

## DINAS A SIR ABERTAWE

### HYSBYSIAD O GYFARFOD

Fe'ch gwahoddir i gyfarfod

### PWYLLGOR RHAGLEN CHRAFFU

**Lleoliad:** Ystafell Bwyllgor 3A, Neuadd y Ddinas, Abertawe

**Dyddiad:** Dydd Llun, 12 Hydref 2015

**Amser:** 4.30 pm

Crynodeb: Dyma becyn agenda cyfarfod Pwyllgor y Rhaglen Graffu a gynhelir ar 12 Hydref 2015. Y prif eitemau yw sesiwn holi ac ateb gydag Aelod y Cabinet dros Addysg, yr Adroddiad Ymchwilio Craffu Cynhwysiad Addysg, Panel Perfformiad Craffu'r Bwrdd Gwasanaethau Lleol a Bwletin Blynyddol ar Berfformiad Llywodraeth Leol 2014-15. Cynhwysir adroddiadau cefndir.

### AGENDA

### Rhif y Dudalen

- |           |  |                  |
|-----------|--|------------------|
| <b>1</b>  | <b>Ymddiheuriadau am absenoldeb.</b>   |                  |
| <b>2</b>  | <b>Derbyn datgeliadau o fuddiannau personol a rhagfarnol.</b>  | <b>1 - 2</b>     |
| <b>3</b>  | <b>Gwahardd pleidleisiau chwip a datgan chwipiau'r pleidiau.</b>   |                  |
| <b>4</b>  | <b>Cofnodion:</b><br>Cymeradwyo a llofnodi, fel cofnod cywir, gofnodion cyfarfod Pwyllgor y Rhaglen Graffu a gynhaliwyd ar 14 Medi 2015. | <b>3 - 11</b>    |
| <b>5</b>  | <b>Sesiwn Holi Aelod y Cabinet: Aelod y Cabinet dros Addysg.</b><br><i>(Y Cynghorydd Jennifer Raynor).</i>                               | <b>12 - 16</b>   |
| <b>6</b>  | <b>Adroddiad yr Ymchwiliad Craffu Terfynol: Cynhwysiad Addysg.</b><br><i>(Y Cynghorydd Cheryl Philpott, cynullydd – yn bresennol)</i>    | <b>17 - 53</b>   |
| <b>7</b>  | <b>Adroddiad Cynnydd Panel Perfformiad Craffu - Bwrdd Gwasanaethau Lleol.</b>  | <b>54 - 57</b>   |
| <b>8</b>  | <b>Adroddiadau Craffu - Adroddiad Effaith Chwarterol.</b>  | <b>58 - 63</b>   |
| <b>9</b>  | <b>Bwletin Blynyddol ar Berfformiad Llywodraeth Leol 2014-15.</b>  | <b>64 - 96</b>   |
| <b>10</b> | <b>Rhaglen Waith Craffu 2015-16.</b>   | <b>97 - 120</b>  |
| <b>11</b> | <b>Aelodaeth paneli a gweithgorau craffu.</b>  | <b>121 - 122</b> |

**12 Llythyrau craffu:**

123 - 139

	Gweithgaredd	Dyddiad y Cyfarfod	Gohebiaeth
a.	Pwyllgor	10 Awst	Llythyr at/gan Aelod y Cabinet dros Wasanaethau Plant a Phobl Ifanc

**13 Adborth o ddigwyddiadau craffu diweddar.****14 Digwyddiadau craffu sydd ar ddod.**

a) Pwyllgor Cynulliad Cenedlaethol Cymru ar gyfer Craffu ar y Prif Weinidog yn Amgueddfa Genedlaethol y Glannau, Abertawe (dydd Gwener 16 Hydref - 10.30am).

**15 Er gwybodaeth: Cynllun Gwaith y Pwyllgor Archwilio.**

140 - 141

**16 Dyddiad ac amser cyfarfodydd pwyllgor yn y dyfodol ar gyfer blwyddyn ddinesig 2015/16 (pob un am 4.30pm oni nodir yn wahanol):**

9 Tachwedd 2015	8 Chwefror 2016	11 Ebrill 2016
14 Rhagfyr 2015	14 Mawrth 2016	9 Mai 2016
11 Ionawr 2016		

**17 Dyddiad ac amser cyfarfodydd nesaf paneli / gweithgorau:**

Pwnc	Dull	Dyddiad	Amser	Lleoliad Canolfan Ddinesig (CDd) Neuadd y Ddinas (NDd)
Gwella Gwasanaethau a Chyllid	Panel Perfformiad	14 Hydref	11.00am	Ystafell Bwyllgor 6 (NDd)
Trawsnewid Gwasanaethau Cymdeithasol i Oedolion	Gwasanaethau Cymdeithasol i Oedolion	19 Hydref	2.00pm	Ystafell Bwyllgor 3A (NDd)
Bwrdd Gwasanaethau Lleol	Panel Perfformiad	19 Hydref	4.00 pm	Ystafell Bwyllgor 5 (NDd)
Gwasanaethau Plant a Theuluoedd	Panel Perfformiad	26 Hydref	2.00pm	Ystafell Bwyllgor 6 (NDd)
Llywodraethu Ysgolion	Panel Ymchwiliad	2 Tachwedd	4.00pm	Ystafell Bwyllgor 5 (NDd)
Ysgolion	Panel Perfformiad	3 Tachwedd	4.00pm	Ystafell Bwyllgor 3A (NDd)

Mae croeso i aelodau'r cyhoedd ddod i gyfarfodydd y Panel/Gweithgor a nodir uchod. Cysylltwch â'r Tîm Craffu os hoffech ddod.

**Cysylltu â'r Adran Craffu:**

Ystafell Gaerloyw, Neuadd y Ddinas, Abertawe SA1 4PW (Ffôn. 01792 637732)

**Gwefan:**

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**Patrick Arran**

**Pennaeth Gwasanaethau Cyfreithiol, Democrataidd a Chaffael**

**Dydd Llun, 5 Hydref 2015**

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**Contact: Gwasanaethau Democrataidd - 636923**

## SCRUTINY PROGRAMME COMMITTEE (16)

### Labour Councillors: 11

R A Clay	T J Hennegan
A M Cook	D J Lewis
D W Cole	G Owens
S E Crouch	R V Smith
J P Curtice	G J Tanner
N J Davies	

### Liberal Democrat Councillors: 3

M H Jones	P M Meara
J W Jones	

### Independent Councillor: 1

E W Fitzgerald	
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### Conservative Councillor: 1

A C S Colburn	
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### Co-opted Members:

Name	Term of Office
David Anderson-Thomas	14.03.2014 – 13.03.2017
Sarah Joiner	08.07.2013 – 07.07.2017

### Officers:

Dean Taylor	Director of Corporate Services
Lee Wenham	Head of Marketing, Communications & Scrutiny
Dave Mckenna	Overview & Scrutiny Manager
Brij Madahar	Overview & Scrutiny Coordinator
Democratic Services	
Wendy Parkin	Legal
Archives	

Email:

Executive Board	
Cabinet Members	
Leaders of Opposition Groups	
Carl Billingsley	
Chair of Standards Committee	
Chair of Audit Committee	
Chair of Democratic Services Committee	

**Total Copies: 30**





- a) Details of the prejudicial interest;
- b) Details of the business to which the prejudicial interest relates;
- c) Details of, and the date on which, the dispensation was granted; and
- d) Your signature

## **Officers**

### **Financial Interests**

1. If an Officer has a financial interest in any matter which arises for decision at any meeting to which the Officer is reporting or at which the Officer is in attendance involving any member of the Council and /or any third party the Officer shall declare an interest in that matter and take no part in the consideration or determination of the matter and shall withdraw from the meeting while that matter is considered. Any such declaration made in a meeting of a constitutional body shall be recorded in the minutes of that meeting. No Officer shall make a report to a meeting for a decision to be made on any matter in which s/he has a financial interest.
2. A "financial interest" is defined as any interest affecting the financial position of the Officer, either to his/her benefit or to his/her detriment. It also includes an interest on the same basis for any member of the Officers family or a close friend and any company firm or business from which an Officer or a member of his/her family receives any remuneration. There is no financial interest for an Officer where a decision on a report affects all of the Officers of the Council or all of the officers in a Department or Service.

## CITY AND COUNTY OF SWANSEA

### MINUTES OF THE SCRUTINY PROGRAMME COMMITTEE

HELD AT COMMITTEE ROOM 3A, GUILDHALL, SWANSEA ON  
MONDAY, 14 SEPTEMBER 2015 AT 4.30 PM

**PRESENT:** Councillor M H Jones (Chair) Presided

<b>Councillor(s)</b>	<b>Councillor(s)</b>	<b>Councillor(s)</b>
A C S Colburn	J P Curtice	J W Jones
D W Cole	E W Fitzgerald	R V Smith
N J Davies	T J Hennegan	

**Also Present:**

Councillor M C Child	-	Cabinet Member for Wellbeing and Healthy City
Councillor C Richards	-	Cabinet Member for Services for Children and Young People
Councillor F M Gordon	-	Convenor, Schools Scrutiny Performance Panel

**Officers:**

B Madahar	-	Scrutiny Co-ordinator
W Parkin	-	Senior Lawyer
S Woon		Democratic Services Officer

34 **APOLOGIES FOR ABSENCE.**

Apologies for absence were received from Councillors B Clay, A M Cook, S E Crouch, D J Lewis, G Owens, G J Tanner, P M Meara, Mr D Anderson-Thomas and Mrs S Joiner.

