Provide equality support for schools
7. Provide opportunities via apprenticeships and work placements
8. Improve access to the infrastructure around pavements, roads and parking provision for disabled and older people, as well as families with young children
9. Improve access to public transport by bus for disabled and older people, as well as families with young children
10. Ensure we tackle and alleviate the effects of poverty

11. Ensure consultation and engagement is inclusive and undertake awareness raising activities
12. Work on health and sport initiatives that focus on outcomes for our communities
13. Continue to improve staff and Member awareness of equality and diversity issues
14. Comply with the Procurement and Assessment of Impact regulations set out in the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011.

The objectives have been designed to cover both whole-authority opportunities and specific services or themes, which are of particular importance to protected groups. We have utilised a number of sources in their development, including:

- Outcomes of engagement activities with equality groups
- National and local evidence
- Equality Impact Assessments
- Corporate priorities
- Existing strategies and plans
- United Nations Convention on the Rights of the Child (UNCRC)
- Children and Young People's Rights Scheme
- Business plans from the Council's service areas
- Older People's Strategy
- Ageing Well in Wales Programme

In 2011 a local evidence base was collated, and consisted of national and local information, based on the themes of the Equality and Human Rights Commission report 'How Fair is Wales?. The Commission have recently published an update, 'Is Wales Fairer?' We will use this to review and update our information – and may amend our Equality Objectives as a result.

Assessment of Impact

This is another requirement of the legislative duties, and we have updated our process a number of times, both in response to the Equality Act 2010 and local developments. Our Equality Impact Assessment (EIA) process now incorporates a number of equality-related issues such as poverty and social exclusion, children's rights, community cohesion, carers and Welsh language. It has had a positive reception from colleagues as being user-friendly and helpful in identifying potential issues. We will continue to use it as our assessment of impact tool, making revisions as and when needed.

Our process consists of the following steps:

- Screening for relevance – a short form that helps colleagues to ascertain whether or not a full EIA is required.
- EIA report – a concise template that takes colleagues through the full assessment process. This is in a report format that contains a series of

open questions, taking colleagues through all relevant considerations in relation to assessing any positive, negative or neutral impact.
- Review – a series of questions that ensure colleagues know exactly what to do at the point of an EIA review.

Every step is supported by guidance, as well as advice and support. This is particularly important given the increased range of issues covered by the process:

- Every service area has a dedicated support officer to provide tailored advice, help and expertise at any time.
- An e-learning tool based solely on EIAs has been developed.
- A series of short guidance documents are provided to all staff tasked with completing EIAs.

Consultation and engagement remains a key part of the EIA process, and we will undertake further work to ensure that this includes children and young people where needed, based on our commitment to the UNCRC.

In the interests of openness and transparency, we will continue to publish all completed EIA reports on the Council's website. We will also continue to undertake EIAs as part of our budget process.

A corporate Equality Objective has been set around EIAs and Procurement; this can be found at Appendix 1.

Recruitment and Employment Information

Under our legislative duties, we must collect and publish a range of recruitment and employment information on an annual basis. This includes data on all protected characteristics, as well as additional information requirements for gender and pay difference.

Additional information must be published on our training provision – this will also be required for all protected characteristics and reported annually.

This information will be published in our Annual Review Report. However, the amount of data gathered will fully depend on our staff; colleagues do not have to declare any equality monitoring information, so work continues to ensure that people understand the reasons behind the data collection (and feel comfortable disclosing personal information).

The Council implemented Single Status for all staff in terms of Pay & Grading and Terms & Conditions on 1st April 2014. The concept of equality was central to this work and our EIA process has been utilised throughout. It has already informed the Council's negotiating position in relation to a number of Terms and Conditions. The Council engaged Northgate to assist us to carry out an EIA in respect of our new pay model.

The Council implemented the Living Wage for employees in April 2013 at £7.45 per hour. This resulted in us amending our Pay Model so that Spinal

Column Point 10 was increased to £14,374 p.a. (£7.45 per hour) from the nationally agreed rate of £14,013 p.a. Following the National Pay Award for 2015, the Living Wage rate increased to £14,689 (£7.61 per hour).

Knowledge, Awareness and Training

While the legislative duties require the reporting of data (as outlined above), we must also:

- promote knowledge and understanding of the general and specific duties amongst our employees
- use any performance assessment procedures to identify and address training needs of employees in relation to the duties.

There are clear learning needs within our commitment to the UNCRC, as well as the Ageing Well agenda.

Our Corporate Learning and Development Team (as well as some of our other departments) has set an Equality Objective to continue to meet these requirements and undertake activities based on the emerging work areas. These are contained in Appendix 1.

Procurement

We will:

- ensure that the Authority's commitment to equality and diversity is supported effectively throughout our procurement processes
- ensure that the Council's procurement policies and practices fully meet the requirements of legislation
- support the Welsh Language scheme throughout the procurement process.

A corporate Equality Objective has been set around Procurement and EIAs; this can be found at Appendix 1.

Publication, Monitoring and Review

This plan will be published in full on our website and available in different formats on request. We will also publish a summary of the plan and an easy-read version.

The plan will be promoted via our links with different community organisations and forums.

We have an obligation to report on our Equality Objectives' progress annually. Our annual review reports will also contain employment and training monitoring information, as required by the legislative duties. We will also report on additional information based on progress made outside of our

Equality Objectives. Our reports are submitted to the Equality and Human Rights Commission and published on the Council's website.

Under the Children & Young People's Rights Scheme, we are committed to publishing an annual progress report on the implementation and promotion of children and young people's rights in Swansea.

We will continue to involve staff, Councillors and stakeholders in this process as appropriate. Our Executive Board and Cabinet will also be part of the annual monitoring and review process.

Appendix 1 - Equality Objectives

Equality Objective 1 – Ensure equality of access to services
Corporate Priority link: Safeguarding vulnerable people

Associated actions	Deadline	Expected outcomes	Responsible Officer
Poverty & Prevention			
Develop arrangements with the Corporate Complaints Team to ensure accessible mechanisms for addressing any issues arising in relation to children's rights in Swansea (including signposting to advocates and providing feedback)	2016	Robust systems in place to effectively deal with feedback and complaints from children and young people (or their representatives) if they think that we have fallen short of our commitment to the UNCRC	Julie Gosney
Continue facilitation of Play Access Group and BME Family and Play Group	2019 – feeding into the Play Sufficiency Audit	Identification of issues and actions to ensure accessibility of Play provision	Steve Cable / Jackie Rees Thomas
Provide a range of services through the Families First programme targeted at families with disabled children	March 2017	Increased number and percentage of families with disabled children accessing formal and informal respite	Mark Gosney
Communications and Customer Engagement			
Introduce a new British Sign Language service at the Contact Centre	January 2017	Improved access to council services for Deaf people	Julie Nicholas-Humphreys
Introduce a SMS texting service for residents	January 2017	Improved access to council services for all, particularly d/Deaf people	Julie Nicholas-Humphreys
Provide additional support to Contact Centre customers by having staff positioned at the	Review effectiveness	To provide a high level of service to customers based on individual	Julie Nicholas-Humphreys

Associated actions	Deadline	Expected outcomes	Responsible Officer
entrance to assist as needed	every six months	needs	
Housing & Public Protection			
Develop a Rents Strategy. Part of this strategy will ensure that the arrears recovery process is easy to understand and takes account of customer needs, particularly those who may be vulnerable	2016	Help, advice and support is available and accessible to all those who want or need it.	Judith Williams / Sandra White
Continue with programme of customer access audits of Housing and Public Protection services to ensure that services are accessible to everyone	Annual monitoring by November of each year	To ensure services remain accessible	Lynda Grove
Incorporate all relevant equality issues into the new Local Housing Strategy	2016	To address the housing needs of local communities	Peter Williams
Raise awareness of the availability of Disabled Facilities Grants particularly in terms of disabled children and young people	2016	Increased numbers of children and young people needing adaptations accessing the service	Mark Wade
Produce a strategy as part of the More Homes project for using Housing Revenue Account resources to provide more Council Housing, which will help meet the needs of a diverse community	2016	The construction of more Council homes to help address the shortage of affordable homes in Swansea	David Evans
Provide burial/cremation arrangements in line with the requirements of Swansea's diverse community	Monitored monthly	The burial and cremation arrangements offered meet and demonstrate respect for the diverse needs of the local community	Noel Evans
Develop protocol for inspection of dwellings proposed to be used to accommodate	2016	Improved standards of accommodation with benefits to	Paula Livingstone

Associated actions	Deadline	Expected outcomes	Responsible Officer
asylum seekers		health of occupiers	
Legal and, Democratic Services			
Continue to review Polling Stations; seeking to improve them to ensure a positive experience for the voter	Elections: May 2016 and May 2017	Improve access to polling stations wherever possible Continue to monitor and seek alternatives	Huw Evans
Cultural Services			
Continue project in libraries to introduce or improve the computer skills of the over 50s	2016 and ongoing	Improve the IT awareness and accessibility for residents aged 50+	Karen Bewen-Chappell / Caroline Tomlin
Consider sourcing and implementation of additional/improved visual impairment computer aids in libraries	2016	Improve the accessibility of library services (especially IT) to visually impaired people	Karen Bewen-Chappell / Caroline Tomlin
Continue variety of activities that takes Swansea Museum to older people and groups	2016	Increased access to the Museum by taking activities to people who may not otherwise access the service	Phil Treseder
Explore the history and heritage of the LGBT community as an option for the Museum programme	2018	To curate and recognise the contributions of the LGBT community to the culture of Swansea	Phil Treseder
Undertake a range of equality-focused activities at the Glynn Vivian, working with groups such as children & young people, disabled people, BME and LGBT communities	2018 – and continue to monitor	Activities will include: – targeted workshops with BME & LGBT Youth groups – opportunities for hard to reach young people to participate in creative activities that lead to	Katy Freer / Tom Goddard

Associated actions	Deadline	Expected outcomes	Responsible Officer
		qualifications, training and experience – work with Communities First to create opportunities for families living in low-income households to participate – increase the reach of our Schools Service – work in partnership with residential care homes, sheltered accommodation schemes, GPs and hospitals, community venues	
Continue to deliver Dylan Thomas Centre Heritage Lottery Fund Project Activity Plan	2017	To improve the accessibility of the Dylan Thomas service and ensure learning and participation opportunities can be accessed by all	Nicola Kelly / Lee Aspland

Equality Objective 2 – Undertake a range of work focused on safety including hate crime, modern slavery, protection of vulnerable people, radicalisation and extremism etc.
Corporate Priority link: Safeguarding vulnerable people

Associated actions	Deadline	Expected outcomes	Responsible Officer
Poverty & Prevention			
Develop a Hate Crime Strategy	March 2017 with annual	Increased number of training sessions delivered, leading to	Helen Clancy / Paul Thomas

Associated actions	Deadline	Expected outcomes	Responsible Officer
Increase understanding of hate crime and awareness of how to report it amongst staff and key partners	monitoring thereafter	increased awareness of hate crime and how to report it Increased number of hate crime cases reported Hate Crime Stakeholder Action Plan developed and monitored	
Maintain a framework for the delivery of Prevent interventions and support to vulnerable individuals at risk of or being drawn into violent and/or non-violent extremism.	2020 - with action plan reviewed and updated annually	Continue delivering awareness events and WRAP Training to appropriate safeguarding/teaching staff/social care/other frontline personnel. Integrating the radicalisation of vulnerable people into mainstream safeguarding/social care framework for adults and children thereby increasing access to services. Increased number of Channel referrals requiring support and intervention. Chair and maintain the multi-agency Channel Panel for Swansea (statutory duty).	Paul Thomas / Sandra Perrett
Increase awareness amongst staff and partner organisations on modern slavery and how to signpost victims	March 2017 with annual monitoring	Increased number of training sessions delivered and increased awareness of modern slavery and	Riaz Hassan

Associated actions	Deadline	Expected outcomes	Responsible Officer
	thereafter	how to report it	
Continue role of BME Family and Play Group within cross-sector Play Network in relation to hate crime awareness and understanding of modern slavery	2019 – feeding into the Play Sufficiency Audit	Identification of key issues and learning shared across local play sector	Steve Cable /Jackie Rees-Thomas
Establish a working group to explore opportunities in relation to confidence and safety in getting around the City and County of Swansea	2017	In the first instance, identification of key issues and opportunities	Jacki Rees-Thomas / Julie Gosney / Sherill Hopkins
Housing & Public Protection			
Review the Statement of Policy for Licensing in respect of alcohol, entertainments and late night refreshment, taking particular account of the need to ensure protection of children	July 2018	An up-to-date policy that assists service users and decision makers	Lynda Anthony
Review the Council's policy in respect of gambling, taking particular account of the need to ensure protection of children and vulnerable people	January 2019	An up-to-date policy that assists service users and decision makers	Lynda Anthony
Raise awareness of doorstep crime and scams to prevent older people becoming victims	2016 and ongoing campaigns will take place	Vulnerable people are empowered with knowledge and support to prevent them from becoming victims	Dave Picken
Provide training and raise awareness with support agencies in identifying scams	2016 and ongoing training will take place	Support in place for victims	Dave Picken
Highways & transportation			
Undertake Safer Routes in Communities	Annually	Increased awareness and	Mark Thomas

Associated actions	Deadline	Expected outcomes	Responsible Officer
project with schools		promotion of walking / cycling	

Equality Objective 3 – Develop a whole council approach to the United Nations Convention on the Rights of the Child (UNCRC), to meet our commitments contained within the Children and Young People's Rights Scheme
Corporate Priority link: Safeguarding vulnerable people

Associated actions	Deadline	Expected outcome	Responsible Officer
Corporate Actions			
Increase knowledge and understanding of the UNCRC by ensuring all staff attend/participate in the UNCRC corporate training	2017	Increased number of employees working indirectly with children & young people to complete online universal training Increased knowledge and understanding of UNCRC evidenced through follow-up online survey Appropriate action taken by service managers to promote and ensure service representation at UNCRC training sessions	All departments
Promote and raise awareness of the UNCRC by embedding children's rights within day to day practice and utilising the Children's Rights logo in all promotional activity	2017	Services to include 'Dilly' the Rights Mascot as appropriate Increased promotion of children's rights through the use of social	All departments

Associated actions	Deadline	Expected outcome	Responsible Officer
		media	
Ensure quality opportunities for Children & Young People's voice in policy/service developments that affect them	Ongoing with annual monitoring	Increased engagement of children and young people by services to ensure their views and opinions are captured and considered	All departments
Poverty & Prevention			
Continue to embed Children's Rights in all practice and procedures within the department and with partner commissioned organisations	2017	Rights based practice embedded across all teams within Poverty & Prevention UNCRC to be included in all commissioned services contracts e.g. Families First/Communities First/Flying Start	Jane Whitmore
Raise awareness of "Big Conversation Mechanisms", ensuring children & young people have an understanding of a variety of opportunities to have their voice heard	2017	Increased engagement with children & young people and a clearer link and understanding between school councils and other groups of the Big Conversation Mechanisms	Julie Gosney / Katie Spendiff / Tom Jones
Develop a communication strategy and campaign plan with key objectives to be delivered across the whole of Swansea	2016	Campaign plan established to promote and raise awareness of Children's Rights	Julie Gosney
Establish a working group to explore issues around gender stereotyping	2017	In the first instance, identification of key issues and opportunities	Jacki Rees-Thomas / Julie Gosney / Sherill Hopkins