35 **DISCLOSURES OF PERSONAL & PREJUDICIAL INTEREST.**

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

Councillor J P Curtice – Minute No. 42 – Scrutiny Work Programme 2015-2015 – Personal - Ward Runs alongside proposed new Gorseinon Primary School.

Councillor D W Cole – Minute No. 42 - Scrutiny Work Programme 2015-2015 – Personal - Proposed new Gorseinon Primary School.

36 **PROHIBITION OF WHIPPED VOTES AND DECLARATION OF PARTY WHIPS.**

In accordance with the Local Government (Wales) Measure 2011, no declarations of Whipped Votes or Party Whips were declared.



37 **MINUTES:**

**RESOLVED** that the Minutes of the Scrutiny Programme Committee held on 10 August, 2015, be agreed as a correct record.

38 **SCRUTINY PERFORMANCE PANEL PROGRESS REPORT - SCHOOLS.**

Councillor F M Gordon, the Convenor of the Schools Scrutiny Performance Panel presented her update to the Scrutiny Programme Committee.

She advised that the Panel currently met on a monthly basis and the work completed since the last update in March included:

- i. In March, a session was dedicated to looking at the Education Funding Formula with the Chief Education Officer
- ii. In April, the Panel carried out an evaluation of the year and starting plan for the year ahead.
- iii. In May the Panel looked at the Education Improvement Grant, EMLAS and revisited the issue of elective home education.
- iv. In June the Panel spoke to the Managing Director of ERW looking particularly at the Regional Business Plan.
- v. In August the Panel received an update from the Chief Education Officer on Additional Learning Needs Reform.
- vi. Over this period the Panel had also kept up to date with individual school Estyn Inspections publications and any advisory/practice documents including for example: relevant Estyn Inspection outcomes for Swansea, Estyn and other guidance information.

With regard to achievements/impact, Councillor F M Gordon referred to the convenor's letters to the Cabinet Member for Education which had raised some of the points below. Cabinet Member responses had been received. As an example:

- Elective Home Education: the Panel continued to have concerns around safeguarding in relation children who are home educated, given that legislation is currently very loose in this area. The Cabinet Member for Services for Children and Young People replied to the Panel and explained that Welsh Government Legislation does not allow local authorities to challenge parents who choose to home education their children. However, it is hoped that a protocol can be drawn up to ensure that Child and Family Services, the Education Department and school staff can work more closely together, within the confines of legislation, to improve the support for children being home educated. When the Swansea model has been drafted, it is intended to share the protocol with other local authorities in the ERW region through the ERW Safeguarding Group.
- The Panel at its meeting in May highlighted the importance of upskilling Schools/teachers in teaching EMLAS pupils and were interested in finding out plans around this for the future. The Cabinet member for Education informed the Panel in her letter that an EMLAS capacity-building model is operating in schools in tandem with targeted direct support for learners from ethnic

minority background at greatest risk of under-achievement. Although they were informed that some schools had fully embraced the EMLAS capacity building approach, a small number had rejected this strategy seeing direct support for learners as a higher priority.

Councillor F M Gordon advised that the Panel has also recently met to look at performance and support for Looked After Children and for Gypsy Traveller Children. Also in September the Panel would be reviewing the work of the School Improvement Service. She stated that the Panel worked very closely with the Education Improvement Service and LEA Challenge Advisors, and looking at how effective that is. She highlighted that the Panel was keeping an eye on reviewing good practice, curriculum changes, and impacts from budget cuts. In October the Panel will meet with the Challenge Advisor, Headteacher and the Chair of Governors of a Primary School.

Following discussion Councillor F M Gordon explained that:

- The Panel has focussed on meeting with schools identified as causing concern but is also learning about the best practice across all schools in Swansea;
- The Panel is receiving good quality information in a timely fashion in relation to any Estyn inspections; and
- The Panel was positive about Cefn Hengoed School's work with Gypsy & Traveller children and families with regard to education provision and support. Councillor F M Gordon supported the holistic approach with this service being part of the Poverty and Prevention Service Unit.

The Chair thanked Councillor F M Gordon for the update and the Panel for its work.

**RESOLVED** that the updated be **NOTED**.

39 **CABINET MEMBER QUESTION SESSION: CABINET MEMBER FOR WELLBEING & HEALTHY CITY.**

The Committee took the opportunity to question Councillor M C Child, Cabinet Member for Wellbeing and Healthy City.

Members noted the short report on 'headlines' in relation to portfolio objectives which assisted the Committee in focusing on priorities, actions, achievements and impact.

The Cabinet Member detailed work undertaken in relation to:

- Local Area Co-ordination;
- Best Start in Life;
- Smoking;
- Park Lives;
- Open Space Strategy;
- Commissioning Review; and
- Finance.

Members asked questions of the Cabinet Member regarding:

- Progress in relation to working with community organisations and friends of parks organisations (e.g. Underhill Park which was a matter of pre-decision scrutiny last November);
- Use of playing fields by clubs and cost of pitches;
- The role of Local Area Co-ordinators;
- Japanese Knotweed control on Council land;
- Education in respect of healthy eating;
- Progress with the Open Space Strategy;
- Allotments and community garden provision;
- Safety on the Kingsway and the provision of one cycle lane; and
- School gate safety and encouraging parents to avoid driving children to school.

The Chair advised that the question detailed in 5.1 of the report regarding Information had been withdrawn.

The Cabinet Member responded to the above and stated that he would provide a fuller response in writing in relation to work carried out to adequately control Japanese Knotweed.

The Chair thanked the Cabinet Member for attending.

**RESOLVED** that the Chair of Scrutiny Programme Committee write to the Cabinet Member reflecting the discussion and sharing the views of the Committee.

#### 40 **CHILDREN'S RIGHTS - SCRUTINY CHAMPIONS.**

Jane Whitmore, Partnership, Performance and Commissioning Manager, assisted by Councillor C Richards, Cabinet Member for Services for Children and Young People proposed an approach to enable Scrutiny Councillors to act as champions for children's rights when assessing the work of the Council.

The Committee was reminded about the report to Council on 2013 about embedding the United Nations Convention on the Rights of the Child (UNCRC) and mainstreaming it into council business. Since then a Children's Rights Scheme had been adopted by Cabinet in late 2014 on arrangements to demonstrate how the council was paying due regard to the UNCRC and considering children's views in council business and decision-making. She referred to the work done in schools to become 'rights respecting'.

The Partnership, Performance and Commissioning Manager referred to the questioning strategies used by scrutiny. She outlined a proposal to amend the strategies so that if any scrutiny activity was deemed to have a direct or indirect impact upon children and young people (aged 0-18 years), scrutiny councillors could both champion children's rights and scrutinise how due regard to the UNCRC has been paid.

Questions could be developed following a training session based on the guiding principles of the UNCRC. It was explained that these guiding principles could

provide the foundation for monitoring by scrutiny. This would ensure that children's rights are scrutinised in a way that mirrors the children's rights impact assessment already used within the City and County of Swansea, ensuring consistency of approach. The four guiding principles of the UNCRC were:

- Best Interests (Article 3);
- Non-Discrimination (Article 2);
- Survival and Development (Article 6); and
- Participation (Article 12).

An awareness raising training session would be held to develop scrutiny councillor's understanding of children's rights and the policy context within which they sit in Swansea.

The session would enable members to feel comfortable and supported to both champion children's rights and apply them in their scrutiny role.

The session would cover:

- An overview of the UNCRC including its history and context internationally, nationally and locally and a more in-depth consideration of the four guiding principles.
- An overview of the CYP Rights Scheme and its implementation in policy and practice since its launch including how the guiding principles had provided a framework for assessment; and
- Tailored approach to scrutiny of this work to familiarise committee members with the process in order for them to feel comfortable using it to ensure it is fit for purpose.

The Chair thanked the Partnership, Performance and Commissioning Manager for attending. She reiterated that this was not about identifying a single member champion for children's rights but all scrutiny councillors carrying out this role in their work. She looked forward to the training session. The Cabinet Member for Services for Children & Young People welcomed the scrutiny of this work and stated that challenge was very important.

**RESOLVED** that:

- 1) A training session be delivered to the Scrutiny Programme Committee and other scrutiny councillors to develop their understanding of children's rights in order to champion them and apply them in their role. A session has been arranged to take place on 29 October 2015 at 4.00 pm in the Guildhall;
- 2) Scrutiny questioning strategies (where relevant) incorporate the guiding principles of the UNCRC as a means of impact assessing children's rights; and
- 3) The Scrutiny Programme Committee test the new approach using the Children and Young People's Rights Scheme Annual Report which is being presented to the committee meeting on 9 November 2015.

41 **SCRUTINY IMPROVEMENT OUTCOMES.**

The Chair invited discussion in respect of the agreed scrutiny improvement outcomes for 2015/16, and implications on the committee's work

She advised that the Scrutiny Annual Report for 2014/15 recently presented to Council identified six improvement outcomes that would provide a focus for scrutiny in the year ahead:

- We need to talk more to Cabinet Members so that we can plan better and ensure that our work is making a difference;
- We need to align the work of scrutiny more closely to the five corporate priorities so that we can focus and impact on the things that matter;
- We need more briefings and development sessions so that we have the knowledge and skills we need;
- We need more coverage in the media so that the public are more aware of our work;
- We need more members of the public contributing to scrutiny meetings so that we can reflect their views in our work;
- We need closer links with regulators and inspectors so that we can provide a more coordinated and effective challenge.

The Chair stated that over the next 12 months the Committee should work on practical ways to achieve these outcomes and improve scrutiny in Swansea. These were to be subject to wider discussion by scrutiny members which meant that both the committee and panels should consider implications for their work and how they can contribute to the outcomes in their own work plans.

The committee discussed:

- What are we (as a committee) doing now for each of the outcomes?
- What more do we (as a committee) need to do?

In relation to getting more coverage in the media the Overview and Scrutiny Co-ordinator referred to the 'Scrutiny Dispatches' publication and attempts to make the document more news worthy.

In relation to briefings and development sessions the committee welcomed the upcoming opportunity to learn more about children's rights.

In relation to more members of the public contributing to the work of scrutiny, committee members talked about the potential for co-option, and more public input at committee meetings.

The Scrutiny Coordinator also referred to the actions that the committee could take to help deliver the improvement outcomes. He stated that he would reflect back on

the discussion and ideas at the next meeting in October. He encouraged members to give thought to this.

**RESOLVED** that the report be noted.

42 **SCRUTINY WORK PROGRAMME 2015-16.**

The report of the Chair reviewed current work and invited the committee to consider new scrutiny activities, taking into account feedback from the recent Scrutiny Work Planning Conference.

The report provided the committee with:

- The current scrutiny work programme
- A plan for future committee meetings
- A progress report on the various existing Panels and Working Groups
- Proposals for new work
- Cabinet forward plan for opportunities for pre-decision scrutiny

The Chair referred to a request from the Secretary of Parc Y Werin Committee (a Residents Group) regarding concerns about the appropriation of land at Parc Y Werin, Gorseinon for a new build of Gorseinon Primary School. She stated that the Committee was scheduled to meet with Councillor J Raynor, Cabinet Member for Education, on 12 October, 2015 and the residents group had been invited to suggest any questions that should be put by the Committee to the Cabinet Member.

A discussion also ensued regarding Tree Preservation Orders (TPO's) as a potential new 'one-off' scrutiny topic (suggested by Councillor D Cole), and how it could be added to the previously agreed list of new work:

Potential New Inquiries:	New Working Groups (one-offs)
1. Building Sustainable Communities	1. Civic Events
2. Tackling Poverty	2. Welsh Housing Quality Standard
3. Sustainability – Food Security	3. Tethered Horses
4. Transition from Children to Adult Social Care	4. Tree Preservation Orders (TPO's)
	5. Corporate Building Services
	6. Roads / Highway Maintenance

Councillor D Cole explained that the issue had arisen from a discussion at Planning Committee. He suggested a Working Group could look at the TPO service in order to gain a better understanding of the process involved, particularly the interface with local members about information relevant to their areas, and to enable questions and feedback on views. He felt that it would be useful for information at the Working Group on identification / maintenance of TPOs, enforcement process (who does what?) and sanctions (what are they?).

The committee discussed the Forward Look document and expressed reservations about the quality of information within and impact on potential for pre-decision scrutiny.

**RESOLVED** that:

- a. the committee work plan be accepted;
- b. TPO's be added the work plan; and
- b. proposals for new activities for the Scrutiny Work Programme be agreed in the order of priority indicated above.

#### 43 **MEMBERSHIP OF SCRUTINY PANELS AND WORKING GROUPS.**

The Chair presented a report which advised of changes to the membership of Scrutiny Panels and Working Groups.

**RESOLVED** that:

- 1) in respect of the proposed Child & Adolescent Mental Health Services working group:
  - a. Mr D Anderson-Thomas and Mrs S Joiner be added to the group;
  - b. The revised membership be noted.
- 2) In respect of the School Governance Inquiry:
  - a. Councillor L Tyler-Lloyd be added; and
  - b. The revised membership be noted.
- 3) In respect of the Child and Family Services Performance Panel:
  - a. Councillor T J Hennegan be added; and
  - b. The revised membership be noted.
- 4) The membership as contained in the report be agreed in respect of the following new Panels / Working Groups:
  - a. Building Sustainable Communities – Councillor T J Hennegan be agreed as Convenor;
  - b. Tackling Poverty – Councillor S E Crouch be agreed as Convenor;
  - c. Civic Events – Councillor A C S Colburn be agreed as Convenor; and
  - d. Welsh Quality Housing Standard – Councillor T J Hennegan be agreed as Convenor.

#### 44 **SCRUTINY LETTERS:**

The Chair reported the Scrutiny Letters Log and referred to recent correspondence between Scrutiny and Cabinet Members.

**RESOLVED** that the Scrutiny Letters Log be **NOTED**.

45 **FEEDBACK FROM RECENT SCRUTINY EVENTS.**

The Chair stated that there had been no recent scrutiny events to report on.

46 **UPCOMING SCRUTINY EVENTS.**

The Chair stated that there were no upcoming scrutiny events to report on.

47 **FOR INFORMATION: AUDIT COMMITTEE WORK PLAN.**

**RESOLVED** that the Audit Committee Work Plan be **NOTED**.

48 **DATE AND TIME OF FUTURE COMMITTEE MEETINGS FOR 2015/16 MUNICIPAL YEAR (ALL AT 4.30 P.M. EXCEPT WHERE NOTED):**

The date and time of future Committee Meetings for the 2015/16 Municipal Year was noted.

49 **DATE AND TIME OF UPCOMING PANEL / WORKING GROUP MEETINGS:**

The date and time of upcoming Panel/Working Group meetings were provided for information to help increase the visibility of this work and encourage participation.

The meeting ended at 6.10 pm

**CHAIR**



# Agenda Item 5

## Report of the Chair

Scrutiny Programme Committee – 12 October 2015

### CABINET MEMBER QUESTION SESSION

<b>Purpose</b>	To enable the committee to question Cabinet Members on their work. The committee's questions will broadly explore priorities, actions, achievements and impact in relation to areas of responsibility.
<b>Content</b>	The following Cabinet Member will appear before the committee to participate in a question and answer session: <ul style="list-style-type: none"><li>• Councillor Jennifer Raynor – Cabinet Member for Education</li></ul>
<b>Councillors are being asked to</b>	<ul style="list-style-type: none"><li>• Question the Cabinet Member on relevant matters</li><li>• Make comments and recommendations as necessary</li></ul>
<b>Lead Councillor(s)</b>	Councillor Mary Jones, Chair of the Scrutiny Programme Committee
<b>Lead Officer(s)</b>	Dean Taylor, Director – Corporate Services
<b>Report Author</b>	Brij Madahar, Scrutiny Coordinator Tel: 01792 637257 E-mail: <a href="mailto:brij.madahar@swansea.gov.uk">brij.madahar@swansea.gov.uk</a>

#### 1. Introduction

- 1.1 One of the most important roles that scrutiny carries out is holding the council's cabinet to account. The cabinet is made up of the Leader and 9 additional councillors, appointed by the Leader, who are allocated specific responsibilities.
- 1.2 By acting as a 'critical friend' scrutiny has the opportunity to challenge the cabinet and individual cabinet members on their actions and monitor performance in relation to their areas of responsibilities.
- 1.3 Cabinet Member Question Sessions have become a feature of committee meetings over the past 2 years. At least one cabinet member is scheduled to appear at each committee meeting, ensuring all 10 Cabinet Members appear before the committee over the course of a year, in order to ask questions on their work. Questions will focus on their priorities, actions, achievements and impact.

## 2. Cabinet Member Question Session – 12 October

2.1 The following Cabinet Member will appear before the committee:

a) Councillor Jennifer Raynor – Cabinet Member for Education

Within this Cabinet portfolio, Councillor Raynor is responsible for:

- a. Inclusion & Learner Support;
- b. School Improvement;
- c. Planning & Resources;
- d. Schools;
- e. City of Learning;
- f. Not in Education, Employment or Training (NEETS);
- g. Education Regional Working (ERW);
- h. Schools' Organisation & Performance;
- i. Quality in Education (QEd) Programme;
- j. Education Charter;
- k. Lead elements of Sustainable Swansea

2.2 The Cabinet Member has provided some 'headlines' in relation to her portfolio objectives to help the committee focus on priorities, actions, achievements and impact (see **Appendix 1**).