Equality Objective 4 – Continue to improve Social Services provision within both Adult and Child & Family Services, ensuring that the service user's needs are at the centre of all planning and commissioning activities
Corporate Priority link: Safeguarding vulnerable people

Associated actions	Deadline	Expected outcomes	Responsible Officer
Child and Family Services			
Further develop our front door service in accordance with the Social Services and Wellbeing (Wales) Act to enable equitable access to information, advice and assistance about statutory services and the preventative sector	2016	Developments to include child and young people friendly resources and opportunity for multilingual interface	Teresa Mylan Rees / Sandra Doolan
Develop a service for perpetrators of domestic abuse including 1:1 and group work, informed by service user feedback, which supports the work already being undertaken with women and children where dv is a feature in their lives	2016	Provide a holistic service to families.	Teresa Mylan Rees / Sandra Doolan
Implement the Active Offer of Advocacy Arrangement to help ensure children and young people have access to additional support to have a voice in the decisions that affect them	2016	More children and young people take up the offer of having an advocate	Mike Holding
Develop and implement Looked After Children Review arrangements, which enable children and young people to lead on their reviews	2017	More children and young people take up the offer of taking a lead in their LAC reviews	Mike Holding
Further develop and implement the Signs of Safety Methodology within Social Work	2017	Children can live safely with their family network or, if they cannot,	Nichola Rogers

Associated actions	Deadline	Expected outcomes	Responsible Officer
Teams. This is a strengths based model which promotes the voice of the child, includes their family and wider networks in safety planning and is focused on outcomes		they know why (through words and pictures) Social Work Teams can consistently and confidently work with children and families using the Signs of Safety Methodology	
Develop a Child Disability Strategy consulting with children, young people, families, multiagency partners and the third sector to ensure that disabled children and their families can access a range of provision across the continuum of need – accessing the right opportunity/service from the right place at the right time	2017	Disabled children can reach their potential Parents and carers have the opportunity to be involved in service planning	Nichola Rogers
Develop a leaving care service in partnership with a third sector provider. Final 'shape' of the new service to be informed by partners and young people's views	2016	Ambition is to ultimately create a service which enables improved access to a range of opportunities to address the varying needs of all care leavers including life skills, housing, health, education employment and training	Haydn Nelson
Develop a comprehensive support and review framework for all individuals awarded a Special Guardianship order. Services to include training opportunities for carers, groups for young people and general advice and assistance via a dedicated team	2016	Clear and easily accessible support services available at the most appropriate level ranging from general advice and support through to more intensive casework	Haydn Nelson

Associated actions	Deadline	Expected outcomes	Responsible Officer
		To support children and young people to remain cared for in their families of origin or with familiar known adults	
In accordance with the Social Services and Wellbeing (Wales) Act, develop policy and procedures for a Swansea "When I'm Ready" scheme in line with Welsh Government Guidance. This will enable more young people to remain with their foster carers beyond the age of eighteen and until they are ready for independence	2016	Improve the life chances of care leavers by providing continuous security of a foster placement into a formalised lodging arrangement	Haydn Nelson / Richard Evans
Develop an updated Disability Strategy for Children in accordance with the Social Services (Wales) Act. This will include greater involvement of parents and carers in Care planning via the increased use of Direct Payment packages	2016	Increased bespoke packages of support for all disabled children eligible for support	Nichola Rogers
Further establish Social Services involvement in the provision of support for children who require therapeutic support by – continued and active membership by the Head of Service of Child and Family in the Mental Health Planning Group – – developing packages of therapeutic support for children,	2016	Increased use of therapeutic packages of support for children and significant adults of children who are – Looked After – Subject to Special Guardianship Orders – at risk of becoming looked	Karen Benjamin

Associated actions	Deadline	Expected outcomes	Responsible Officer
families and significant adults from the recently established Internal Therapy Team		after by the local authority	
Adult Services			
Further develop safeguarding measures for vulnerable adults in a safer, personal and more timely way	2016	Ensure that safeguarding measures are meaningful to adults at risk and wider family members. Respecting autonomy and independence	Ffion Larsen / Cathy Richards
Improve the deprivation of liberty and safeguarding (DOLS) processes	2016	To robustly manage the DOLS process and protect the rights of service users, ensuring they don't suffer harm Caring for people who need extra protection may mean restricting their freedom to the point of depriving them of their liberty	Ffion Larsen / Cathy Richards
Review integration with health in the three community hubs	2016	Review existing integration initiatives to ensure focus and that all key partners have a shared vision	Alex Williams
Continue to transform adult service in order to ensure a citizen directed service	2016	Integrate other adult services teams with health to provide and improve service user experience of health, care and support	Alex Williams / Ffion Larsen
Further review Commissioning Plans for Adult Services	2016	Commissioning plans to be reviewed to ensure that the	Alex Williams

Associated actions	Deadline	Expected outcomes	Responsible Officer
		activities needed to reach the outcomes sought are being delivered. Experiences of service users, providers and commissioners will be captured so that this learning leads to improved services	
Web pages updated as appropriate to improve access to information, assistance and advice	2017	Developments include user friendly resources with multilingual interface. The upgrade will provide equal access to good quality information, including preventative services	Alex Williams
Develop Adult Social Work practice framework. This approach needs to be strength based and outcome focused, to promote the voice of service users, their families and the wider community	2017	To help service users reach their potential according to their individual needs Adult social work teams can consistently and confidentially work with adults (service users) their families using the same methodology	Alex Williams
Further develop our front door service in accordance with The Social Services and Wellbeing (Wales) Act to enable ease of access to information, advice and assistance and also preventative services	2017	Development include user friendly resource and opportunities for multilingual interface	Andrea Preddy / Ffion Larsen
Continue to increase the take up of Direct	2017	Developments include pilot project	Alex Williams / Ffion

Associated actions	Deadline	Expected outcomes	Responsible Officer
Payment as a way to ensure that people with eligible social care needs are able to access services that are suitable to their needs		in the North Integrated Hub to increase the number of service users accessing direct payments. The aim is to offer service users more choice and control over the type of help and support needed	Larsen / Andrew Morgan
Ensure current assessment tool is compliant in accordance with Welsh Government recommendations in preparation for the implementation of The Social Services and Wellbeing (Wales) Act	2016	Increased information gathered about protected characteristics of people who are eligible for social services	Ffion Larsen / Cath Stallard

Equality Objective 5 – Improve pupil attainment and continue to close performance gaps
Corporate Priority link: Improving pupil attainment

Associated actions	Deadline	Expected outcomes	Responsible Officer
Education and Poverty & Prevention			
Children and young people from ethnic minority backgrounds continue to achieve at least as well as their peers at end of Key Stage 4	Annual analysis of Key Stage 4 results in autumn term.	Performance levels continue to be as high as those of their peers at end of Key Stage 4	Diane Vanstone
Learners from Asian Bangladeshi backgrounds achieve at least as well as their peers at end of Key Stage 4	Annual analysis of Key Stage 4 results in autumn term.	Improving trend is maintained	Diane Vanstone
Maintain improving trends in assessment of boys and girls at KS2 and KS3	Annual analysis of Key Stage 2	Improving trend is maintained	Helen Morgan-Rees

Associated actions	Deadline	Expected outcomes	Responsible Officer
	and 3 results in autumn term		
Close the performance gap between boys and girls	Annual analysis of results in autumn term	Performance gap reduces	Helen Morgan-Rees
Close the performance gap between pupils who receive free school meals and those who don't	Annual analysis of results in autumn term	Performance gap reduces	Helen Morgan-Rees
Reduce inequalities in school readiness	2019	Children to be achieving their developmental norms, or to be within six months of their appropriate developmental stage by the time they are assessed at 3 years.	Sian Bingham

Equality Objective 6 - Provide equality support for schools
Corporate Priority link: Improving pupil attainment

Associated actions	Deadline	Expected outcomes	Responsible Officer
Continue progressive improvement to access to infrastructure in schools	Annual return to Welsh Government, March	Accessibility to schools infrastructure improves	Brian Roles
Young people from Gypsy and Traveller communities are offered appropriate access to secondary education and support in engaging with those opportunities	2017 with termly monitoring	Increased take up of education opportunities and outcomes for pupils from Gypsy and Traveller communities	Gavin Evans

Associated actions	Deadline	Expected outcomes	Responsible Officer
Launch tool for Recording of Identity Based Bullying across all schools	August 2016 with termly analysis	Tool launched and data analysed termly	Rhodri Jones
Review guidance to schools on Strategic Equality Plans and present update to Headteachers at a termly meeting and via the schools newsletter	2016	Guidance reviewed and amended to include UNCRC and other developments. Presentation delivered and briefing note published	Rhodri Jones / Sherill Hopkins / Julie Gosney
Continue the contractual agreement with UNICEF UK to embed the Rights Respecting Schools Award in all schools in Swansea	2017	All schools in Swansea achieve level 1 Rights Respecting status by 2017	Julie Gosney / Jane Whitmore
Ensure schools are protecting children and young people from being drawn into terrorism by having robust safeguarding policies in place to identify children at risk, and intervening/supporting them as appropriate.	2020 - with action plan reviewed and updated annually	Delivering Awareness training to staff and ensuring schools are aware of Home Office guidance and toolkits. All schools are aware of their duty under the Counter Terrorism & Security Act 2015 and are acting on it.	Paul Thomas / Sandra Perrett / Paul Henwood
Ensure schools are directed to relevant Welsh Government guidance so this can be practiced in schools, for example: provision of counselling, specific equality-related advice and information and any relevant training for school staff, pupils and governing bodies	As guidance is issued	Schools can demonstrate they have promoted good practice Children and young people have the information they need	Rhodri Jones
Develop and publish Transgender Guidance for schools	2017	Transgender Guidance published and promoted to all schools	Rhodri Jones

Associated actions	Deadline	Expected outcomes	Responsible Officer
Stonewall training offered to all schools via Education through Regional Working (ERW)	2016	Training delivered to Swansea schools	Rhodri Jones

Equality Objective 7 - Provide opportunities via apprenticeships and work placements
Corporate Priority link: Improving pupil attainment

Associated actions	Deadline	Expected outcomes	Responsible Officer
Corporate Building and Property Services (CB&PS)			
Work experience placements – provide quality opportunities to students to experience the real workplace. Enable a student to understand and develop the necessary skills to equip them for their chosen career path	Ongoing - as placements are arranged	On completion of the placement the student will have developed work related skills and have an enhanced knowledge for their chosen career path	Nigel Froom
Ensure that all future recruitment within CB&PS continues to be undertaken within the realms of the Equality Act 2010; paying particular attention to the apprenticeship recruitment programme. Further develop links with external groups/organisations to enable wider awareness of the initiative and support CB&PS. The continuation of the apprenticeship programme is dependent on future budget approval	Annually	The most suitable candidates would be attracted, selected and retained. Active commitment to equal opportunity can be evidenced The recruitment programme will give due regard to the Council's commitment to the UNCRC and will endeavour to tailor the training according to an individual's needs. All apprentices to be assigned a trained mentor	Emma Lewis

Equality Objective 8 - Improve access to the infrastructure around pavements, roads and parking provision for disabled and older people, as well as families with young children
Corporate Priority link: Creating a vibrant and viable city and economy

Associated actions	Deadline	Expected outcomes	Responsible Officer
Implement the Pavements for People Policy	Ongoing	Successful implementation and monitoring	Stuart Davies
Review accessibility of street furniture, e.g. seating	2017	Review complete with appropriate actions scheduled	Bob Fenwick
Installation of dropped kerbs to assist access where needed	Case by case basis	Installations undertaken – decisions made on a case by case basis	Bob Fenwick
Ensure all new pedestrian crossings are designed to ensure safety for all	As new crossings are developed	New crossings will 'track' pedestrians and extend timings to ensure safety	Mark Thomas
Consider equality issues when designing highway and traffic schemes	As projects are designed	Issues incorporated in design process for each project	Mark Thomas
Provide permits for qualifying care organisations and carers to park within residents parking bays	As needed	Permits provided where needed to assist carer role	Mark Thomas

Equality Objective 9 - Improve access to public transport by bus for disabled and older people, as well as families with young children
Corporate Priority link: Creating a vibrant and viable city and economy

Associated actions	Deadline	Expected outcomes	Responsible Officer
Promote the RNIB REACT system for visually impaired people at the Bus Station	Ongoing	The bus station web pages will be updated to provide information on	Cath Swain

Associated actions	Deadline	Expected outcomes	Responsible Officer
The system gives audio messages about the services at each departure bay and provides a wayfinding tool in association with the tactile strip through the concourse		this facility Information and instructions on how to use the REACT system will continue to be available at the Bus Station Information desk	
Continue to implement programme to provide raised kerbs at bus stops to allow easy access for all passengers. Continued engagement with disability groups	Ongoing	Improvements made, including raised kerbing as well as new bus shelters and electronic passenger information displays	Cath Swain

Equality Objective 10 – Ensure we tackle and alleviate the effects of poverty			
Corporate Priority link: Tackling poverty			
Associated actions	Deadline	Expected outcomes	Responsible Officer
Poverty & Prevention			
Through the Families First and Flying Start programmes, deliver a range of services to children, young people and their families to improve outcomes, through interventions such as Parenting, Language and Play etc.	March 2017	Increased number of families reporting improved family resilience Increased number of individuals: – engaged in Families First and Flying Start provision – reporting that their financial situation has stabilised or improved – reporting an improvement in emotional/health well-being	Sian Bingham

Associated actions	Deadline	Expected outcomes	Responsible Officer
Promote and provide a range of upskilling opportunities on a multi-agency basis in order to achieve quality services through the workforce development approach. This will include training on Motivational interviewing, Team Around the Family (TAF), Solutions Focused Thinking, etc.	March 2017	Increased numbers of confident /competent staff trained in order to deliver through the TAF approach Number of attendances at training courses	Sue Peraj / Sian Bingham
Identify those young people who are most at risk of becoming NEET and provide them (and their families) with the personal support they require to remain engaged with education, employment and training	October 2017 – annual snapshot	Increased numbers of young people supported and/or engaged with education, employment or training	Gavin Evans
Continued use of Child Poverty Impact Assessments for Play	2019 – feeding into the Play Sufficiency Audit	Show positive & negative impacts of play on poverty and identify areas for improvement	Steve Cable
Food Poverty Community Interest Company: Create a food enterprise to tackle food poverty and feed people well in Swansea	2017	Feasibility study completed to inform the Business Plan and secure investment prior to launch	Amanda Owen
Deliver a range of services through the Communities First, Communities for Work and LIFT Programmes that support people and families in our most deprived communities to improve their opportunities	March 2017	Increased numbers of eligible participants achieving outcomes across the programmes that improve their opportunities	Karen Grunhut / Anthony Richards / Programme Managers
Provide a welfare rights training programme to support staff from City & County of Swansea and partner organisations to negotiate the significant changes to the	2017	Deliver 130 advice line sessions each year Increase support staff's awareness	Karen Grunhut / Jane Storer