## 3. Approach to Questions

3.1 At the Cabinet Member Question Sessions the committee will generally ask cabinet members about:

- priorities / objectives
- specific activities and achievements, progress against policy commitments, key decisions taken, and impact / difference made
- headlines on the performance of services and the key targets monitored to measure improvement and success
- their engagement with service users / public and what influence this has had
- what they hope to achieve over the next 12 months and challenges (e.g. resources / budget)
- key decisions they are expecting to take to Cabinet over the next year
- interactions with scrutiny over the last year, and whether there is any specific scrutiny activity they would welcome

3.2 Cabinet Members will be invited to make introductory remarks before taking questions from the committee. Following the session the chair will write to the Cabinet Member in order to capture the main issues discussed, views expressed by the committee, and any actions for the Cabinet Member to consider.

- 3.3 If the committee wishes to conduct more detailed scrutiny of any of the issues raised during this item then this should be agreed through the normal work planning process and planned for a future meeting. This will also allow proper time for preparation.

#### **4. Previous Correspondence with Councillor Raynor**

- 4.1 The committee last met with Councillor Raynor in December 2014.

Amongst the issues discussed with her over the last year included:

- Quality in Education (QEd) 2020 Review
- School Land Sales
- Childhood Obesity
- School Surplus Places
- School Performance

The committee may wish to follow up on these issues, as necessary.

#### **5. Other Questions**

- 5.1 For each Cabinet Member Q & A Sessions the committee invites members of the public and other scrutiny councillors (not on the committee) to suggest questions.

Based on a number of questions received on the same topic the following will be asked:

- Can the Cabinet Member advise the committee on the current position with regard to the proposed new primary school in Gorseinon at Parc Y Werin. It would be helpful if you could inform the committee of the rationale for the project, options considered, and how public views have influenced the decision?

- 5.2 A number of questions were also received about the Education Other Than At School (EOTAS) service. However a Cabinet report is expected shortly on the future of the EOTAS service and it has been agreed that the Schools Scrutiny Performance Panel will undertake pre-decision scrutiny of this report and proposed Cabinet decision. A date for the Panel meeting is being arranged. The questions received from members of the public will be forwarded on to the Scrutiny Panel who will consider how these can be dealt with.

#### **6. Legal Implications**

- 6.1 There are no specific legal implications raised by this report.

#### **7. Financial Implications**

- 7.1 There are no specific financial implications raised by this report.

Background Papers: None

Legal Officer: Wendy Parkin

Finance Officer: Carl Billingsley

### CABINET MEMBER FOR EDUCATION

Scrutiny Members will be sent a 50+ page document covering all areas of the Education Department's work.

#### Headlines

At the 4 November 2014 meeting of Council I stated my priorities.

1. Raise attainment and achievement for all learners 3-19.
2. Improve attendance levels.
3. Improve literacy in both English and Welsh to enable all pupils to take full advantage of the curriculum and to reduce the gap between boys and girls.

All Councils are facing very challenging times. Education and Children's Social Services have received relative prioritisation as all council departments face large reductions in their budgets. This still resulted in real-term cuts for many schools. Education has become very dependent on grants. Although PDG rose this year most of the other grants were reduced. The impact varies from school to school. We are expecting a smaller financial settlement next year.

Swansea is 14<sup>th</sup> highest of the 22 Welsh local authorities in terms of free school meals, so our 'expected' benchmark position would be 14<sup>th</sup> for most performance measures. For the 14/15 year we are better than this on almost all the indicators, the exception being the Foundation Phase where we are ranked 15<sup>th</sup>. This is up from 17<sup>th</sup> for the year before which suggests the correct measures to support improvement have been put in place.

For the national reading test in English, we are 5<sup>th</sup> best for the percentage of learners with a score of 85 or above and 4<sup>th</sup> best for the percentage scoring 115 or above, an improvement on 2014. For the national reading test in Welsh, we are 9<sup>th</sup> and 14<sup>th</sup> in Wales.

Both the national numeracy tests indicate that we are well above our expected benchmark position.

At Key Stage 4, the summer term 2015 GCSE results are the best ever results from Swansea. At 'A' and 'AS' level Swansea students performed very well.

Despite these real successes we have to keep working to ensure that all our children are supported to achieve to their full potential. I am pleased to see the PDG being used and shared between schools to improve reading and family learning.

Secondary school attendance is positive. I am concerned at the attendance levels in primary schools. There is a large variation between schools. All schools have attendance plans in place. For some children a team approach with EWO and Social Services is required. We are looking incentive schemes for children and starting to use penalty notices for parents.

Jennifer Raynor

## Report of the Convener of the Education Inclusion Scrutiny Inquiry Panel

Scrutiny Programme Committee – 12 October 2015

### EDUCATION INCLUSION SCRUTINY INQUIRY – FINAL REPORT

<b>Purpose</b>	To present the final report for the scrutiny inquiry into Education Inclusion
<b>Content</b>	The final report is attached which concludes the inquiry.
<b>Councillors are being asked to</b>	a) Agree the report for submission to Cabinet b) Identify any issues that might be emphasised as the report is presented to Cabinet c) Consider whether any issues arising merit inclusion in the future scrutiny work programme
<b>Lead Councillor</b>	Councillor Cheryl Philpott, Convener
<b>Lead Officer and Report Author</b>	Michelle Roberts, Scrutiny Officer

#### 1. Details

- 1.1 The final report arising from the Scrutiny Panel's inquiry into Education Inclusion is presented to the Committee for agreement. The attached report presents the conclusions and recommendations arising from the inquiry that sought to answer the following question:

*How are services being improved for those children and young people who need or are at risk of being educated other than at school?*

- 1.2 The report is structured in the following way:

- Foreword: Why This Matters
- Summary of Conclusions and Recommendations
- Why We Produced this Report
- Evidence Considered
- Conclusions
- Recommendations
- Acknowledgements
- About the Panel

- 1.3 The Scrutiny Programme Committee are asked to agree the report for submission to Cabinet. In considering the report the Committee should satisfy themselves that:

- Sufficient evidence has been gathered in order to address the question that the inquiry aimed to answer;
- The conclusions of the panel are supported by the evidence gathered by the Panel;

- The recommendations of the Panel follow from their conclusions and are reasonable, achievable and capable of being actioned and monitored.

If the Committee have any issues with regard to the content of the report, these will need to be referred back to the Panel for further consideration prior to the report being re-presented to the Committee.

- 1.4 In considering the report the Committee may wish to emphasise aspects of the Inquiry to Cabinet. Points of this type can be included on the covering report that goes to Cabinet and will be attributed to the Committee.

## **2. Legal Implications**

- 2.1 There are no specific legal implications at this stage.

## **3. Financial Implications**

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

## **4. Equality and Engagement Implications**

- 4.1 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.

Background Papers: *see attached report*

Contact: Michelle Roberts, *Scrutiny Officer, 01792 637256*

Date: *09/10/2015*

Legal Officer: *Stephanie Williams*

Finance Officer: *Ben Smith*

# High Aspirations

*How are services being improved for those children and young people who need or are at risk of being educated other than at school?*



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The Education Inclusion Scrutiny Inquiry Panel  
City and County of Swansea - Dinas a Sir Abertawe



September 2015



## Why This Matters by Councillor Cheryl Philpott (Convener)



We found this topic to be complex and challenging at times, we found it difficult to see *the wood from the trees*. Given this complexity it is essential that all those involved in working with this group of children understand this complexity and their role within it.

We found that some of the support for this group of young people, particularly by schools, to be strong, like for example the nurture group PACE in Pentrehafod Comprehensive and Elevate in Bishop Gore School, while others were much weaker and needed addressing.

We did feel that schools working at the coalface need more support and assistance in working with those children who are at risk of exclusion or Education Other Than At School (EOTAS). A clear and active behaviour strategy was needed for the authority which details how schools will be supported to move forward in this area.

The secondary schools we spoke to felt out of loop in relation to any development in behaviour support and in EOTAS changes. The Panel early in the inquiry put a recommendation to the Cabinet Member which emphasised the importance of involving schools; recognising that they are critical part of service. We also emphasised the point that schools are showing many areas of good practice that could be shared with the Pupil Referral Units (PRU) and other schools. We also found that there was a lack of communication between different parts of the education department and felt that there was a need for a reflective journey to discuss their commonalities and communication links.

We did feel that by asking questions around this subject it has helped keep a spotlight and momentum on these services and on the needs of this group of young people and we hope this has helped move things along.

The changes to the PRU Management Committee were found to be positive by the Panel who believe that, in refreshing membership and refocusing the Committee, it is now in a much better position to drive forward improvements once the action plan is complete. We were also pleased to hear that a dedicated challenge advisor for the EOTAS service has now been allocated.

I would like to thank all those people who have helped us with this inquiry especially schools and the other agencies who contributed to this important piece of work.

## Summary of Conclusions and Recommendations

*How are services being improved for those children and young people who need or are at risk of needing) EOTAS services?*

### Conclusions

1. The local authority, schools and EOTAS service must be better at meeting the needs of this group of vulnerable children.
2. Communication between professionals needs to be improved.
3. There needs to be a greater emphasis on reintegration of young people back into school.
4. The PRU management committee must drive improvement in the EOTAS service.
5. The PRU staff need to be part of mainstream training and development.
6. A holistic wrap around approach is needed for this group of children and young people.
7. Improve the quality of services for and outcomes of this group of children.
8. Improve services for young people 16+ transitioning to adulthood.
9. Ensure that the pupil voice is heard for this group of vulnerable children and young people.
10. Improve the fabric and suitability of the buildings used to house EOTAS services as a matter of urgency.

The Panel recommends to Cabinet that:

### Long term challenges

1. A specific part of the education strategy is developed that will provide a steer for the local authority, schools and EOTAS on how it will deal with behaviour matters into the future. This strategy should:
  - a) form part of the overall education strategy and provide a clear way forward for the whole education service
  - b) detail how schools will be supported to develop their nurture provision or similar in order to support challenging pupils
  - c) ensure school staff are upskilled to be better able and prepared for working with difficult and challenging young people
  - d) have clear aims and targets for reducing the number of children and young people using EOTAS provision
  - e) be developed in partnership with schools and other stakeholders including children and young people
  - f) ensure School Governing bodies are kept in the loop and understand the issues around behaviour

- g) ensure that schools allocate a staff member who can be a behaviour champion within their school settings.

### **Medium term improvements**

2. The Education Other Than At School action plan should be similar to a School Improvement Plan and it must:
  - a) stipulate clear lines of responsibility and detail desired outcomes
  - b) be challenged and driven forward by the PRU Management Committee
  - c) that pupil voices are heard in the development of this way forward endeavouring to produce a vision of something better from the perspective of children and young people
  - d) clearly focus on improving pupil outcomes (this should include numeracy and literacy across whatever part of the service the child attends)
  - e) ensure that it has a whole system approach to children and young people with social and emotional difficulties
  - f) be clear about the role it has in supporting schools in the drive to reduce the demand on EOTAS services
3. The possibility of secondment of (or sharing of) teaching staff between schools and PRUs be investigated.
4. It encourages joint working between/across schools when looking for solutions which potentially could result in economies of scales (including for example developing and sharing specific skills sets and expertise).
5. It provides support for and commitment to reintegrating young people back into school from EOTAS, particularly up to KS3, this should include:
  - a commitment is made at the outset between the school, EOTAS and the child/parents to the child returning to school. This should include a shared target for this to happen when the child enters EOTAS service.
  - schools keeps in regular communication with the child through for example a weekly update discussion
  - a process be developed that will bring all those people who can help with the reintegration of the child together providing an holistic approach to reintegration around the child who can help in the reintegration of a young person back to school be brought together to support that. Allocation of a lead worker to co-ordinate this process would be beneficial.
6. It investigate the possibility of a more formulised holistic Team Around the Family type approach for all children and young people using EOTAS services.
7. Gower College is encouraged to develop a mechanism to support those learners who require more support which should include a support worker link

and the upskilling of tutors in different aspects of working with this group of learners. A target to reduce drop-out rates should be introduced.

8. The use of restorative practice should be encouraged and used where possible in EOTAS provisions.
9. The United Nations Rights of the Child should be embedded in practice within these provisions. This will include training and support for all EOTAS staff and external providers on these aspects.

### **Quick wins**

10. Carry out an awareness raising exercise to ensure that all stakeholders have a clear understanding of the role of EOTAS services within the continuum of provision.
11. An analysis of training needs for staff across schools in Swansea be completed. This should be used as the basis for developing a training programme on behaviour for upskilling teachers and other stakeholders.
12. PRU staff have access to and are encouraged to use the same training and development opportunities as their colleagues in mainstream schools.
13. A mechanism for developing links between mainstream schools and EOTAS staff is developed in order to improve communication and share training opportunities, experience and good practice.
14. It ensures all Primary Schools use the Vulnerability Assessment Profile consistently in order to identify and to target interventions early.
15. An assessment of Special Teaching Facility places is carried out in conjunction with the relevant Health colleagues as a matter of urgency.
16. The Pathways service:
  - a) is advised and challenged by the school improvement service particularly around improving outcomes in literacy and numeracy
  - b) improve consistency, quality assure and develop the sustainability of external providers
  - c) have regular teaching observation and assessment by qualified staff similar to that which takes place within mainstream school settings
  - d) ensures robust quality assurance of Pathway providers in particular in identifying their training and development needs to upskilling in key aspects, including for example safeguarding and developing young people's literacy and numeracy which should be built into all activities they partake in.
  - e) Review any Pathways provider service level agreements and tendering documentation in order to reflect these changes.

17. Urgently improve accommodation for EOTAS services either by upgrading the fabric and layout of the current buildings or by finding more suitable premises. This should include the provision of suitable external recreation areas.
18. The different parts of the education department are reviewed in order to look at commonalities in service provision and ideas for joint and partnership working in relation to behaviour and services for EOTAS pupils. The outcomes of this must be built into the EOTAS action plan.
19. Awareness is raised with schools about the role of EOTAS, making a referral and the graduated response. This should be available to all schools but targeted specifically at those who are identified as the worst offenders for inappropriate referrals and/or inadequate paperwork.
20. Children and young people using EOTAS services are actively consulted and involved in developing the service and the physical environment they are taught within. This will require staff to be creative in the ways in which it engages and involves these young people.

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# 1 WHY WE PRODUCED THIS REPORT

## 1.1 Overview

1.1.1 In selecting this topic and producing this report our aim is to help improve the education and wellbeing of a vulnerable group of children. Those are children who are either receiving their education outside of school or who are at risk of doing so. The Panel looked to answer the inquiry key question *How are services for those children and young people, who need or who are at risk of needing, education other than at school being improved?*

## 1.2 Selecting the topic

1.2.1 The Inquiry into Education Inclusion was proposed by the Schools Performance Panel who completed some initial work before referring it on for an in-depth inquiry. The Inquiry began in February 2014 but was put on hold while an independent review of the issue was completed. The Inquiry resumed its evidence gathering on the 27 March 2015.

1.2.2 This topic was identified for inquiry because:

- We must ensure that we help every child meet their full potential by ensuring that every child can access effective education even whilst they are unable to attend mainstream school.
- Legislation in the UK prohibits discrimination in education and supports inclusive education. The UK also has obligations under international human rights law to provide inclusive education for all children.
- The need for equality of opportunity and the right of children and young people to receive high quality education, no matter where that education may be delivered – as set out in the United Nations Convention on the Rights of the Child (Article 28) which has been fully adopted by the Welsh Government.
- Young people receiving education outside of mainstream school are one of the categories most at risk of not being in education, employment or training.
- An issue of concern was highlighted in a recommendation in the Estyn Inspection that we must ‘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’.

## 1.3 Intended contribution

1.3.1 As a Panel we believe that we can make a valuable contribution to helping to improve this service. We recognise that the challenges are deep seated and complex. We also believe that, while no one has all of the answers, success will only come from a conversation that everyone is able to contribute to.

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

- Drawing together some general principles for the development of the service for children who require services outside of mainstream schools
- Offering proposals for improvement in the long, medium and short term
- Providing a councillor perspective on how well the service is working
- Pointing to good practice examples
- Sharing the views of different people involved with this group of children and young people

- 1.3.3 We recognise the limitations of the inquiry. Given the complexity of the topic and the time that we had this report provides only a broad view.
- 1.3.4 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.

## 1.4 Context

1.4.1 The Panel started this inquiry by looking specifically at the EOTAS service but it soon became clear that the needs of this group of children will only be met by a whole system approach which includes a number of services within and outside of the local authority. Detailed below is a short description of some of these services in order to give context and understanding to the detail of this inquiry.

1.4.2 The Education Other Than At School (EOTAS) service consists of:

- Pupil Referral Units (PRUs), this includes one for Key Stage 4 (14-16 years) pupils and one for Key Stage 3 (age 11 to 14 years) and below.
- Step Ahead - Step-Ahead is a Pupil Referral Unit for secondary school age pupils who are unable to attend a mainstream comprehensive school. All our pupils have an identified anxiety disorder.
- Home Tuition Services - For pupils who are not well enough to attend school
- Pathways - EOTAS Pathways works with young people 14-16 who are not educated in school or Pupil Referral Units. Young people are provided with a bespoke programme of schooling which include the use of external providers

1.4.3 The Behaviour Support Team supports and advises schools about pupils with social, emotional and behavioural difficulties (SEBD) including those at risk of becoming educated other than at mainstream school. The team's time is allocated on a patch basis to secondary schools and their feeder primaries on the basis of pupil numbers and deprivation indicators. The team at present does not provide a direct service to pupils within the PRU setting. They also work jointly with EOTAS providers to help with reintegration at the request of the EOTAS Panel but this time does come out of that school's allocation. The team also work at a local authority level providing a range of training, sitting on special educational needs and EOTAS Panels and contributing to strategy groups upon request.