Associated actions	Deadline	Expected outcomes	Responsible Officer
benefits system resulting from Welfare Reform		and confidence in supporting clients to access benefits entitlement	
Finance & Delivery			
Provide support for Universal Credit (UC) applicants by providing two digital self-serve zones in the Contact Centre, as UC is an on-line application. Our customer service team will provide digital support, assistance with making on-line applications and UC advice and information to customers. A Personal Budgeting Support service has also been arranged for appropriate UC customers	Assess effectiveness every six months	Digital zones in place and support (digital and personal budgeting) to be provided as required and agreed with DWP	Rose McCreesh
Provide a dedicated take-up advice line and email address to offer welfare advice to customers, which includes advice on how to claim Housing Benefit, Council Tax Reduction Discretionary Housing Payment and help and advice on welfare reform changes and other welfare benefits	Assess effectiveness every six months	Access to advice and guidance as needed	Rose McCreesh
Proactively support all HB cases affected by the Benefit Cap	Ongoing and activity will increase when cap value falls	Effective support provided as needed	Rose McCreesh
Work with other organisations such as Age Cymru, Swansea Carers' Centre and DWP Visiting Team to provide advice and	Assess effectiveness every six months	Effective advice provided in partnership	Rose McCreesh

Associated actions	Deadline	Expected outcomes	Responsible Officer
guidance on Benefits, Council Tax Reduction and Council Tax discount schemes			
Work with Foodbanks such as the Swansea Foodbank (where we are the highest distribution agent), Eastside Foodbank and the Swansea Mosque Foodbank. For all foodbanks we will act as a referring agent and provide welfare benefit advice to the foodbanks to assist customers in food crisis	Assess effectiveness every six months	Effective advice provided in partnership	Rose McCreesh
Provide advice to parents and schools on Free School Meals and Uniform Grant queries	Assess effectiveness every six months	Maximise entitlement to Free School Meals and Uniform Grants	Rose McCreesh
Provide advice and information to customers on a range of assistance available, e.g. Warm Home Discount, Welsh Water Assist, Healthy Start Vouchers, Discretionary Assistance Fund, Passport to Leisure, etc.	Assess effectiveness every six months	Raise awareness of how to maximise income	Rose McCreesh

Equality Objective 11 - Ensure consultation and engagement is inclusive and undertake awareness raising activities
Corporate Priority link: Building sustainable communities

Associated actions	Deadline	Expected outcomes	Responsible Officer
Communications and Customer Engagement			
Implement new corporate Consultation and Engagement Strategy, including	March 2017	Strategy implemented and corporate consultation programme	Rhian Millar

Associated actions	Deadline	Expected outcomes	Responsible Officer
continuation of corporate consultation programme Ensure that clear arrangements to embed children and young people's participation is included within new Strategy		undertaken with results used to inform service development as appropriate The strategy meets the Statutory Duty set out in the Child and Families (Wales) Measure and arrangements for children and young people's participation are clearly set out	
Continue programme of equality engagement with key forums and groups including: Disability Liaison Group, BME Forum, LGBT Forum and 50+ Network Continue to support equality-related events in association with these forums and groups Improve engagement with local disability groups via the Disability Liaison Group	Assess effectiveness annually	Ongoing engagement to ensure involvement, effective communication and support for equality groups	Rhian Millar
Review the City and County of Swansea Local Service Board & Healthy City Board Ageing Well and Strategy for Older People Action Plan 2015 – 2019 Include work with Swansea Network 50+ and other relevant engagement mechanisms / methods with older people in	Annually	Ongoing engagement to ensure involvement of older people in the effective development and delivery of the Ageing Well Plan	Paul Thomas / Rhian Millar

Associated actions	Deadline	Expected outcomes	Responsible Officer
the annual review			
Organise an event to include an Annual Meeting of Swansea Network 50+ and a public event to mark UK Day of Older People	Annually	Older people are aware of progress on the delivery of the Ageing Well Plan and informed about sources of help and advice that are available to them	Rhian Millar / Ann Williams
Poverty & Prevention			
Ensure that the Big Conversation continues to encompass a range of mechanisms that aim to facilitate the widest possible participation of all children and young people	2017	Delivery of 6 'Big Conversation' sessions targeting between 30 – 50 young people in each session Delivery of 5 Communities to Enquiries sessions targeting approximately 20 in each session Increased number of schools trained to support pupils to initiate their own agendas and engaging in Big Conversation mechanisms Increased number of children and young people from vulnerable groups engaging in Big Conversation mechanisms	Katie Spendiff / Julie Gosney / Tom Jones
Continue a range of inclusive play specific consultation with identified groups and individuals. Undertake specific consultation with key groups with protected	2019	Identification of needs, gaps and issues in relation to inclusive play	Steve Cable

Associated actions	Deadline	Expected outcomes	Responsible Officer
characteristics as part of the 2016/19 Play Sufficiency Assessment			
Engage with traveller communities via Play on Wheels mobile play	2019 – feeding into the Play Sufficiency Audit	Engagement and ensuring right to play	Steve Cable
Ensure a wide range of engagement by local people, including the most marginalised members of the community, in the Communities First (CF) Programme. Activities will include information sharing, active participation, collaboration and partnership working between individuals and organisations, and empowering local people	March 2017	The Communities First Programme supports the most marginalised members of our most deprived communities to access, participate and influence the delivery of the programme locally. Adopting an asset based approach, participants will identify their strengths to build on and plan their own progression.	Karen Grunhut / Anthony Richards / Programme Managers
Ensure that the relevant aspects of the Ageing Well Plan are embedded within these Equality Objectives from 2017 onwards	2017	Specific equality objective/s developed on a whole organisation approach to the Ageing Well Plan (to address the Council's commitments contained within it)	Jane Whitmore / Paul Thomas / Rhian Millar
Housing & Public Protection			
Implement an updated Local Tenant Participation Strategy 2015-18	2018 - reviewed quarterly with Tenant Steering Group	Tenants and leaseholders will have greater opportunities to get involved in housing issues that affect them	Lynda Grove
Continue to work in partnership with the Youth Inclusion Team, to encourage participation of young people in housing matters (with the aim of setting up a group	Annual progress review in December of each year	Young people become more involved in their local communities and in a better position to make informed choices and decisions	Lynda Grove

Associated actions	Deadline	Expected outcomes	Responsible Officer
exclusively for young people and encouraging them to join other groups)			
Promote and raise awareness of the availability of: – Same Sex Marriage into the Civil Marriage ceremony The legal process which enables couples who have previously entered into Civil Partnerships to convert them into marriage	Monitored monthly	The services and ceremonies provided meet the needs of the local community	Noel Evans
Corporate Building and Property Services			
Review current consultation with local access groups to improve physical access to buildings and services	Ongoing with annual reviews	Evidence that consultation has taken place and where possible changes in access to buildings and services have been achieved	Nigel Froom
Economic Regeneration & Planning			
Focus on engagement arrangements and methods with equality groups to ensure inclusivity and help improve the delivery of ongoing work programmes	Ongoing with annual reviews	Effective engagement and involvement undertaken as part of key work within the service, e.g. preparation of Local Development Plan	Phil Holmes
Cultural Services			
Raise awareness of Cultural Services and identify any barriers to participation via engagement with key equality groups	2018 - and continue to monitor progress	Increased engagement and knowledge of issues / barriers faced by equality groups with any follow-up work planned accordingly	Steve Hopkins

Equality Objective 12 – Work on health and sport initiatives that focus on outcomes for our communities
Corporate Priority link: Building sustainable communities

Associated actions	Deadline	Expected outcomes	Responsible Officer
Housing and Public Protection			
Deliver a Tobacco Action Plan for Swansea, which will concentrate on areas identified in local needs assessments and mapping exercises	As per deadlines in action plan	Reduction in the prevalence of smoking in Swansea which is the leading cause of health inequalities of life expectancy in Wales	Chris Steele
Cultural Services			
Ensure that relevant equality issues are considered when revising leisure centre (and other venue) timetables	Ongoing	Sessions and services are as inclusive as possible	Steve Smith
Develop Inclusive Futures Programme working on disability sport programmes events and legacy	2018 - and continue to monitor progress	Build upon the Paralympics legacy, increasing participation of the disabled in sports across the community and in competitive sports in particular	David Jones
Continue rollout of Insport to target partners and voluntary organisations to encourage integration of disabled people into mainstream sport clubs through national governing body of sport pathways	2018 - and continue to monitor progress	Increased number of disabled sports participants within sports clubs across the community	David Jones
Increase opportunities for young people to participate in after-school (extra-curricular) sporting opportunities	2018 - and continue to monitor progress	Increase sporting opportunities for all across the community	David Jones
Continue to take steps to further reduce the gender gap in participation in sport and physical activity	2018 - and continue to monitor progress	Develop the Dragon Sport and 5x60 opportunities, consult with girls of school age about physical activity preferences and work with sports clubs to encourage post 16	David Jones

Associated actions	Deadline	Expected outcomes	Responsible Officer
		participation	

Equality Objective 13 – Continue to improve staff and Member awareness of equality and diversity issues
Corporate Value link: People focus

Associated actions	Deadline	Expected outcomes	Responsible Officer
HR & OD			
Regularly review training material to ensure it is up-to-date and covers emerging work areas e.g. age-friendly communities, dementia, UNCRC, etc.	Six monthly reviews	Ensure that training materials are relevant and appropriate	Khan Prince
Ensure that all school based staff and teachers have access to appropriate equality-related awareness raising training	Access currently in place. Promotion to be planned with Chief Education Officer in 2016 and demand monitored 6-monthly	School based staff are suitably trained	Khan Prince
Develop a suite of e-learning courses on a modular basis to cover subject areas such as dementia, hate crime, trafficking etc.	December 2016	Increased number of staff will have access to different training medium in order to up-skill in these areas	Khan Prince
Regularly review Corporate Induction to ensure training is up-to-date and covers emerging work areas e.g. age-friendly communities, dementia, UNCRC, etc.	Six monthly reviews	Corporate Induction is appropriate, up-to-date and fit for purpose	Khan Prince

Associated actions	Deadline	Expected outcomes	Responsible Officer
Ensure that monitoring of corporate training is carried out to reflect accurately the attendance on all corporate training courses	Annually	Compliance with the requirement to report on corporate learning and development activities	Khan Prince
Poverty & Prevention			
Deliver appropriate and suitable levels of training on the UNCRC & Children's Rights	2017	Increased awareness and understanding of children's rights through training programmes	Katie Spendiff / Jane Whitmore
Re-circulate the staff survey first completed in 2014 to all staff and Councillors to measure knowledge and understanding of children's rights and the UNCRC	2016	Increased knowledge and understanding of UNCRC evidenced through follow-up survey by 10%	Jane Whitmore / Jo Darling / Patrick Fletcher
Deliver Asylum Seeker and Refugee Awareness Training to enable staff to understand issues facing asylum seekers and refugees and make services more accessible and welcoming	2017	Increased number of staff trained and awareness raised of barriers to council services	Helen Clancy
Develop and disseminate information on Swansea's migrant communities for staff and elected Members	2017	Increased number of briefings/information sent to staff and elected Members	Helen Clancy
Deliver awareness events and WRAP Training to appropriate frontline staff and Elected Members	2020 - with action plan reviewed and updated on an annual basis	Ensure key personnel have an understanding of the Prevent agenda, their role in delivering that agenda and how to access advice, guidance and support.	Paul Thomas / Sandra Perrett
Legal and Democratic Services			
To provide 6 monthly updates on legal website as to case law dealing with equality issues	Every 6 months	Increased awareness of staff to equality issues in a judicial context	Tracey Meredith

Associated actions	Deadline	Expected outcomes	Responsible Officer
All departments			
Continue to provide and promote service-specific equality training / information where needed	Ongoing via annual updates	Staff have the relevant awareness and understanding when providing services	All managers

Equality Objective 14 - Comply with the Procurement and Assessment of Impact regulations set out in the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011

Associated actions	Deadline	Expected outcomes	Responsible Officer
When procuring works, goods or services, we will have due regard to whether it would be appropriate: • for the Pre-Qualification and/or award criteria for that contract to include considerations to help meet the general duty • to stipulate conditions relating to the performance of the contract to help meet the three aims of the general duty	Review effectiveness every six months	Regulation met	Chris Williams
Continue to operate the Equality Impact Assessment (EIA) process across the organisation	Review effectiveness every six months	Equality issues taken into account and assessed in relation to all relevant initiatives	All departments
Continue to quality assure completed EIA screenings and reports, providing feedback to departments	Review effectiveness every six months	Effective EIAs are undertaken to inform corporate decision making	Rhian Millar

Report of the Cabinet Member for Finance and Strategy

Cabinet – 17 March 2016

BUILDING CAPITAL MAINTENANCE PROGRAMME 2016/17

Purpose:	To agree the schemes to be funded through the Capital Maintenance programme
Policy Framework:	The Revenue and Capital Budget as reported to and approved by Council on the 25th February 2016.
Reason for Decision:	To comply with Financial Procedure Rule No. 7 (Capital Programming and Appraisals) to commit and authorise schemes as per the Capital programme.
Consultation:	Finance, Legal, Access to Services & Education

Recommendation: that Cabinet:

1) Approves the proposed capital maintenance schemes as listed in Appendix A.

2) Authorises the financial implications identified in Appendix B to be included in the capital programme.

Report Author:	Andrew Shaw
Finance Officer:	Paul Roach (Revenue) Jayne James (Capital)
Legal Officer:	Patrick Arran
Access to Services Officer:	Phil Couch

1.0 Introduction

Cabinet has previously approved the Council's Asset Management Plan for Property Assets which sets out a series of measures to improve the management and performance of the property portfolio. This Report sets out the way in which the Capital Maintenance resources for 2016/17 will be deployed.

2.0 Capital Programme Process

On 25th February 2016, Council approved a Capital Maintenance allocation of £4m for the financial year 2016/17.

3.0 Objectives of Scheme

3.1 The proposals set out will directly support the corporate objectives of the Authority, in relation to the maintenance and improvement of the Authority's building portfolio.

3.2 This maintains the previous commitment to address the significant backlog of maintenance and minimise the potential effect of unforeseen breakdowns of building elements.

3.3 As was reported in previous building maintenance programme reports, attention needs to be drawn to the fact that the Authority still has significant backlog of maintenance and whilst there have been some reductions in this backlog, the limited programme contained within the 2016/17 budget, whilst being very important, will not remedy the immediate backlog which still amounts to in excess of £252m. Notwithstanding the current financial pressures, further budget provisions will therefore need to be made in subsequent years to maintain this investment and minimise the risks of failure and unplanned closures.

3.4 The list of identified schemes (**Appendix A**) has been selected on a priority basis. The criteria for selection (unless otherwise stated) was based upon Condition rating, Legislative compliance, Health and Safety implications, likelihood of failure and business continuity. Whilst all schemes have been selected on this basis there are a number of similar priorities which we are unable to progress within the budgets available.

4.0 Description of Schemes

4.1 The recommended list of schemes is included in **Appendix A** and to assist, a brief summary of the planned works have been included as follows:-

1a) **Statutory Compliance - Electrical**
The schemes listed consist of total rewires, partial rewires or upgrades to ensure safety and compliance with electrical regulations and maintained operation of the premises.

1b) **Mechanical/Heating Schemes**
The schemes listed in this section deal with the avoidance of heating failures within our establishments on a prioritised basis.

1c&1d) **Statutory Compliance - Legionella and Asbestos**
As a result of the existing policy to enable compliance with the legionella and asbestos legislation, capital repairs arising out of risk assessments and surveys need to be carried out to retain compliance.

These upgrades are actioned throughout the year and therefore a list of schemes cannot be prepared in advance. Separate revenue monies have been set aside to deal with the ongoing management process and minor repairs.

1e) **Statutory Compliance – Radon**

Further to the Welsh Government's directive for awareness programme of RADON in schools, and in line with the "Ionising Radiations regulations 1999".

Welsh Government produced a directory of all schools that require testing for Radon; currently we have completed testing in all schools in the high risk areas. There is a need to carry out further testing within the remaining schools.

1f) **Statutory Compliance – Glazing Regulations**

Following Notice served by the Health and Safety Executive, money was set aside for 2006/07 to allow safety filming of relevant glazing within schools. Following the completion of these works the Authority was advised by the HSE that it needs to demonstrate its ongoing commitment relating to all of its remaining buildings and the allocation for 2016/17 will allow this process to continue.

1g) **Statutory Compliance – Accessibility for Disabled People**

The ongoing review of the Authority's Strategy by The Chief Operating Officer with consultation with Local Access Groups would lead to the prioritisation of buildings within the available budget for 2016/17.

2) **Essential Building Repairs**

The schemes listed in **Appendix A** are a combination of prioritised schemes and allowances linked to the ongoing maintenance strategy.

2a) **Essential Repairs to Listed Buildings**

In line with the Listed Buildings Strategy agreed by Cabinet on the 6th January 2014, Corporate Building and Property Services will liaise with planning officers and ensure that the available budget will continue a programme dealing with the Authority's listed assets on a prioritised basis.

3) **Drainage Works to Schools**

Previous allocations have been made to initiate a programme of drainage surveys to all of the Authority's Schools. This has identified a range of significant repairs which, if rectified, should assist the Authority in mitigating future structural failures and health and safety issues within the Schools. Minor repairs should be undertaken by Schools in line with their delegated budget.

4) **Energy/Sustainability Investment/Carbon Reduction Commitment**

The budget for 2016/17 will allow the extension of good practice measures to reduce the Councils energy use and carbon emissions. The planned programme of works will help deliver on the Councils Carbon Reduction Strategy approved by Cabinet on the 17th November 2011 and help mitigate the Authority's financial obligation within the Carbon Reduction Energy Efficiency Scheme (CRC). It will also explore the opportunities linked to micro generation. CB&PS is currently in the process of finalising an Energy Management Strategy which will determine how we consider future renewal technologies. When the strategy is completed there will be more scope to consider the funding of future renewal technologies via this element of the budget.

5) **Fire Risk Assessments**

The Council is required to undertake Fire Risk Assessments as dictated by *The Regulatory Reform (Fire Safety) Order 2005.* Mid & West Wales Fire Service (M&WWFS) who are responsible for the enforcement of general fire safety legislation to include T*he Regulatory Reform (Fire Safety) Order 2005.*

A joint approach now takes place with M&WWFS who inspect council owned assets and at times can highlight a number of measures that require attention in relation to fire safety. It is difficult to quantify the scale of works required; therefore a budget will be allocated and monitored accordingly in line with prioritised actions.

6) **Emergency Reserve Fund**

This limited fund will allow immediate response to potential building failure to avoid significant disruption, Health and Safety risk or closure. This is a limited amount which will be allocated on a priority basis throughout the year and therefore individual schemes are not listed.

7) **Match Funding**

The Capital Maintenance programme has previously included an element for match funding capital projects within schools. This has allowed the Authority to develop a joint and consistent approach in dealing with the maintenance backlog problem within our Education Portfolio by pooling resources or project where "liability" under the division of responsibilities is ambiguous. This works with schools using their devolved maintenance allocation, thus allowing more significant repairs to be undertaken. The programme has been highly successful, with approximately 70 projects being delivered. Whilst the funding pressures on schools are also recognised, it is proposed that during 2016/17 a further allocation is made to match fund medium value projects.

8) **Disposal of Building Assets**

As part of 'Sustainable Swansea' there will inevitably be a reduction in the number of building assets in the ownership of the City and County of Swansea. All works identified within **Appendix A** have been selected on a priority basis and those deemed at risk of failure. As part of the process there were a number of assets identified as requiring capital investment, however there was uncertainty with regard to their long term future. To that end, funds will be set aside by way of a contingency, until the certainty of the building has been established. It would therefore not be the intention to invest in such assets if the likelihood is that they are to be released, closed or transferred. However, where such work is unavoidable an allocation has been proposed but this is the minimum to allow continued short term occupation. Clearly should the identified element of works fail in the short term, there may be a need to invest to maintain service provision, rental income etc.

9) **Preliminary Design**

This limited budget will allow initial design to commence for schemes likely to feature in 17/18 which will in turn inform the future work programme allowing early procurement and maximise spend against profile.

4.2 **QEd Programme**

4.2.1 The proposed list of schemes listed under **Appendix A** is based on the technical assessment of the individual establishments, resulting in the prioritised listing attached. However consultation has taken place with Education colleagues to confirm that none of the suggested schemes will conflict with the Authority's current QEd 2020/21st Century Schools Programme.

4.2.2 An additional allocation is due to be made in the 16/17 Capital programme to deal with high priority issues in schools that currently fall outside the immediate Band A programme.

4.2.3 Band A of the QEd 2020 / 21st Century Schools Programme does not come to an end until 2019, and consequently any future phases could not be implemented until post 2019.

4.2.4 There is therefore a need to be prepared to address short term accommodation pressures, suitability and safeguarding / health and safety issues in the interim.

4.2.5 Separate Financial Procedure Reports (FPR7) will be submitted as and when these schemes are developed.

5.0 Equality and Engagement Implications

5.1 The Capital maintenance investment within building assets in Swansea will help to realise a more sustainable asset portfolio for the City and County of Swansea. Where relevant, each specific project for which funding is agreed will be screened for an Equality Impact Assessment.

6.0 Financial Implications

6.1 Capital

The total capital cost of the schemes amounts to £4m capital maintenance and will be fully funded by the Authority's own resources (Welsh Government Grant/Forward Borrowing). Details are set out in **Appendix B.**

6.2 Revenue

Maintenance costs will be met from existing revenue budgets.

7.0 Staffing Implications

7.1 Elements of the design and works will be procured externally to supplement in-houses resources although first call will be to seek interest from neighbouring Authorities.

8.0 Procurement

8.1 The 2016/17 Capital Maintenance projects identified within **Appendix A** of this report will therefore be delivered by a combination of in-house resources, with other projects procured via traditional tender processes. Any externalised works will be procured in accordance with Contract Procedure Rules (CPRs) and procurement rules and regulations.

9.0 Legal Implications

9.1 As indicated in Paragraph 4 of the Report, the Council must comply with various statutory requirements as well as general obligations under the Occupiers Liability Acts.

Background Papers: None

Appendices:
Appendix A: Capital Maintenance Budget 2016/17 – Proposed Programme
Appendix B: Financial Implications Summary

APPENDIX A

CAPITAL MAINTENANCE BUDGET 2016/17

PROPOSED PROGRAMME

		£000's	£000's
1	**STATUTORY COMPLIANCE WORKS**		
1a	ELECTRICAL SCHEMES		
1	St Davids Primary School - Rewire - Phase 3 of 3	70	
2	Pontarddulais Primary School - Rewire - Phase 2 of 2	140	
3	Casllwchwr Primary School - Rewire - Phase 2 of 2	70	
4	Civic Centre - Fire Alarm - Phase 4 of 5	200	
5	Bryniago Kitchen - Rewire	35	
6	Pontarddulais Comp - Fire Alarm	95	
7	Refurbishment of lifts [Various locations]	80	
8	Plasmarl Primary - Rewire - Phase 1 of 2	85	
		775	**775**
1b	MECHANICAL SCHEMES		
1	Penllergaer Primary - Boiler House Refurb	80	
2	Pennard Primary - Boiler House Refurb	60	
3	Dan-y-graig Primary - Boiler House Refurb	60	
4	Brynhyfryd Infants - Boiler House Refurb	60	
5	Penybryn Residential Unit - Boiler, Pipe-work and Radiator Refurb	100	
6	Ysgol Gyfun Gwyr - Boiler House Rerfurb Main Block	100	
7	Crwys Primary - Boiler House Refurb Oil	60	
8	Penclawdd Primary - Boiler House Refurb	80	
9	Air Conditioning refurbishment	50	
10	Kitchen/Gas/Ventilation	70	
11	External Water mains Replacement	30	
12	Swimming Pool upgrades	40	
13	Upgrading pneumatic valves in plant rooms Civic Centre	20	
		810	**810**
1c	LEGIONELLA		
	Legionella works	**70**	**70**
1d	ASBESTOS		
	Asbestos Removal	**70**	**70**
1e	RADON		
	Monitoring of Radon	**10**	**10**
1f	GLAZING REGULATIONS		
	Filming/Re-glazing Works	**20**	**20**
1g	Accessibility for Disabled People		
	Accessibility works	**30**	**30**
2	**ESSENTIAL BUILDING REPAIRS**		
1	Crug Glas Roofing Phase 3	75	
2	Clydach Depot Roofing	75	
3	Clase Primary School Roofing Phase 1	100	
4	Bishop Vaughan RC School Roofing Phase 2	75	
5	Waunarlwydd Primary School Roofing	75	
6	Blaenymaes Community Centre Roofing	75	
7	Oystermouth Primary School Roofing Phase 1	75	
8	Plasmarl Primary School Roofing Phase 1	125	
9	Pontlliw Primary School Roofing/Fabric Phase 2	75	
10	Craigfelin Primary School Roofing Phase 1	75	
11	Llanrhidian Primary School Roofing Phase 1	75	
12	St Helens Primary School Dry Rot works	100	
		1000	**1000**
2a	**ESSENTIAL REPAIRS TO LISTED BUILDINGS**		
	General repairs to Listed Buildings	30	**30**
3	**DRAINAGE WORKS TO SCHOOLS**		
	Drainage Repairs to Schools	25	**25**
4	**ENERGY/SUSTAINABILITY INVESTMENT**		
	Energy/Sustainability Works	60	**60**
5	**FIRE RISK ASSESSMENT**		
	Fire Risk Assessment Works	230	**230**
6	**EMERGENCY FUND FOR URGENT REPAIRS**		
	Emergency Fund Works	600	**600**
7	**MATCH FUNDING**	100	**100**
8	**DISPOSAL OF BUILDING ASSETS**	100	**100**
9	**PRELIMINARY DESIGN**		
	Preliminary Design Works	70	**70**
	CM BUDGET 2016/17 TOTAL		**4000**

APPENDIX B

FINANCIAL IMPLICATIONS : SUMMARY

Portfolio: PLACE
Service : CORPORATE BUILDING & PROPERTY SERVICES
Scheme : CAPITAL MAINTENANCE - BUILDINGS 2016/17
Head of Service: CORPORATE BUILDING & PROPERTY SERVICES

1.1. CAPITAL COSTS	**2016/17 £'000**	**2017/18 £'000**	**2018/2019 £'000**	**2019/2020 £'000**
EXPENDITURE				
Capital Maintenance				
Stat Compliance - Electrical works	775			
Stat Compliance - Mechanical works	810			
Stat Compliance - Legionella/Asbestos	140			
Stat Compliance – Radon	10			
Stat Compliance - Glazing	20			
Stat Compliance - Accessibility for Disabled People	30			
Building repairs	1000			
Essential Repairs to Listed Buildings	30			
Drainage works to schools	25			
Energy/sustainability works	60			
Fire risk assessments	230			
Emergency works	600			
Match Funding	100			
Disposal of Building Assets	100			
Preliminary design 2017/18	70			
EXPENDITURE	**4,000**	**0**	**0**	
Financing				
Welsh Government Grants/Supported Borrowing	**4,000**			
FINANCING	**4,000**			

1.2. REVENUE COSTS	**2016/17 £'000**	**2017/18 £'000**	**2018/2019 £'000**	**FULL YEAR £'000**
Service Controlled - Expenditure				
To be met by existing budgets				0
NET EXPENDITURE	**0**	**0**	**0**	**0**

Report of the Leader

Cabinet – 17 March 2016

CORPORATE PLAN 2016 - 2017

Purpose:	To agree the Corporate Plan *Delivering for Swansea* 2016/17
Policy Framework:	*Sustainable Swansea – Fit for the Future*
Reason for Decision:	To agree the Corporate Plan *Delivering for Swansea* 2016/17 and comply with statutory guidance Part 1 Local Government (Wales) Measure 2009
Consultation:	Legal, Finance, Access to Services.
Recommendation(s):	It is recommended that:

1) That the Corporate Plan *Delivering for Swansea* 2016 -2017 is agreed.

Report Author: Richard Rowlands

Finance Officer: Carl Billingsley

Legal Officer: Tracey Meredith

Access to Services Officer: Sherill Hopkins

1.0 Introduction

1.1 This report presents the Council's Corporate Plan *Delivering for Swansea* 2016 - 2017.

2.0 Background

2.1 Corporate Plan *Delivering for Swansea* 2016/17 consists of 5 key priorities.

2.2 The five priorities are listed below:

1) Safeguarding vulnerable people.

2) Improving pupil attainment.

3) Creating a vibrant and viable city and economy.

4) Tackling poverty.

5) Building sustainable communities.

2.3 These priorities represent the overriding objectives for the Council. The priorities:

a) represent key *Policy Commitments*;

b) reflect the *Budget Principles* to support those people at greatest risk, sustainable outcomes and personal responsibility.

2.4 The Corporate Plan will fulfil the Council's statutory obligations to set 'Improvement Objectives' under the Local Government (Wales) 2009 Measure and 'Wellbeing Objectives' under the Well-Being of Future Generations (Wales) Act 2015.

2.5 The Corporate Plan also describes links to *Sustainable Swansea – fit for the future* and other underpinning themes.

2.6 Some services will directly deliver these priorities. Others will make a contribution either on their own or by working in partnership with others.

2.7 In some aspects the Priorities are complementary and the Council's approach to delivery recognises the cross cutting nature of the outcomes the Council wants to achieve.

2.8 The Corporate Plan does not include everything that the Council carries out as it provides lots of other services that are important and are valued by residents, but not everything can be a priority. The Corporate Plan focuses on what is most important for Swansea.

3.0 Structure of the Corporate Plan

3.1 The Corporate Plan will set out:

- *Our Vision*
- *Our Priorities*
- *Our Values*
- *Our Principles*
- *Our Delivery*

3.1.1. And, for each Priority:

- *Why is this a priority?*
- *What needs improving?*
- *What are we going to do?*

- *What outcomes are we seeking to achieve?*

3.2 The Corporate Plan priorities, as part of the Council's wider strategy, are cascaded throughout the Council and this is achieved by the plans of directorates, services and teams and, eventually, all the way into individual employee objectives through staff appraisals.