1.4.4 School Improvement Service is part of Education Through Regional Working (ERW) regional service that works with schools to *"build school capacity through support, challenge and intervention to become self-improving, resilient organisations which continually improve outcomes for learners"*.

## 2 THE EVIDENCE COLLECTED

- 2.1 In summary the evidence gathering activities undertaken by the Panel included:
- Overview of subject by Head of Education Inclusion



- The EOTAS independent Review Report<sup>1</sup>
- EOTAS consultation outcomes and restructure proposals
- Equality Impact and UNCRC Assessment
- Careers Wales West and Keeping in Touch project
- School Improvement Service
- Pentrehafod Comprehensive School
- Bishop Gore Comprehensive School
- Clase Primary School
- Social Services Child and Family Services
- Behaviour Support Service
- Cabinet Member for Education and Chief Education Officer
- Youth Services Manager
- Youth Offending Service
- Education Welfare Service

2.2 The Panel recognised the importance of gaining young people's views in this process but also the difficulties in doing so for this group of young people where time to develop trust is needed before this can be done. The Panel did speak to young people while visiting the three schools but for this inquiry mainly relied upon the views given by the agencies representing the issues young people may have plus they used the report of the Children's Commissioner for Wales called '*The Right to Learn, Supporting children and young people at pupil referral units to reach their potential*' which detailed the views of young people using these facilities across Wales.

### 3 CONCLUSIONS

#### 3.1 The local authority, schools and EOTAS service must be better at meeting the needs of this group of vulnerable children

3.1.1 The Panel used the recent Education Other Than at School Good Practice Survey<sup>2</sup> by Estyn as a basis for assessing the evidence collected over the period of the inquiry. The conclusions and recommendations are reflective of this while also answering the Panel's key question...*How are services for those children and young people who need or who are at risk of needing EOTAS being improved?*

3.1.2 The local authority, schools and EOTAS must do better at meeting the needs of this group of vulnerable children. There is a need for a clear strategy for this group of young people. This needs to be developed as a part of the wider education strategy in order to provide Swansea with a whole system approach to this issue. The Panel recognises that the service is going through a process of change and that the strategy and action plan are currently being developed. The Panel hopes that the outcomes of this inquiry will help in developing that way forward.

3.1.4 The Panel was concerned to hear that some of those interviewed felt that the action plan, as it stood in February, was weak and that it did not have teeth. Additionally, responsibilities were unclear and that there was a need for all those named in the plan to understand their part and to work much more closely

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<sup>1</sup> Provision for pupils educated otherwise than at school (EOTAS) in the City and County of Swansea Sue Willan - Independent Education Consultant - Final report: 25 July 2014 - [link](#)

<sup>2</sup> Education other than at school: a good practice survey – Thematic Report - Estyn – June 2015 - [link](#)

together. The Panel therefore believe the action plan must be stronger with clearer accountabilities and 'buy in' from all involved with this group of young people.

- 3.1.5 There was a clear need for the action plan when produced to be based firmly in 'what works' good practice and to be advised by the independent review and by schools. The Panel believe that the strategy moving forward must put greater emphasis on what is best for their vulnerable children and young people. It must show how they are at the centre of any decision and actions moving forward.
- 3.1.6 The Panel was also concerned by the findings of a recent report by the Children's Commissioner for Wales which said that Pupil Referral Units across Wales had been described to him as a '*Cinderella education service*', and he believes that *this issue must be urgently addressed so that every child can enjoy the right to an education that allows them to reach their full potential*<sup>3</sup>.

**Children's Commissioner for Wales claims pupil referral units seen as an afterthought**

A report looking at pupil referral units, where some of Wales' most vulnerable learners are taught, has concluded that practice is inconsistent and that they're too often seen as an afterthought both within local and national priorities.

The report by the Children's Commissioner for Wales examined the provision of education in pupil referral units (PRUs) and focused on the views of learners, their wellbeing and their right to education. The findings included:

- There is a need to change the general attitude towards PRUs: 'too often young people are labelled the worst of the education system'.
- Too many children and young people with additional needs are arriving at the PRU at a point where their issues have gone unsupported and have escalated to a point where engaging in education is particularly difficult.
- Meeting the range and depth of additional needs of learners at PRUs is challenging, in the context of staff capacity and access to appropriate training.

- 3.1.7 Evidence suggests that the way forward for the services involved with this group of children must be through an integrated whole system approach, which will form part of wider changes to the entire education system in Swansea. It was felt that there must be a more inclusive approach to the EOTAS service, that it must not be separate or isolated from the rest of the education provision in Swansea.
- 3.1.8 The Panel agreed with the Cabinet Member when she emphasised the importance of keeping children within the mainstream school setting wherever possible. The Panel recognise that this will involve schools making changes to how they work with children and young people with behavioural problems.
- 3.1.9 The Panel believe that the strategy and action plan moving forward must include the recognition to intervene much earlier in a child's life starting at primary and even in pre-school settings to reduce the need later along the line. The Panel was clear that the primary sector and even pre-school services must fulfil and meet their responsibilities in this area. It was clear that too many children and young people with additional needs are arriving at the PRU at a point where their issues have gone unsupported and have escalated to a point where engaging in education is particularly difficult.

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<sup>3</sup> The Right to Learn, Supporting children and young people at pupil referral units to reach their potential, Children's Commissioner for Wales - [link](#)

- 3.1.10 How effective are schools at delivering on this agenda? Evidence suggests that some are excellent and are putting facilities in place and are developing strategies for dealing with this group of children. However, indications show that some have not started moving forward fast enough in this area and it is patchy at present, particularly in the primary sector. The Panel found the need for more consistency in approach.
- 3.1.11 We found that many schools especially those in the secondary sector are starting to put solutions in place for example 'PACE' in Pentrehafod School and 'Elevate' in Bishop Gore School.

**Bishop Gore Secondary School outcomes of work with young people at risk of exclusion and/or EOTAS services - Outcomes (Estyn July 2015):**

The school provides very high levels of care, support and guidance that enable all pupils from diverse backgrounds and with different abilities to achieve their potential. There are very effective support systems to promote and encourage pupils' academic progress, attendance and wellbeing. As a result, pupils achieve excellent outcomes regardless of their ability or particular needs. The support systems have contributed exceptionally well to improving attendance for vulnerable groups, reducing exclusions and the number of pupils educated away from the school. The number of pupils excluded permanently from the school over the past three years is very low. Number of pupils excluded for short periods decreased significantly in the past two years.

**PACE (Pentrehafod Alternative Curriculum Education)**

The provision for pupils at Pentrehafod Secondary School who are at risk of exclusion and/or referral to EOTAS services. PACE is an off-site provision that is located in a small building in the community in a location close to the school. Principles of PACE are to: improve outcomes for all pupils', to improve whole school Level 1 and Level 2 indicators, to re-engage pupils motivation to learn, to provide a holistic framework of support for pupils and their families, to raise pupil attendance, to reduce the number at risk of exclusion, to reduce the number of pupils who are at risk of becoming NEET, to provide the most vulnerable pupils with essential skills for life.

The outcomes from PACE so far include: all of the year 11 pupils are predicted to gain the Level 2 indicator; all pupils have gained at least level 1 in English and Mathematics; improved engagement in learning, increased confidence and self-esteem and attendance is 92%.

- 3.1.12 Good practice has also been identified in many primaries including Clase and Hafod. We must ensure that there is a way for these and other examples of good practice in 'what works' to be shared and used by other schools.

**Case study: Clase Primary School – engaging families**

The school is located within a large housing estate in a Communities First area. Within the school, there are four specialist teaching facilities (STFs). Fifty-eight per cent of pupils are eligible to receive free school meals. Thirteen per cent of pupils have a statement of special educational needs. In order to engage pupils who are at risk of low attendance and underachievement, the school places a strong focus on working with families. Example: the Derbyshire Play Project (DPP) and nurture groups help the school to engage in activities with whole families, including outdoor activities, a pastoral worker is an attendance officer keeping contact with families when attendance is a concern. Parents are highly supportive of the school and have high expectations of their child's standards. Parents feel confident asking for help with a child's learning and behaviour. There has been an increase in the attendance of vulnerable pupils; attendance rose from 76% to 97% in 2013-2014. There has been an upward trend in attendance figures since 2010. The school has had no exclusions in the last five years.

- 3.1.13 The Panel found a need for working more closely with Health colleagues to ensure that Swansea has adequate Special Teaching Facilities (STF) provision across schools. The Panel was informed by schools and the previous Chief Education Officer that a hold had been put on increasing provision until an 'assessment of requirements' is made in conjunction with Health. This has not yet taken place and the Panel feel this must be addressed as a matter of urgency. The Panel believes that this is, and will continue to cause pressure in other parts of the education system including within EOTAS until it is resolved.
- 3.1.14 The Panel emphasised the importance of the action plan itself being a working document. It must be seen and used as the driver for improvement across all services for this group of children; this will include getting buy in from schools and all those services affected. The Panel also believes that the action plan should be advised and challenged by the School Improvement Service on a regular basis.
- 3.1.15 The Panel and schools were concerned that the early reconfiguration proposals which were presented to them in February 2015 seemed to be mainly based around financial matters rather than what the actual key requirements were for this group of vulnerable children. The Panel expressed these concerns to the Cabinet Member for Education who reassured the Panel that this reconfiguration document was a consultation document and that no decision had been made on the way forward. The Panel was pleased to hear that they were considering all options at this stage. The Panel was also informed that no one service was going to be ring-fenced or will have priority over another in the reconfiguration process. The aim will be to ensure children and young people are able to move flexibly across the whole education service based upon their needs.

**Proposed reconfiguration of EOTAS service - as presented to the Panel meeting on 16 Feb 2015**

- 1) Retain the provision at Arfryn as it currently stands whilst ensuring that there is effective reintegration from the centre into mainstream schools.
- 2) Combine Step Ahead, Teenage Learning Centre (TLC) and Home Tuition as recommended by the external review, With TLC pupils being educated with Step Ahead Group.
- 3) Take the amalgamation further than the review considered by amalgamating Arfryn with Step Ahead under new Head of Centre.
- 4) Close Key Stage 4 Education Centre and make provision for KS4 Social Emotional and Behavioural Difficulty pupils through EOTAS Pathways as recommended by the review.
- 5) Keep the number of planned places in the PRU under review as schools will be expected to make provision for pupils with SEBD reducing wherever possible referrals to EOTAS.
- 6) Make efficiency savings where possible and appropriate.

- 3.1.16 The Panel was reassured that many of the findings from the External Review were reflective of their own early thoughts and concerns on the issue, for example *the relatively high provision for EOTAS places. This indicates that provision in mainstream schools at earlier stages of the graduated response is not effective enough, in particular that the authority does not have a coherent strategy for inclusion and behaviour support.* The Panel felt that the external review was a good basis to start the process of change and will help to inform and develop the action plan that will be able to drive change.

3.1.17 The Panel met with Headteachers from three schools in Swansea, Bishop Gore and Pentrehafod Secondary schools and Clase Primary School in order to gain a sample of views and see how schools are working on the frontline in relation to working with this group of children.

3.1.18 The Panel found clear views coming from the three schools around the way forward for the services for these children and young people. These are summarised as follows:

- The reconfiguration proposals (Feb 15) seem to be focused on cost savings
- EOTAS should include a small KS4 PRU that has overarching responsibility for a small Pathways provision and the remaining funds to go back to schools for them to develop capacity internally and possibly between/across schools. Outcomes after interventions in PRU at KS4 are improving so why is there a proposal to close it.
- Schools know their pupils best and are in most cases best able to understand and cater for their needs...given the resources to do so.
- There is great potential for joint working and economies of scales in schools working together in this.
- The Action Plan must clearly reflect how schools will be supported to reduce demand for EOTAS.
- EOTAS provision needs to be at the centre of schools and not an add-on...it could potentially be staffed by schools or be part of a school provision which would bring it closer to mainstream.
- Unsure how the reconfiguration proposals had got to where they were because the input they had had potentially showed a different set of proposals.
- Must ensure the quality, consistency and standard of Pathways providers.
- It is vital that all schools and education facilities/services understand their primary purpose which is to raise educational attainment. Must be all on the same page especially in relation to literacy and numeracy.

3.1.19 The Panel was not convinced that the continuum of provision was currently complete. They felt that a number of questions were still left unanswered (or not yet answered to the Panel's satisfaction) these include: if StepAhead are to take pupils with SEBD difficulties what will be the impact on the capacity and upon those children who attend for anxiety related issues? Will it mean longer waiting lists? Where will these children receive education while waiting? What will happen to these children while they are waiting for a place given Home Tuition will potentially be reduced? Are the skills sets available in StepAhead to deal with children with Social Emotional and Behavioural Difficulties (SEBD) group of children? The Panel did not feel that they were adequately assured that these aspects had been addressed fully.

3.1.20 The Panel recognise that, given the budgetary climate within the local authority the cost of services must be considered. The Panel did find that the cost of nurture type provision within schools, for example PACE compared to EOTAS was far more economical. This coupled with preferable outcomes made it clear to the Panel that this should be considered as a way forward. The Panel found EOTAS to be a very expensive option and emphasised that it should only be the last resort. The Panel recognise that having a small EOTAS provision was important financially as it is more cost effective than using out of county facilities.

### 3.1.21 The Panel for these reasons recommends:

- The Education Other Than At School action plan should be similar to a School Improvement Plan and it must:
  - stipulate clear lines of responsibility and detail desired outcomes
  - be challenged and driven forward by the PRU Management Committee
  - that pupil voices are heard in the development of this way forward endeavouring to produce a vision of something better from the perspective of children and young people
  - clearly focus on improving pupil outcomes (this should include numeracy and literacy across whatever part of the service the child attends)
  - ensure that it has a whole system approach to children and young people with social and emotional difficulties
  - be clear about the role it has in supporting schools in the drive to reduce the demand on EOTAS services
  - Swansea Council, Schools and PRUs identify pupils who are at risk of disengagement early and put in place appropriate, timely interventions.

## 3.2 Communication between professionals needs to be improved

3.2.1 We found this topic to be complex and challenging at times, the Panel found it difficult to *see the wood from the trees*. Given this complexity it is essential that all those involved in working with this group of children understand this complexity and their role within it. The Local Authority, schools and PRUs must work together to meet the needs of these pupils to ensure that they remain in full-time education

3.2.2 All agencies understanding their role and working together to provide a holistic service to these young people is vital. The Panel felt that a flow chart translating this complexity would be a useful pictorial representation of the service for all those involved.

3.2.3 In respect of this issue the Panel found the lack of communication to be a key factor across the whole education service. More working together across sections within the education department was needed. Evidence suggests that joint working and communication across different agencies seemed to be working much better for this group of children and young people. However, the Panel concluded that the involvement of and consultation of schools must be improved along with cross specialism working within the education department. This was also highlighted in the independent review which said '*that there are too few opportunities for joint working between inclusion and school effectiveness officers to raise standards and promote inclusive practice in schools*'. The Panel believed that the key focus must be on improving the outcomes of children and young people and not the systems/silos in which we work.

3.2.4 Concerns were raised by a number of those interviewed about different parts of the education service not working together effectively in relation to this group of children. The Panel felt that some of the processes and/or ways of working encourage this, for example the 'hours allocation model' with schools for Behaviour Support, which does not easily allow for flexibility in support provided. The Hub Head of the School Improvement service felt that there was huge scope for working together and pooling knowledge with the Behaviour Support Team.

3.2.5 The Panel was pleased to see that a Challenge Advisor had been allocated to EOTAS services moving forward. This person will also sit on the PRU Management Committee. The brief for this role will also be to provide a link and to improve working right across the education department in relation to this group of children and particularly between the inclusion and improvement teams. The Panel hoped that this would start with the basics of pulling together all the different specialisms around a table and start the process of building relationships and identifying commonalities.

3.2.6 The Panel spoke to a selection of different agencies as part of the review in order to assess the level of joint working and their comments are detailed throughout this report.

### 3.2.7 *Child and Family Services (CFS), Social Services Department*

The Panel recognised that a significant number of children and young people using EOTAS services are known to social services found out that many of these are on Pathways, but the exact figures were unknown. The Panel also found that:

- The Head of CFS is a member of the Swansea PRU Management Committee.
- Communication between EOTAS and CFS is good with regular meetings to ensure joined up approach to individual children.
- Swansea schools use of the Vulnerability Assessment Profile was important and using this to assess and intervene early was important.
- There needs to be a more formalised multi agency structure around those children who are at risk of or using EOTAS services (team around the family type approach)
- Buy in from schools must be sought in any changes made.
- Must recognise that schools are in the best position to work with these children but did express a concern that some schools may not be fully exercising their responsibilities in respect of this group of children.
- There are concerns around some aspects of the early re-figuration proposals with regard to the potential for higher exclusion rates which can increase the looked after children population because of pressure on families.
- More work place development in relation to working with children with behavioural issues was needed across the board, particularly in schools, colleges and with Pathway providers
- Pathways has some good outcomes, the flexibility of the provision and development of bespoke packages are good but do have concerns about the number of hours the young people are doing and therefore the amount of time on their hands. It is suggested that Pathways need to strengthen its workforce development, safeguarding in provider settings and development of young people's numeracy and literacy.

### 3.2.8 *Youth Offending Service (YOS)*

The Panel found that the YOS is very aware of the link between exclusions, non-school attendance and offending and anti-social behaviour. Members recognised the link between non-constructive use of time and its link to offending and anti-social behaviour. The relationship between YOS and EOTAS was well defined and worked well although they were informed that the communication channels with schools can fluctuate, while some work closely with YOS others are slow to communicate. The Team Leader of YOS is on Swansea PRU Management Board. They would like to see a range of provision remaining in EOTAS in order to support different needs, as not one size fits all.