3.3 A summary of the key priorities and the revisions made for 2016/17 is attached at **Appendix A**. A copy of the full Plan is attached at **Appendix B**.

4.0 Equality & Engagement Implications

4.1 Swansea Council is the first in Britain to sign up to the United Nations Convention on the Rights of the Child and we are the first Welsh City of Sanctuary. The Corporate Plan outlines how our safeguarding arrangements and our work with children and young people are informed by the United Nation's Convention on the Rights of the Child. Where required, individual Equality Impact Assessments will be undertaken on each priority during 2016/17 by the responsible service areas.

5.0 Financial Implications

5.1 Whilst there are no immediate financial implications arising directly from this report, acceptance of the plan could result in additional expenditure at a future time. Acceptance of the plan does not mean that additional resources will be made available and it should be assumed that future spending needs will need to be contained within existing budget provision. Additionally, the focus of a number of the priorities is on preventative action to reduce future costs.

6.0 Legal Implications

6.1 Under the Local Government (Wales) Measure 2009 for each financial year the Council must set itself objectives for improving the exercise of its functions during that year ("improvement objectives") and further must have regard to guidance issued by the Welsh Ministers. By 1st April 2017, the Council must set itself "Well-Being Objectives" as required by the Well-Being of Future Generations (Wales) Act 2015 and have regard to guidance issued by the Welsh Ministers.

Background Papers: None.

Appendices: Appendix A – Summary of key priorities and revisions for 2016/17
Appendix B – Corporate Plan *Delivering for Swansea* 2016 – 2017

APPENDIX A

CORPORATE PLAN PRIORITIES

PRIORITY	WHY THIS IS IMPORTANT	AREAS OF FOCUS	NEW FOR 2016/17
Safeguarding Vulnerable People	• Swansea Council is committed to ensuring vulnerable people are safe and protected from harm. • We want people to live as independently as possible and we want children to be supported within family settings where it is safe to do so. • Many of our services are focused on supporting people and we will ensure that arrangements are in place to make sure local services are delivered safely. • We will also endeavour to ensure that "Safeguarding" is a key consideration in our transformation of Council's services and the development of digital services and new models of service provision	• Improved awareness amongst Council employees and elected Members of the Corporate Safeguarding Policy and arrangements. • All services can evidence that they understand how they contribute to safeguarding people and monitor their effectiveness • Council employees and people in our communities feel confident about how to identify, discuss and report concerns in respect of children and adults	• Contractors who provide services commissioned and/or used by the Council comply with the Corporate Safeguarding Policy and have appropriate safeguarding procedures and practices in place • Reduced incidence of domestic abuse and victims are supported well • Safeguarding is a key consideration during the development of new models of delivery and the transformation of Council services, including digital delivery. • The Council's Safeguarding approach both promotes and is informed by the UNCRC

PRIORITY	WHY THIS IS IMPORTANT	AREAS OF FOCUS	NEW FOR 2016/17
Improving Pupil Attainment	• We want every young person to achieve their potential. • Too many children are not attending school and are not achieving the educational outcomes they should to succeed in life.	• Improve primary and secondary attendance • Improve literacy and numeracy levels in English and Welsh • English and Welsh assessments and tests – Foundation Phase and Key Stage 2 • Improve the key indicator at key stage 4 - the Level 2 Threshold Inclusive of English or Welsh and Maths	• No changes made

PRIORITY	WHY THIS IS IMPORTANT	AREAS OF FOCUS	NEW FOR 2016/17
Creating a Vibrant and Viable City and Economy	• Swansea is the key economic driver for the City Region. However, the opportunity and potential of the people and place is not being fully realised. We want the City & Region to thrive and prosper for the benefit of all its residents, businesses and visitors	• Vibrant new retail and leisure development within the City Centre, commencing with the comprehensive redevelopment of St David's. • Better quality commercial floor space enabling the provision of increased employment at sustainable locations. • Employment & training opportunities created. • Improved City living opportunities by maximising the use of appropriate and previously developed land.	• A Kingsway Employment Hub to stimulate enterprise development. • Redevelopment of Civic Centre site, contributing to improving the vibrancy of the City Centre. • A Planning policy framework that supports the creation of a vibrant & viable City and economy. • New investment attracted from companies not currently located in Swansea. • Progressing Strategic Housing and mixed use development site proposals progressed in advance of the LDP to reduce housing land supply shortfall. • Extension of the tourist season and the tourism offer as part of the diversification of the rural economy

PRIORITY	WHY THIS IS IMPORTANT	AREAS OF FOCUS NEW FOR 2016/17
Tackling Poverty	• Poverty limits aspirations, damages relationships and reduces life changes • We need everyone to be living and achieving their full potential • Swansea faces particular challenges on educational achievement, employment rates, debt and early mortality • Preventative action will support our aim of a sustainable budget	• Children have a good start in life; 2 and 3 year old children in the Flying Start are helped to achieve their expected language, emotional, social and cognitive development. • Children who are not disadvantaged by poverty when achieving and attaining standards and wellbeing in education. • Young people and adults are in employment, education or training. • People have a decent standard of living; receiving the maximum benefits they are entitled to receive and in a prompt and timely way. • Investment to improve council housing, bring wider economic and employment benefits and contribute to the regeneration of estates. • Prevent homelessness to help maintain stability and security for families, safeguard health, wellbeing and prevent social exclusion
Building Sustainable Communities	• We need to build and support sustainable communities because this will result in better outcomes for people, support stronger and more resilient communities and reduce the cost of services	• More people are involved in local community activities that are important to them. • People make the best use of resources that promote wellbeing and prevent them through early intervention from requiring statutory services. • More people living at home or in the community instead of in residential care. • People have equitable access to services to promote independence and quality of life. • People are living in cohesive and resilient communities with the right skills and technological improvements to sustain their communities. • Better engagement with the third sector.

Corporate Plan 2016 - 2017

Delivering for Swansea

Contents

1. Foreword

2. Our Vision

3. Our Priorities

4. Our Values

5. Our Principles

6. Our Delivery

7. Priority 1 - Safeguarding vulnerable people

8. Priority 2 - Improving pupil attainment

9. Priority 3 – Creating a vibrant and viable city and economy

10. Priority 4 - Tackling poverty

11. Priority 5 - Building sustainable communities

12. Next Steps

Appendix – Swansea: Profile and Challenges

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Foreword

What this document covers

This Corporate Plan for 2016/17 *Delivering for Swansea*, describes the Council's vision for Swansea, our 5 key Council priorities and our organisation values and principles that will underpin the delivery of our priorities and overall strategy. This Plan does not include everything that we do but focusses on what is most important for Swansea.

The Swansea Story

A City of Opportunity
Our city has always been a city of opportunity, aspiration and ambition. From wool manufacture in medieval times, Swansea became the global centre in copper production in the 18th and 19th centuries and is now a leader in life sciences, technology and engineering. Swansea has always offered a home to ideas, innovation and entrepreneurship.

Today we're also famous for our literary and cultural heritage, our Premier League football, our world-class beaches and countryside and the warmth of our welcome. We are taking our creative strengths, building on them with our partners and working with our communities so we can present ourselves to the world as a proud, confident and ambitious city which stands for fairness, aspiration and opportunity.

A City that Cares
The people of Swansea are our first priority. They make our city unique. We nurture our young, safeguard the vulnerable and lend support to the frail because it's the right thing and the moral thing to do. We are part of the Healthy Cities network promoting good health and addressing health inequality in our communities.

Our city is hard-working, caring, cosmopolitan and ambitious. Our communities speak more than 100 languages and we're proud of our cultural diversity and community cohesion. We are proud to embrace those from around the world who today see our city as a beacon of hope and a haven from hate or persecution.

Together with our communities we are challenging poverty, promoting learning and supporting all our residents to make the most of their talents so they can live independent lives, happy, healthy and safe.

A City of Innovation
We are a city of innovation and enterprise as much in social justice as in business. We were the world's capital of copper production, home to the first passenger railway and the first Area of Outstanding Natural Beauty in the UK and home to the inventions such as the fuel cell and tarmac.

Swansea Council is the first in Britain to sign up to the United Nations Convention on the Rights of the Child and we are the first Welsh City of Sanctuary.

This spirit of innovation, invention and fairness is at the heart of our vision for Swansea as a sustainable economic powerhouse for south west Wales. Working with our two universities, private sector, government and third sector partners, we will see Swansea driving economic prosperity in a city region famous for the adaptability of its workforce, its spectacular natural environment and the wealth of its ideas.

A City to be proud of
'Swansea is the best place'. Dylan Thomas wrote it and we are proud to say it. We are proud because we're a city that works together and is renewing itself for the future.

We're a city where children and their futures matter, where older people are supported, where education counts and where tackling poverty and challenging health inequality means as much as creating a vibrant economy, sustainable communities and enjoying our fantastic natural environment.

We stand for fairness, for aspiration and for opportunity.

We are proud because we are Swansea.

What we have achieved in recent years

Swansea has achieved much in recent years. Some highlights include:

- Swansea became the first local authority in the UK to adopt the United Nations Convention on the Rights of the Child (UNCRC) reflecting our commitment to children and young people.

- Rolled-out the *Swansea Standard*, which focuses on the Council and our staff providing excellent customer service.

- Swansea was named as the UK's UNESCO Learning City and has adopted entrepreneurial skills as its key focus and has signed the Beijing Declaration on Learning City.

- Worked with partners and the Welsh Government to launch the City Region and a strategy has been adopted to attract investment and create the right conditions for jobs, businesses and wealth.

- Launched a review of the City Centre, which includes public consultation and engagement to help shape the future development strategy and support future funding bids.

- Finalised a Tackling Poverty Strategy and developed an external Swansea Poverty Partnership Forum to help deal with poverty and the effects of poverty.

- Worked with Welsh Government and with others through the South West Wales Councils and SWWITCH to lobby the Government in London to extend the electrification of the main railway line from London to Swansea.

- Agreed a strategy to safely reduce the number of looked after children in Swansea.

The challenges ahead

Swansea faces a number of challenges in the years ahead, which include:

- Attracting economic investment.
- Regenerating Swansea's city centre and communities across Swansea.
- Creating high quality employment opportunities.
- Addressing inequalities in health, education, employment and life chances between people living within different communities in Swansea
- Demographic pressures and increasing demand for public services
- Significant reductions in public spending.

Our ambitions and commitments to residents

We want to:

- Safeguard Vulnerable People – so that our citizens are free from harm and exploitation.
- Improve Pupil Attainment – so that every child and young person in Swansea gains the skills and qualifications they need to succeed in life.
- Create a viable and vibrant City and Economy – so that Swansea has a thriving mixed use City Centre that will support the prosperity of our citizens.
- Tackle Poverty – so that every person in Swansea can achieve their potential.
- Build Sustainable Communities – so that the places where people live and work meet the diverse needs of existing and future residents.

We will do this by:

- Focussing on meeting people's requirements and delivering outcomes.
- Working with others where this is beneficial and helps us meet people's needs.
- Looking at different ways of working in order to meet challenges, improve services and the way we offer help to the people of Swansea.
- Containing spending pressures, reducing costs and delivering services more efficiently.
- Investing or switching resources into our priorities.
- Intervening earlier and preventing need from escalating.
- Equipping our employees to meet the challenges, improve service delivery and the way we offer help.
- Ensuring that we have a sharp focus on the delivery of our commitments.

Our **Vision** is for

A safer, greener, smarter, fairer, healthier, richer Swansea

Our **Priorities**

We want Swansea to be a place that is more prosperous with a skilled and well-educated population, less characterised by the contrasts and extremes of poverty across the city. We want to improve well-being so that communities are safer, healthier, more cohesive and resilient so that everyone can be enabled to fulfil their potential.

This Corporate Plan sets out what the Council aims to achieve and how we will measure progress. The Corporate Plan fulfils our statutory obligations to set **'Improvement Objectives'** under the **Local Government (Wales) 2009 Measure** and **'Wellbeing Objectives'** under the **Well-Being of Future Generations (Wales) Act 2015**.

Our five key priorities are outlined below.

- **Safeguarding vulnerable people**
- **Improving pupil attainment**
- **Creating a vibrant and viable city and economy**
- **Tackling poverty**
- **Building sustainable communities**

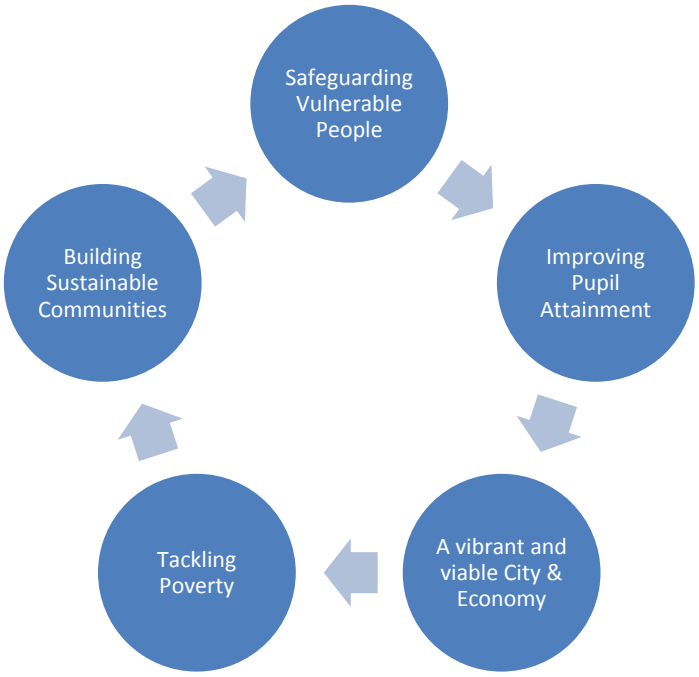
These priorities represent the overriding objectives for the Council. Some services will directly deliver these priorities. Others will make a contribution either on their own or by working in partnership with others.

This Plan does not include everything that we do, the Council provides lots of other services that are important and are valued by residents, but not everything can be a priority. **This Plan focuses on what is most important for Swansea**.

This Plan sets out for each Priority:

- *Why is this a priority?*
- *What needs improving?*
- *What are we going to do?*
- *What outcomes are we seeking to achieve?*

It is important to point out though that each of these priorities cannot be seen in isolation from each other. Each priority both affects and is affected by our other priorities. For example, improving educational attainment is both important to our efforts to tackle poverty and improve the city and economy.



Interdependencies between priorities in the Corporate Plan

Our **Values**

Our Plans will be built on three clear Values which will guide the way that we work, how we develop as an organisation and our decision making through the years ahead.

People Focus

We will focus on community needs and outcomes and on improving the lives of the people who live and work in Swansea. We will also respect, value and support our employees and demonstrate the highest standards of integrity.

Working Together

We will promote a whole partnership approach, working across services to maximise resources and knowledge and joining forces with others outside the Council to ensure we prioritise our resources and get the best for our communities.

Innovation

We will promote and support a culture of innovation. We will think and work differently to improve our ability to deliver and to meet the financial, demographic and societal challenges we face.

Clear plans will be developed across all Services for how these three Values will be delivered and how we will share learning across the Council, as part of our Innovation Programme.

Our **Principles**

Our Plans and Priorities will be underpinned by three key principles. These principles are essential to deliver our Priorities and will be woven through all that we do.

Sustainability

We will work to improve the economic, social and environmental well-being of Swansea. This means making sure that the needs of the present are met without compromising the ability of future generations to meet their aspirations. It is a key principle at the heart of our *Sustainable Swansea – Fit for the Future* strategy, which is about transforming Council services, ensuring the financial viability of the Council and improving outcomes for residents. As part of this we will continue to engage with and seek the views of residents and service users. The principle of sustainability has prevention and integration at its heart and we will develop long term plans for addressing our Priorities, working with others. We will also ensure that, through this approach, we meet the requirements of the Well Being and Future Generations Act.

Prevention

We will intervene earlier in order to support people at greatest risk, change behaviours and prevent the need for costly specialist services, often with a long-term support programme. This will help to make families and communities more resilient, reduce the demand for Council services, lower costs and achieve better outcomes. We will adopt a whole Council approach to managing the demand for services and aim to deepen our understanding of customer contact and how services can be redesigned to eliminate, reduce or divert demand.

Partnerships

We will work together with our partners across the public, business and voluntary sectors through the Publicl Service Board and through other collaborative means in order to meet the shared challenges that face Swansea and its communities. We will take a 'Team Swansea' approach, working as a whole Council to ensure that every service can play a part in contributing to our Priorities and that we share resources and expertise. The needs of our residents and the major challenges facing Swansea can only be tackled through productive partnerships, greater integration of our services and pooling of resources.

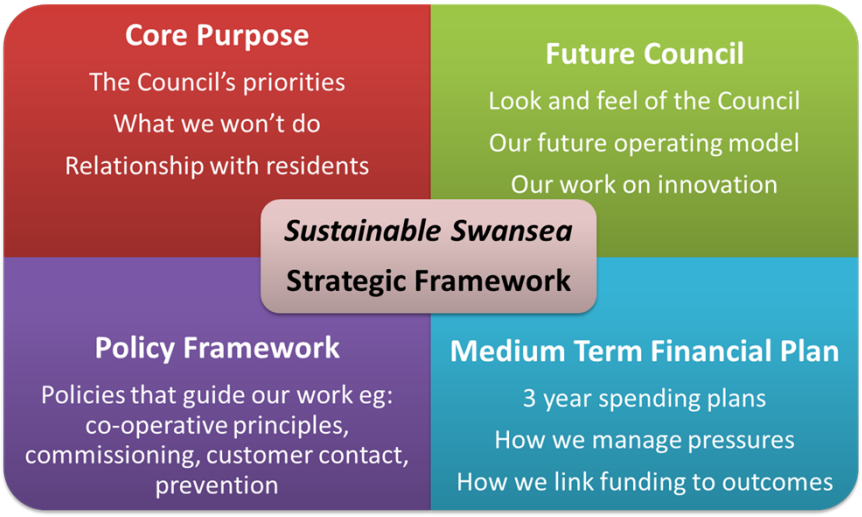
We will expect all Services to demonstrate how these Principles are being used as part of their business planning and day to day service delivery.

Our **Delivery**

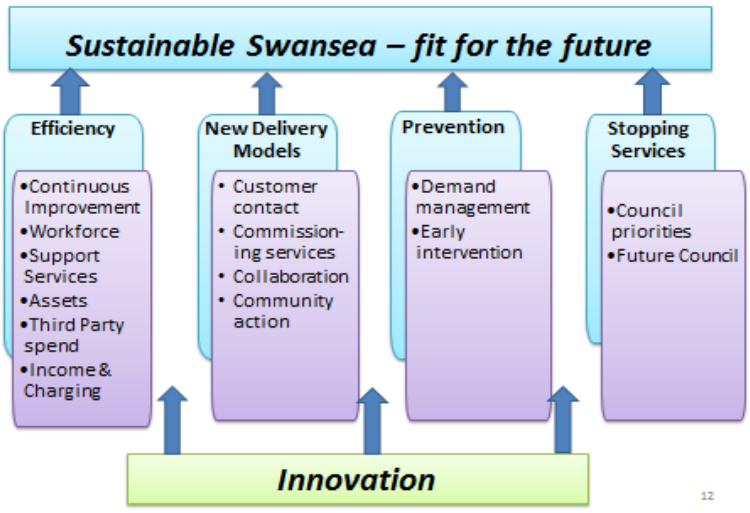
To meet the challenges facing Swansea and to deliver our Priorities we need a sharp focus on resourcing, delivery and performance improvement. This requires a strong programme for change and a clear approach to future funding, our relationship with customers and how we manage and support employees.

Sustainable Swansea – Fit for the Future

The Council's strategic framework for the future is set out within our *Sustainable Swansea – Fit for the Future* strategy. This has four key elements:



Sustainable Swansea has four Workstreams and 14 delivery strands which will deliver the changes we wish to see in support of the Priorities set out in this Corporate Plan:



Our funding
Funding from central government has been cut over recent years and, based upon current estimates, this trend will continue until at least 2020. The Council has already made significant savings in recent years and has reduced senior management by a third.

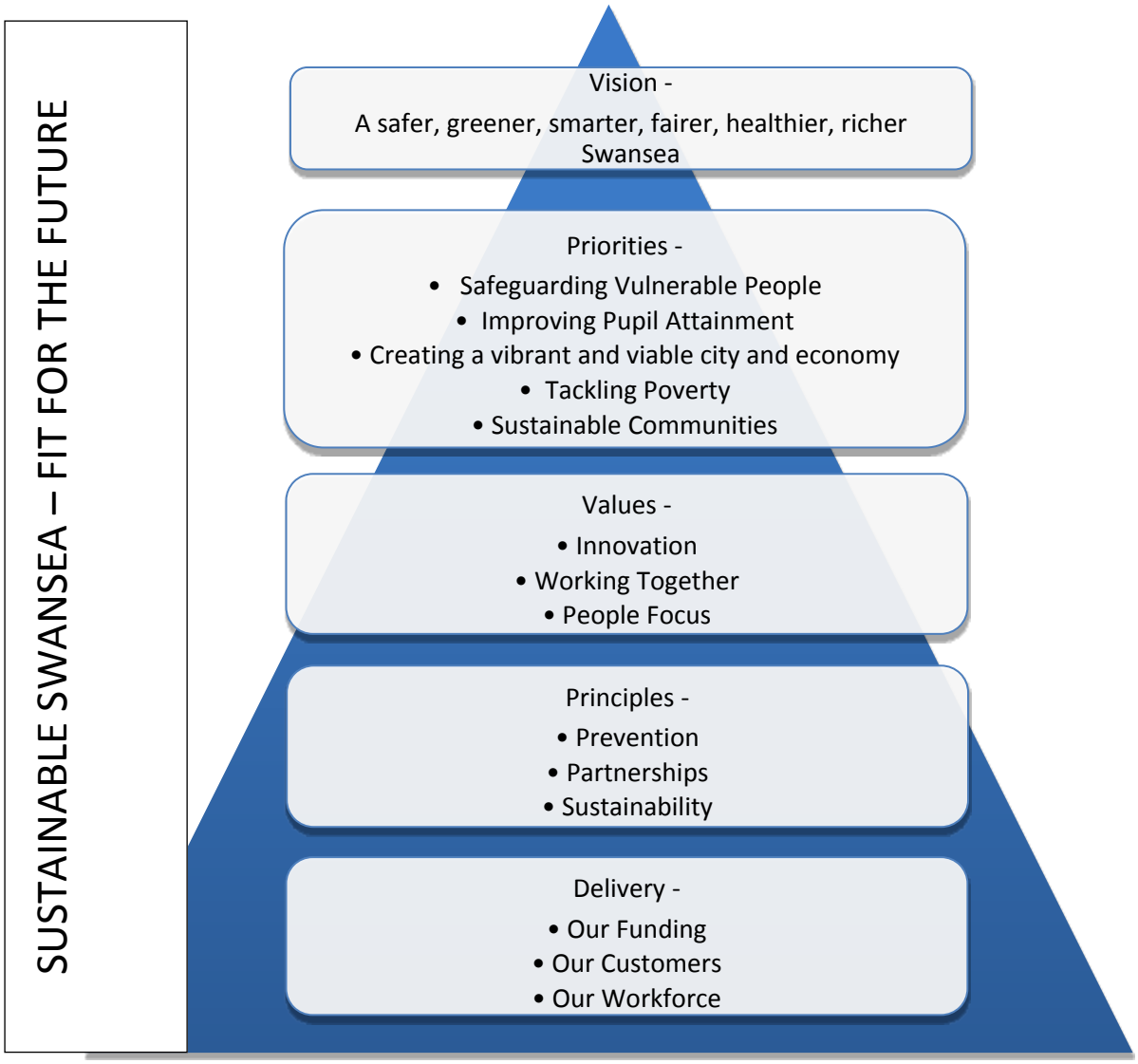
Previous indications from the Welsh Government are that local authorities should continue to plan for a 4.5% reduction in grant each year. Future reductions will heavily depend on future Spending Review announcements Taken together with other demographic and service pressures, the estimated funding gap for Swansea Council is £36m for 2016/17, rising to some £90m in total including the following two years

To ensure our services are cost-effective, we will review all areas of spend. We will work to ensure that services contain spending pressures within their allocated budgets. We will seek efficiencies before services are cut. We will look for innovative ways to increase our income. We will look at new and innovative models of delivery for services and how communities can be enabled to help themselves. We will ensure that resources are targeted onto areas of disadvantage and on preventative services and demand management.

Our Customers
Despite these challenges, there is a reasonable expectation from residents that services will improve. People no longer want a 'one size fits all' approach. They want services that are responsive and adaptable to their needs. They want to access services in different ways and in ways that are more convenient for them. We will shift customer contact to digital self-service channels, whilst promoting digital inclusion. We will use customer insight, engagement and feedback to improve services. We will consolidate our customer services into a single service and we will support customers to use the new contact methods. But the challenges ahead also require a new relationship between residents and public services – which is reflected in Priority 5: Building Sustainable Communities. We will support residents, families and communities to be more self-reliant and resilient and to do more things for themselves.

Our Workforce
The workforce and the culture of an organisation are vital in achieving our aims and overall success. Our employees will need to work differently to meet our challenges and will need to be equipped with new skills and approaches in order to do so and to fulfil their potential. We will embed our corporate values promoting empowerment, innovation and personal responsibility into the organisational culture so that we can improve services and outcomes. We want employees to be aware of risks but not to inhibit innovation. We want an organisation where innovative thinking is enabled, encouraged and rewarded. We want an organisation where employees feel valued and supported and where success is rewarded. We want an organisation where there is a 'no blame' culture and where mistakes are seen as an opportunity to learn and improve.

Our **Corporate Plan on a page**



Safeguarding Vulnerable People

Why is this a priority?

“Safeguarding” is a wider concept than the protection of children and adults and deals with the promotion of:

- Physical, emotional and mental well-being;
- Protection from harm and neglect;
- Education, training and leisure;
- Contribution to society and the economy.

Swansea Council is committed to ensuring that its citizens are free from harm and exploitation, including bullying, domestic abuse, child exploitation and human trafficking. We want people to be able to live as independently and as safely as possible in their own homes. We also want children to stay with their families or be supported in family settings where it is safe for them to do so.

Many of our services are focused on supporting people and we will ensure that arrangements are in place to make sure that all of our schools, care homes, family centres, leisure centres, libraries and other local services are delivered safely. We will also endeavour to ensure that “Safeguarding” is a key consideration in our transformation of Council’s services and the development of digital services and new models of service provision.

What needs Improving?

Safeguarding vulnerable people needs to be seen as everybody’s business within every service within the Council and by all elected Members. We also need to improve awareness of safeguarding within our communities, with volunteers and contractors and with our partner organisations through the work of the Regional Children Safeguarding Board; people need to know how to raise any concerns that they may have. Safeguarding is a key consideration in the transformation of key Council services and new models of delivery.

What are we going to do?

Every organisation working with children, young people and adults should be committed to safeguarding and to promoting their well-being and health.

We will ensure that there is clear understanding amongst staff, volunteers, Councillors, trade unions and those working on behalf of the Council about the Corporate Safeguarding Policy and guidelines for safeguarding children and adults.

We will work towards ensuring that contractors who provide services commissioned and/or used by the Council comply with the Corporate Safeguarding Policy and have appropriate standards, practices, guidelines and training in place around safeguarding

We will ensure that each service in the Council has a clear understanding about how it contributes to safeguarding people and monitors how it does this.

We will develop and deliver safeguarding training packages to be used across all Council services as well as specialist training for Councillors.

We will make sure that the Council's corporate safeguarding arrangements are informed by the United Nation's Convention on the Rights of the Child (UNCRC).

We will ensure we have effective arrangements for safeguarding and protecting those at risk from significant harm and exploitation, including domestic abuse, child exploitation and human trafficking.

We will co-ordinate a multi-agency response to address domestic abuse in Swansea through the work of the LSB and a strategy to reduce domestic abuse in Swansea.

We will ensure that local citizens know where to go for advice and assistance regarding any safeguarding concerns they may have.

We will ensure that safeguarding is a key consideration in relation to the development of new models of service and transformation, including online safety.

What Outcomes are we seeking to achieve?

- Improved awareness amongst Council employees and elected Members of the Corporate Safeguarding Policy and arrangements.

- All services can evidence that they understand how they contribute to safeguarding people and monitor their effectiveness.

- Contractors who provide services commissioned and/or used by the Council comply with the Corporate Safeguarding Policy and have appropriate safeguarding procedures and practices in place.

- Council employees and people in our communities feel confident about how to identify, discuss and report concerns in respect of children and adults.

- Effective arrangements are in place for safeguarding and protecting those at risk from significant harm and exploitation.

- Reduced incidence of domestic abuse and victims are supported well

- Safeguarding is a key consideration during the development of new models of delivery and the transformation of Council services, including digital delivery.

- The Council's Safeguarding approach both promotes and is informed by the UNCRC.

Improving pupil attainment

Why is this a priority?

We want every child and young person in Swansea to gain the skills and qualifications they need to succeed in life. Currently too many children and young people are not attending school regularly and are not achieving the skills and qualifications that they need to go on into further education, employment or training.

What needs improving?

We need to ensure that all children and young people attend school regularly so that they have a better chance of improving their skills and qualifications. Educational outcomes in Swansea have shown good improvement in recent years. The focus on improving outcomes for ALL children and young people remains. Raising aspirations and effective work will stop poverty and disadvantage holding back improvement and opportunities.

What are we going to do?

Schools with low attendance will be challenged to improve. Officers of the authority will work with each of these schools to ensure they know what they have to do to improve.

The focus on improving literacy in English and Welsh at all ages will remain so that pupils are able to read and follow the curriculum. Pupils' success will be monitored at the end of key points in statutory education up to age 16.

Schools with low performance will be challenged to improve. There will be an increased emphasis on schools helping each other as well as being supported by the authority

What Outcomes are we seeking to achieve?

- Improved primary and secondary school attendance rates.
- Improved pupil numeracy and literacy rates.
- Improved pupil educational attainment.

Creating a vibrant and viable City and Economy

Why is this a priority?

Swansea is the key economic driver for the City Region. However, the opportunity and potential of the people and place is not being fully realised. We want the City & Region to thrive and prosper for the benefit of all its residents, businesses and visitors.

What needs improving?

- Attractiveness and vibrancy of the City Centre.
- Better quality retail, office, leisure, & residential floor space to support economic growth.
- More and better quality employment and skills development opportunities.
- Reducing the numbers of long-term unemployed and economically inactive.
- Transport and digital infrastructure to enhance connectivity & accessibility.
- The profile and reputation of Swansea as a destination to build confidence amongst residents, businesses and visitors.
- Further investment along the Fabian Way innovation corridor and new leisure, tourism and heritage-led development to complement City Centre. Regeneration.
- Means of sustaining the rural economy.

What are we going to do?

Reinforce and improve the City Centre as a vibrant regional destination for shopping, culture, leisure, learning and business.

Work to deliver the physical regeneration of the City Centre in line with our revised City Centre Strategic Framework – in particular, property development and enhancement and delivering enabling infrastructure to support regeneration.

Secure funding sources to support the regeneration of the City Centre and associated transport improvements.

Continue to prepare design guidance, development briefs, market sites and appoint developers.

Ensure Swansea represents a strong commercial opportunity for new indigenous and inward investment development to deliver the Council's priority regeneration schemes.

Create employment and training opportunities through the application of the *Beyond Bricks and Mortar* programme.

Work with partners to continue the delivery of a competitive digital infrastructure to support the city's economic growth, investment and productivity gains.

Adopt the Local Development Plan (LDP) and supporting supplementary planning guidance, such as the Fabian Way Innovation Corridor Strategy, and the Area of Outstanding Natural Beauty (AONB) Management Plan.

Support development that positions Swansea as an economically competitive place and an economic driver for the City Region.

Facilitate growth and diversification of the local economy and an increase in high value, skilled employment.

Ensure that communities have a sufficient range and choice of good quality housing at sustainable locations to meet community needs and support sustainable economic growth.

Promote and enhance a diverse and sustainable rural economy.

Improve, expand and diversify appropriate leisure, tourism and heritage facilities and infrastructure.

Develop Swansea as a City of innovation and grow higher value economic activities.

What Outcomes are we seeking to achieve?

- Vibrant new retail and leisure development within the City Centre, commencing with the comprehensive redevelopment of St David's.

- A Kingsway Employment Hub to stimulate enterprise development.

- Redevelopment of Civic Centre site, contributing to improving the vibrancy of the City Centre.

- Better quality commercial floor space enabling the provision of increased employment at sustainable locations.

- Employment & training opportunities created.

- Improved City living opportunities by maximising the use of appropriate and previously developed land.

- A Planning policy framework that supports the creation of a vibrant & viable City and economy.

- New investment attracted from companies not currently located in Swansea.

- Progressing Strategic Housing and mixed use development site proposals progressed in advance of the LDP to reduce housing land supply shortfall.

- Extension of the tourist season and the tourism offer as part of the diversification of the rural economy.

Tackling Poverty

Why is this a priority?

This is a priority for Swansea because we have residents experiencing poverty due to:

- A lack of resources.
- Their family circumstances.
- Poor life chances.

Which can result in:

- Worklessness.
- Poor educational attainment.
- Health inequalities.
- Dysfunctional families.
- absence of aspiration/ low expectations.
- Poor housing conditions.

Swansea is a City and County of inequality with some of Wales's poorest and richest areas only miles apart.

There are a number of key areas which we as a Council are working to address, such as:

- Children having the best start in life and being able to achieve in their early years enabling them to learn and thrive.
- Families are supported to live healthy lives
- Young People having choices and opportunities when they are in school and when they leave school to enter learning, training and employment.
- For families and individuals to be able to have a good standard of living, which means having well paid employment and claiming the right benefits they are entitled to.
- For people to live in good quality affordable homes, which support sustainable communities.

What needs improving?

We need more accessible high quality services for all children aged between 0 – 7 years of age.

We need to ensure all children are able to be ready for school and therefore able to play, communicate, move and problem solve.

We need to ensure that children of all ages, maximise their learning potential

We need ensure all young people are encouraged and given the opportunity to enter education, employment and training post 16 years of age.

We need to maximise people's benefits and assist people into employment that pays.

Swansea has come a long way in providing decent housing but we need to continue to improve the quality of homes generally and housing supply.

We need to support the reduction in health inequalities in life expectancy and chronic ill health conditions.

We need to increase the number of adults with qualifications and with opportunities for employment.

We want people to be more involved in decision making and running services in their areas.

What are we going to do?

Implement Swansea's Early Years Strategy which is working with Health to ensure all children that live in Swansea are supported to develop and be the best they can be. This is by:

- Raising standards in child development within all childcare settings.
- Using the Swansea statement to raise awareness of child development.
- Running Flying Start Plus and our Early Years language pathway.

Swansea is implementing the Youth Progression and Engagement Framework by::

- Identifying vulnerable young people early and supporting them in the right way.
- Knowing where every young person is on their education, employment and training journey.
- Ensuring the right provision is available.

Swansea will continue to address the impacts of Welfare Reform changes, including the introduction of Universal Credit by:

- Maximising the benefits that people are entitled to and improving the speed of processing.
- Supporting people with appeals.

- Challenging sanctions.
- Supporting the most vulnerable.
- Analysing and raising awareness of the impact of welfare reform.

Swansea will continue to tackle poverty by empowering communities, targeting resources and changing cultures through:

- Community involvement and action.
- Swansea's Tackling Poverty Strategy and action plan.

Swansea will improve housing quality and supply by:

- Improving the Council Housing stock up to the Welsh Housing Quality Standard.
- Providing new and additional affordable housing units.
- Preventing homelessness.
- Leading and promoting the improvement of housing conditions in the private sector.

What Outcomes are we seeking to achieve?

- Children have a good start in life; 2 and 3 year old children in the Flying Start are helped to achieve their expected language, emotional, social and cognitive development.

- Children who are not disadvantaged by poverty when achieving and attaining standards and wellbeing in education.

- Young people and adults are in employment, education or training.

- People have a decent standard of living; receiving the maximum benefits they are entitled to receive and in a prompt and timely way.

- Investment to improve council housing, bring wider economic and employment benefits and contribute to the regeneration of estates.

- Prevent homelessness to help maintain stability and security for families, safeguard health, wellbeing and prevent social exclusion.

Building Sustainable Communities

Why is this a priority?

We need to work together to build and support sustainable and thriving communities because this will result in the best possible outcomes for people, reduce the need for public services, and consequently reduce the cost of services.

Sustainable communities are ones people want to live, work and bring up their families within. These are communities in which the vulnerable find support, people run businesses, and families work well and stay together.

Current models of service delivery are unsustainable and do not always provide the best outcomes for people. Swansea is changing and residents' needs are changing too and the transformation of services is vital to meet these future challenges.

We also need a new relationship between residents and public services. Residents, families and communities want more say and control over how their own needs, wants and expectations will be met; communities need the right resources, assets and facilities in place to support them to help to achieve the outcomes they want to achieve.

What needs improving?

There are some key areas where sustained and long term change is needed. Overall, we want to ensure that communities achieve the best possible outcomes for themselves.

We need to work with residents, communities and families to develop their skills to allow them to have more say and control over how their own needs, wants and expectations will be met.

There needs to be a new relationship between residents and public services, which involves reviewing the future role of the Council and what we will and will not do.

Council services need to be transformed to meet changing needs and expectations, future challenges and reduced Council budgets.

Council employees need to develop the skills needed in order to help support people to be more self-reliant and resilient and to do more things for themselves.

There is a need for more early intervention and prevention and a greater focus on improving well-being so that there is less need for people to resort to statutory services.

We want to improve the cohesiveness of communities where people believe they live in a good place, can take part in decisions affecting their community and where people get on well together.

Community facilities, technology, resources and assets will need to play their part in helping communities to become more sustainable, cohesive and self-sufficient.

There is a need for us to improve our partnerships with other organisations so that they are fit for purpose and allow us to plan for the longer term. As part of this we need to define our relationship with the third sector and how we plan to work with and communicate with each other in the future.

We need to ensure that our planning processes are better informed with an improved understanding of local needs.

What are we going to do?

We plan to:

Review schemes associated with the 'Prevention Budget' aimed at reducing the need for services over the longer term**.**

Ensure that communities have access to a full range of preventative services, which allow them to promote their wellbeing, live healthy and active lives and prevent them requiring access to statutory services wherever possible. In doing this, we plan to develop Local Area Coordination further.

Promote independence to keep people living at home or within the community for longer and reduce admissions to residential care. In doing this, promote housing options such as sheltered housing and supported living.

Give people more choice and control over their own care through initiatives such as direct payments.

Work with the voluntary, community, public and private sector in Swansea and the wider region to promote community action, build capacity and develop projects for communities to run services, manage assets.

Develop a Third Sector Strategy and a COMPACT outlining how we plan to work and communicate with the third sector.

Improve the cohesiveness of communities so that people like where they live and who they live with.

Undertake further widespread community engagement about the future role of the Council and how we can support residents, families and communities to support themselves.

Engage with communities further to increase community involvement in local services.

Provide community information, advice and signposting to enable people to take advantage of community based resources and help them meet their own needs.

Promote better working with our partners and clarify our roles so our relationships are effective and enable us to plan better to meet the needs of our residents.

Improve Council planning with improved intelligence so that we have a more informed view of community needs.

What Outcomes are we seeking to achieve?

- More people are involved in local community activities that are important to them.

- People make the best use of resources that promote wellbeing and prevent them through early intervention from requiring statutory services.

- More people living at home or in the community instead of in residential care.

- People have equitable access to services to promote independence and quality of life.

- People are living in cohesive and resilient communities with the right skills and technological improvements to sustain their communities

- Better engagement with the third sector.

Next Steps

How we will monitor progress

- As part of the regular performance improvement framework through Quarterly and Annual Performance Monitoring Reports.
- Monthly reports to Performance & Financial Monitoring Meetings and Executive Board.
- Council's Poverty Forum – Action plan and performance framework within the Poverty Strategy.
- Accountability for delivery built into the Objectives for Cabinet Members and Directors/Heads of Service.

How we will report achievements

- Quarterly and annually through Cabinet.
- Annual Review of Performance.
- Via the Council's website to publicise achievements using case studies.

When and how this plan will be updated

- Annual update.

Other useful information e.g.: how this links with the *One Swansea Plan*

- The Priorities in this Corporate Plan are closely linked to the *One Swansea Plan* and are informed by the joint needs assessment.
- All of the actions will require collaboration with our partners to achieve the outcomes, including our joint approach on community engagement.
- We will work with the Swansea Public Service Board to ensure that this happens.

Appendix – Swansea Profile and Challenges

Swansea is the second largest city in Wales and the regional centre for South West Wales. It is situated in the middle of the South Wales coastline and is bordered by Neath Port Talbot in the east and by Carmarthenshire in the west.

It covers a land area of 378 square kilometres and can be broadly divided into four geographic areas; the open moorlands of the Lliw Uplands in the north, the rural Gower Peninsula in the west including the Gower Area of Outstanding Natural Beauty (AONB), the suburban areas stretching from the edge of Swansea towards settlements in the west and around the M4 corridor and the coastal strip around Swansea Bay.

Swansea's natural environment is of outstanding quality and is one of the most biodiverse Counties in the UK. Approximately 17% of the County's area is protected by European or National designations such as Special Protection Areas (SPAs), Ramsar Sites and Sites of Special Scientific Interest (SSSIs). A further 30% has been identified as being of significant local ecological interest, including Local Nature Reserves and Wildlife Trust reserves.

Key demographics

The total population of the City and County of Swansea currently stands at 240,300 (Mid-Year Estimate 2013), indicating an increase of 0.3% (700) compared to the 2012 estimate. Swansea is now has the second largest local authority population in Wales after Cardiff and has experienced 11 consecutive years of growth since 2001. The number of households in Swansea increased by almost 9,000 (+9%) between 2003 and 2013, with the largest growth in single person households.

Swansea's population is projected to grow by 13.1% (31,200 people) between 2011 and 2036, the fourth highest growth rate in Wales The key driver of population growth in Swansea is migration, with the majority of growth each year being driven by either internal/UK migration[1].

Swansea's population pyramid shows a large spike in the 19-22 yr age group, associated with the inflow of students to Swansea's two universities (including those from overseas) The proportion of people aged between 20-24 yrs has increased by 31.4% over the last 10 years. However, Swansea's population is also ageing with a significant increase in the number of people aged 65 yrs+ between 2001 and 2012. In addition, Swansea has a higher proportion of elderly people aged 80 yrs than the average for Wales and the UK.

Although the proportion of people from a non-white ethnic group living in Swansea is relatively low at 6% of the total population, it is higher than the current average for

[1] Although there has been a small increase in the birth rate since 2008.

Wales at 4.4% and has increased by 198% (9,500) between 2001 and 2012. The largest non-white ethnic groups in Swansea are; Chinese (0.9%) and Bangladeshi (0.8%) communities.

Currently there are 104,000 resident households in Swansea, indicating an increase of 9.3% (8,900) households since 2001 and slightly higher than the average rate of household growth for Wales at 7.5%.

The most common household structure in Swansea is single 'adult' households, followed by two person households (no children). The number and proportion of single parent families (1 adult and 1 or more child) has increased between 2002 and 2012 and currently represents 11.7% of all households in Swansea.

Although Swansea generates around 40% of the regional Gross Value Added (GVA) and provides 40% of employment in the area, the rate of productivity is lower than both the average for the UK and Wales. Currently, within Swansea, GVA is only around 75% of the GVA for the UK. The key drivers of underperformance are associated with a relatively low number of businesses in the local area, too few people with higher level qualifications and a relatively high rate of economic inactivity.

Swansea has a net inflow of around 14,500 workers from Neath Port Talbot and Carmarthenshire. It represents the second largest centre for office space in Wales and accounts for about 75% of region's finance and insurance jobs and around 50% of public and business administration and support services jobs.

Of the 101,700 people currently in employment living within Swansea, almost 9 out of 10 people (91,000) are employed within the service sector. Almost a third of people in employment (32,000) work within the Public Sector, which is higher than both the average for Wales at 26.1% and the UK.

Overall, the number and proportion of people claiming Jobseekers Allowance in Swansea over the last 10 years has fallen significantly but lower than the equivalent reductions for Wales and the UK. In Swansea, there are more claimants of Employment and Support Allowance (ESA) and the earlier incapacity benefits (IB/SDA) than both the average for Wales and the UK.

Swansea has an above average share of its local areas (12%) featuring in the 10% most deprived in Wales (WIMD 2014). In terms of the overall index, the most deprived Lower Super Output areas in Swansea are in Penderry, Townhill and Castle

Over the last ten year period, life expectancy in Swansea has increased by around 2 years for both males and females. However, statistics from the Public Health Wales Observatory (2005-09) suggest that Swansea has a life expectancy gap between the most and least deprived areas of around 12 years for males and 7 years for females. The healthy life expectancy gap is nearly 23 years for males and 15 years for females.

Almost 1 in 4 people (23.3%) living in Swansea have a long terms health condition, or disability which is slightly above the average for Wales at 24.7%, but lower than the proportion in 2001 at 24.7%. 1 in 8 (12.7%) people living in Swansea currently provide unpaid care to a relative or friend. Approximately 43% of people who provide unpaid care, provide 20 hours or more of care each week.

Challenges

Key economic challenges for Swansea are related to relatively low levels of productivity and skill levels, high levels of economic inactivity and low levels of enterprise. Specific challenges for Swansea identified by the Local Service Board are to match the UK's GVA per capita growth rate, match the UK's average earnings growth rate and to reduce worklessness so that it is close to the UK average.

Other challenges include demographic changes – an aging population and an increasing demand for public services, against a backdrop of significant reductions in funding to public spending. There is an increasing level of demand for public services – linked to the recession, welfare reforms and an aging population - placing greater pressure on health and social care services at the same time that budgets for public services are facing unprecedented cuts. Related pressures for public services include attempts to manage demand, improving efficiency, prevention and early intervention, new models and cultural change programmes with both its workforce and customers.

Where to find additional information: -

Delivering for Swansea **Corporate Plan 2016/17**
If you have any questions or comments on the content of this plan, you can contact Performance & Delivery by: Email to improvement@swansea.gov.uk Telephone 01792 636000.

Report of the Cabinet Member for
Enterprise, Development & Regeneration

Cabinet - 17 March 2016

FPR7 – CITY CENTRE REGENERATION MATCH FUNDING BUDGET

Purpose:	To include the budget within the Capital Programme
Policy Framework:	City Centre Strategic Framework.
Reason for Decision:	To comply with Financial Procedure Rule No.7 (Capital Programming and Appraisals) - to commit and authorise schemes as per the Capital Programme or to include new schemes in the Capital Programme.
Consultation:	Legal, Finance, Access to Services
Recommendation(s):	It is recommended that Cabinet:
Commit the budget to the Capital Programme for 2015/16 & 2016/17	
Report Author:	Richard Horlock
Finance Officer:	Jayne James/Jeff Dong
Legal Officers:	Debbie Smith
Access to Services Officer:	Phil Couch

1.0 Background

1.1 Swansea City Centre is the economic driver of Swansea Bay City Region and should be the regional shopping, leisure, education, employment and administrative centre. However the City Centre does not currently fully fulfil this role, and is at a critical point in its evolution.

1.2 Today's City Centre suffers from a small residential population, a limited number of jobs, poor quality office accommodation which delivers low rents, low footfall, a limited retail offer with significant vacant floor space and the lack of major attractions to make it a significant destination.

1.3 Research shows that the catchment perceive the City Centre as tired, dated and declining with an average offer, coupled with a complex traffic

system, congestion and poor/expensive car parking. The ambition of the catchment remains strong for an integrated and coherent city centre capable of supporting City Region status and delivering a 24hour economy.

1.4 A strong established supportive planning policy through the City Centre Strategic Framework (2007) together with the City Centre Strategic Framework Review offers opportunity to regenerate the City Centre. The review will ensure that all resources, including Welsh Government and potential EU funding opportunities, are appropriately targeted and focused on a clear set of objectives for the City Centre including the St David's and Civic Centre sites which ensure that regeneration benefits are maximised.

2.0 City Centre Regeneration Match Funding

2.1 In order to facilitate future City Centre Regeneration an exercise was undertaken to identify unallocated brought forward capital funding and to re-profile currently allocated regeneration capital budgets.

2.2 This exercise identified a total sum of £1,638k to which approval is requested to add the budget to the capital programme for 2016/17 under the budget code C06364 'Regeneration Match Funding'

2.3 European funding bids are required to realise aspects of the city centre regeneration programme which will require match funding commitment from the City & County of Swansea.

2.4 Implications of each proposal to utilise the identified regeneration match funding budget of £1,638k will be compiled, considered and approved in separate reports in accordance with the Financial Procedure Rules in due course.

3.0 Financial Implications

3.1 The budget identified for regeneration match funding totals £1,638k and is shown in the table below together with other capital allocations. The financial implications summary is presented in Appendix A.

Regeneration budgets and funding		£'000
Current Regen budgets	Current capital budgets	659
Unapplied Grant	unused funding	789
Unapplied capital receipts	unused funding	227
Market Roof change in funding from borrowing to ERDF grant		550
Match funding available		2,225

Proposed Allocation		£'000
Hafod / Morfa Copper works	C06554	175
Waterfront schemes	C06307	228
Market roof additional works	C08644	184
Match funding for City Centre Schemes	C06325	1,638
		2,225

3.2 In addition to the £1,638k City Centre match funding allocation it is proposed that £175k be allocated towards the capital budget for the Hafod/Morfa Copper works site as well as £228k allocated towards the Waterfront City project and £184k towards the additional works for the Market roof.

3.3 An additional allocation of Waterfront City BEP grant of £550k was awarded to the market roof works in 2015/16. This additional budget resulted in an unused balance of borrowings allocated to the market roof works to which it is proposed that £184k is allocated towards additional roof works and the remaining balance is to be allocated towards match funding for the City Centre.

3.4 It is proposed that any remaining balance of City Centre match funding at close of 2016/17 be carried forward to 2017/18.

3.5 The full budget implications of each proposal to utilise the regeneration match funding of £1,638k will be compiled, considered and approved in accordance with the Financial Procedure Rules in due course.

4.0 **Legal Implications**

4.1 The Council will need to comply with the terms and conditions attached to any grant funding utilised in conjunction with the regeneration match

funding budget identified in this report. All contracts for works, goods and services necessary to deliver the projects must be procured in accordance with the Council's Contract Procedure Rules and the relevant EU Regulations as appropriate. The contractual liabilities/obligations of the Council and any appointed contractors will be covered by the individual contracts entered into.

4.2 All statutory consents required in proposals to utilise the regeneration match funding budget will be the responsibility of the Economic Regeneration and Planning Division.

5.0 **Equality and Engagement Implications.**

5.1 Equalities Impact Assessment screening will be conducted on all future proposals which are to utilise the regeneration match funding budget identified in this report.

Background Papers: None

Appendices:
Appendix A - Financial Implications

FINANCIAL IMPLICATIONS : SUMMARY

Portfolio: **Place**

Service : **Regeneration and Planning**

Scheme : **City Centre Regeneration**

1. CAPITAL COSTS	2015/16 £'000	2016/17 £'000	2017/18 £'000	2018/19 £'000	TOTAL £'000
Expenditure					
City Centre Regeneration match funding		1,638			1,638
Hafod / Morfa Copper works		175			175
Works: Market roof	184				184
Works: Waterfront schemes	228				228
Budget Code:	see FPR7	see FPR7			
EXPENDITURE	**412**	**1,813**	**0**		**2,225**
Financing					
CCS funding	412	1,813			2,225
WG grant					0
WEFO grant					
Other					
					0
FINANCING	**412**	**1,813**	**0**		**2,225**

2. REVENUE COSTS	2015/16 £'000	2016/17 £'000	2017/18 £'000	2018/19 £'000	FULL YEAR £'000
Service Controlled - Expenditure					
					0
Employees					0
Maintenance					0
Equipment					0
Administration					0
NET EXPENDITURE	**0**	**0**	**0**		**0**

Report of the Head of Legal & Democratic Services

Cabinet – 17 March 2016

EXCLUSION OF THE PUBLIC

Purpose:		To consider whether the Public should be excluded from the following items of business.
Policy Framework:		None.
Reason for Decision:		To comply with legislation.
Consultation:		Legal.
Recommendation(s):		It is recommended that:
1)	The public be excluded from the meeting during consideration of the following item(s) of business on the grounds that it / they involve(s) the likely disclosure of exempt information as set out in the Paragraphs listed below of Schedule 12A of the Local Government Act 1972 as amended by the Local Government (Access to Information) (Variation) (Wales) Order 2007 subject to the Public Interest Test (where appropriate) being applied.	
	Item No.	**Relevant Paragraphs in Schedule 12A**
	17 & 18	14
Report Author:		Democratic Services
Finance Officer:		Not Applicable
Legal Officer:		Patrick Arran – Head of Legal & Democratic Services (Monitoring Officer)

1. Introduction

1.1 Section 100A (4) of the Local Government Act 1972 as amended by the Local Government (Access to Information) (Variation) (Wales) Order 2007, allows a Principal Council to pass a resolution excluding the public from a meeting during an item of business.

1.2 Such a resolution is dependant on whether it is likely, in view of the nature of the business to be transacted or the nature of the proceedings that if members of the public were present during that item there would be disclosure to them of exempt information, as defined in section 100I of the Local Government Act 1972.

2. Exclusion of the Public / Public Interest Test

2.1 In order to comply with the above mentioned legislation, Cabinet will be requested to exclude the public from the meeting during consideration of the item(s) of business identified in the recommendation(s) to the report on the grounds that it / they involve(s) the likely disclosure of exempt information as set out in the Exclusion Paragraphs of Schedule 12A of the Local Government

Act 1972 as amended by the Local Government (Access to Information) (Variation) (Wales) Order 2007.

2.2 Information which falls within paragraphs 12 to 15, 17 and 18 of Schedule 12A of the Local Government Act 1972 as amended is exempt information if and so long as in all the circumstances of the case, the public interest in maintaining the exemption outweighs the public interest in disclosing the information.

2.3 The specific Exclusion Paragraphs and the Public Interest Tests to be applied are listed in **Appendix A**.

2.4 Where paragraph 16 of the Schedule 12A applies there is no public interest test. Councillors are able to consider whether they wish to waive their legal privilege in the information, however, given that this may place the Council in a position of risk, it is not something that should be done as a matter of routine.

3. Financial Implications

3.1 There are no financial implications associated with this report.

4. Legal Implications

4.1 The legislative provisions are set out in the report.

4.2 Councillors must consider with regard to each item of business set out in paragraph 2 of this report the following matters:

4.2.1 Whether in relation to that item of business the information is capable of being exempt information, because it falls into one of the paragraphs set out in Schedule 12A of the Local Government Act 1972 as amended and reproduced in Appendix A to this report.

4.2.2 If the information does fall within one or more of paragraphs 12 to 15, 17 and 18 of Schedule 12A of the Local Government Act 1972 as amended, the public interest test as set out in paragraph 2.2 of this report.

4.2.3 If the information falls within paragraph 16 of Schedule 12A of the Local Government Act 1972 in considering whether to exclude the public members are not required to apply the public interest test but must consider whether they wish to waive their privilege in relation to that item for any reason.

Background Papers: None.
Appendices: Appendix A – Public Interest Test.

Appendix A

Public Interest Test

No.	Relevant Paragraphs in Schedule 12A
12	**Information relating to a particular individual.**
	The Proper Officer (Monitoring Officer) has determined in preparing this report that paragraph 12 should apply. His view on the public interest test was that to make this information public would disclose personal data relating to an individual in contravention of the principles of the Data Protection Act. Because of this and since there did not appear to be an overwhelming public interest in requiring the disclosure of personal data he felt that the public interest in maintaining the exemption outweighs the public interest in disclosing the information. Members are asked to consider this factor when determining the public interest test, which they must decide when considering excluding the public from this part of the meeting.
13	**Information which is likely to reveal the identity of an individual.**
	The Proper Officer (Monitoring Officer) has determined in preparing this report that paragraph 13 should apply. His view on the public interest test was that the individual involved was entitled to privacy and that there was no overriding public interest which required the disclosure of the individual's identity. On that basis he felt that the public interest in maintaining the exemption outweighs the public interest in disclosing the information. Members are asked to consider this factor when determining the public interest test, which they must decide when considering excluding the public from this part of the meeting.
14	**Information relating to the financial or business affairs of any particular person (including the authority holding that information).**
	The Proper Officer (Monitoring Officer) has determined in preparing this report that paragraph 14 should apply. His view on the public interest test was that: **a)** Whilst he was mindful of the need to ensure the transparency and accountability of public authority for decisions taken by them in relation to the spending of public money, the right of a third party to the privacy of their financial / business affairs outweighed the need for that information to be made public; or **b)** Disclosure of the information would give an unfair advantage to tenderers for commercial contracts. This information is not affected by any other statutory provision which requires the information to be publicly registered. On that basis he felt that the public interest in maintaining the exemption outweighs the public interest in disclosing the information. Members are asked to consider this factor when determining the public interest test, which they must decide when considering excluding the public from this part of the meeting.

No.	Relevant Paragraphs in Schedule 12A
15	**Information relating to any consultations or negotiations, or contemplated consultations or negotiations, in connection with any labour relations matter arising between the authority or a Minister of the Crown and employees of, or office holders under, the authority.**
	The Proper Officer (Monitoring Officer) has determined in preparing this report that paragraph 15 should apply. His view on the public interest test was that whilst he is mindful of the need to ensure that transparency and accountability of public authority for decisions taken by them he was satisfied that in this case disclosure of the information would prejudice the discussion in relation to labour relations to the disadvantage of the authority and inhabitants of its area. On that basis he felt that the public interest in maintaining the exemption outweighs the public interest in disclosing the information. Members are asked to consider this factor when determining the public interest test, which they must decide when considering excluding the public from this part of the meeting.
16	**Information in respect of which a claim to legal professional privilege could be maintained in legal proceedings.**
	No public interest test.
17	**Information which reveals that the authority proposes:** **(a) To give under any enactment a notice under or by virtue of which requirements are imposed on a person; or** **(b) To make an order or direction under any enactment.**
	The Proper Officer (Monitoring Officer) has determined in preparing this report that paragraph 17 should apply. His view on the public interest test was that the authority's statutory powers could be rendered ineffective or less effective were there to be advanced knowledge of its intention/the proper exercise of the Council's statutory power could be prejudiced by the public discussion or speculation on the matter to the detriment of the authority and the inhabitants of its area. On that basis he felt that the public interest in maintaining the exemption outweighs the public interest in disclosing the information. Members are asked to consider this factor when determining the public interest test, which they must decide when considering excluding the public from this part of the meeting.
18	**Information relating to any action taken or to be taken in connection with the prevention, investigation or prosecution of crime**
	The Proper Officer (Monitoring Officer) has determined in preparing this report that paragraph 18 should apply. His view on the public interest test was that the authority's statutory powers could be rendered ineffective or less effective were there to be advanced knowledge of its intention/the proper exercise of the Council's statutory power could be prejudiced by public discussion or speculation on the matter to the detriment of the authority and the inhabitants of its area. On that basis he felt that the public interest in maintaining the exemption outweighs the public interest in disclosing the information. Members are asked to consider this factor when determining the public interest test, which they must decide when considering excluding the public from this part of the meeting.

By virtue of paragraph(s) 14 of Schedule 12A
of the Local Government Act 1972
as amended by the Local Government (Access to
Information) (Variation) (Wales) Order 2007.

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