### 3.2.9 Swansea Youth Service

The Panel met with the Youth Services Manager where they were particularly keen to hear about the development of the Lead Worker role for the Youth Service which is a substantial change to its role and function. The nature of the change will include each youth worker having caseloads. Referrals are made to the youth service and a lead worker is then allocated to work with that child (and sometimes the family). The Panel heard that the role of the youth service is now much more targeted at those children identified as vulnerable (young people referred into the service are on the continuum of need levels 2 and 3). The capacity is limited, they are not able to work all the children and young people identified so must prioritise their resources. They have started to work more closely with Pathways with a newly developed direct referral system from them into Youth Service. Two staff will be allocated to the EOTAS services from autumn.

#### **Specification for the 'lead worker' role**

Lead workers will have a direct relationship with the young person, being a consistent point of contact and support as they move forward and helping them to build and develop the long term resilience they need to succeed in education, training and employment.

Alongside their existing role, professionals identified as lead workers will have a responsibility for keeping in touch with a young person and for formally reporting back to the Engagement and Progression Coordinator (EPC) if the support package and interventions put in place around an individual are not actively helping re-engage and move the young person forward.

The specific responsibilities associated with the lead worker role are:

being a named individual for a caseload of young people as agreed by their host organisation with the EPC and wider partnership

- providing support directly to the young person to help build resilience and/or coordinating support from a range of other support services
- acting as a champion for the young person to make sure they are getting the support they need providing feedback on the progress of the young person to the EPC to enable an assessment of whether support is having the desired impact.

**Welsh government Youth Engagement and Progression Framework**

The Youth Service Manager made some observations of good practice which they wished to note including

- Must include young people and families in any changes to get buy-in
- There needs to be a whole system approach we cannot work in silos anymore
- Must use evidence based practice to improve
- Must use available data to plan for the future
- Pay levels must continue to be able to attract and keep the best staff (not get low paid staff to work with the most vulnerable children)
- Capital investment in services and facilities for all service for CYP but particularly EOTAS. No using old unsuitable buildings and facilities that imply that these children are second best.
- Learn lessons from others including England where many authorities have had to deal with financial restraints and cuts before Wales.

### 3.2.10 Careers Wales West and the Keeping in Touch Project

The Panel found the following after meeting with representatives from both Careers Wales West and the Keeping in Touch Project the Panel:



- The Welsh Government Youth Engagement and Progression Framework<sup>4</sup> is a key document in relation to the work with this group of young people who often make up the core of Swansea's NEET population.
- This group of children are identified as a priority and receive services within the EOTAS provision. There are currently two dedicated specifically trained Careers Advisors that work with young people using EOTAS services. A more bespoke service is provided to the EOTAS services including more freedom for advisors so they can develop and engender trust of the young people they are assisting.
- Colleges need to improve their support and engagement with the group of children when they are allocated a place.
- There is a gap in provision for those young people who are not able/ready for college, training or employment currently. No answer to give for this yet.
- Any young person who needs additional support once careers advice stops can be allocated a Lead Worker from the youth service. Although issues have been identified in capacity and also in the difficulty that there can be for these vulnerable young people transitioning to a different agency with different staff, procedures, practices and locations. Young people say they just want consistency.
- Careers Wales West felt it was important that lead workers including those in the youth services have clear and consistent job descriptions and to ensure they are trained in working with this group of young people. It was felt that not all staff are currently sensitive to the needs of these young people.

#### 3.2.11 The Panel for these reasons recommends:

- Carry out an awareness raising exercise to ensure that all stakeholders have a clear understanding of the role of EOTAS services within the continuum of provision.
- A mechanism for developing links between mainstream schools and EOTAS staff is developed in order to improve communication and share training opportunities, experience and good practice.
- The possibility of secondment of (or sharing of) teaching staff between schools and PRUs be investigated.
- An assessment of Special Teaching Facility places is carried out in conjunction with the relevant Health colleagues as a matter of urgency.
- Encourage joint working between/across schools when looking for solutions which potentially could result in economies of scales (including for example in developing and sharing different skills sets and expertise).
- The different parts of the education department are reviewed in order to look at commonalities in service provision and ideas for joint and partnership working in relation to behaviour and services for EOTAS pupils.
- Awareness is raised with schools about the role of EOTAS, making a referral and the graduated response. This should be available to all schools but targeted specifically at those who are identified as the worst offenders for inappropriate referrals and /or inadequate paperwork.

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<sup>4</sup> Welsh government Youth Engagement and Progression Framework - [link](#)

### **3.3 There needs to be a greater emphasis on reintegration of young people back into school**

- 3.3.1 The Panel was concerned to assess whether the EOTAS has a well-established referral processes and clear entry and exit criteria. The Estyn Good Practice Survey says that *'in the best cases there is a strategic approach to EOTAS, authorities have clear policies and procedures, included well-established referral processes, robust entry and exit criteria and effective reintegration strategies. They identify pupils at risk of exclusion at an early stage and provide them with appropriate support. They place pupils promptly at a PRU or other EOTAS provision to ensure that they do not miss out on education. These authorities monitor provision regularly and use data effectively to ensure that there are enough EOTAS places to meet the needs of pupils across the authority'*.
- 3.3.2 The Panel considered aspects of the referral process and had concerns about whether schools had different tolerances and thresholds for referring. Do we need to work with schools to improve this consistency to ensure that the graduated response is working effectively across all schools? The Panel felt more guidance and training needed to be available to schools in the referral and graduated response process. This should also be monitored to ensure that it is being used consistently and appropriately by all.
- 3.3.3 The Panel believed that the referral process and entry and exit procedures were generally clear but that they had not been communicated effectively to all schools and therefore varying qualities of referral were received. The Panel felt that an awareness raising process with schools around this issue would be beneficial; with specific extra development sessions on using the process made with schools that were the worst offenders or requested extra help. The Panel considered that if more support/advice was provided to schools around the referral process the standard of referral paperwork and appropriate use of the process would improve. The Panel was not convinced this was happening presently.
- 3.3.4 The Panel did have concerns that decisions at the EOTAS Panel were only based upon the paperwork submitted. The Panel was told that it is done this way to ensure objective decision making based on the evidence presented and avoids advocacy for individual pupils. There was no representation for the child, from the school and no involvement from parents or carers. The Panel believed that we would not make decisions about a vulnerable child in any other circumstances without attempting to involve those who are important in their life.
- 3.3.5 The Panel considered how effectively the authority reintegrates children back into school from EOTAS i.e. using of the revolving door properly and consistently. Evidence suggested as highlighted by both schools and staff from within EOTAS that a lot more work is required in this area. The Panel found little evidence of consistent reintegration where children went back to the mainstream particularly at Key Stage 3. It seemed that there was limited commitment to this by many schools and that the systems in place to ensure this happened were inadequate.
- 3.3.6 Communication will be key to improving the reintegration process. Evidence from schools suggested that there was little indication that EOTAS and Schools talk and share information regularly to enable reintegration. The aim must be for the child to return to school and work to ensure this happens must be a priority and planned at the outset.

3.3.7 The Panel believe that all those who can help with ensuring a successful transition back to school should be brought together around that child to ensure that it happens successfully. This includes the school, PRU, Behaviour Support Service and the parents/carers where possible.

3.3.8 The Panel believe that the school must retain ownership of the child when they go into EOTAS. It is not adequate to just hand over the child to EOTAS and not follow up. The child should still have links with the originating school and must be kept in regular contact. The Panel proposes that each child has a link teacher allocated from the originating school that can be responsible for keeping regular contact. The child then still feels part of the originating school and transition back will be potentially smoother. The school link could then also be invited to activities and when reviews are undertaken on the child while in the provision for example celebrations of achievement. This link teacher will then work alongside EOTAS and others to bring that child back to the school through a reintegration process.

**Ceredigion Council – Case Study - [link](#)**

Ceredigion carried out a review of EOTAS provision in 2009. They found the rate of exclusions was high and there were too many pupils in the KS4 PRU provision. It was also recognised they needed to reduce the number of pupils in expensive out of county provisions.

It was recognised at a strategic level that there was a need for a change in culture. It was recognised that attendance and behaviour should become part of the wider school improvement agenda. Following this review the local authority reorganised the provision, the main aims were to:

- Develop schools' capacity to manage behaviour more effectively
- Focus on early intervention and building links with pre-school providers
- Introduce an inclusion centre and a provision to support children with behavioural difficulties and services as an alternative to exclusion
- Develop a counselling service in schools
- Develop a strong peripatetic support service to schools
- Restructure the PRU portfolio
- Reduce the rate of permanent and fixed-term exclusions
- Reduce the number of pupils registered as EOTAS pupils
- Reduce the number of children and young people with social, emotional and behavioural difficulties placed out of county

As a result of the changes the Council now has a clear continuum of provision and

- There have been no permanent exclusion since that time
- The number of fixed term exclusions of six days or more reduced significantly.
- Attendance in secondary schools has been the highest in Wales for the last four years
- The percentage of Year 11 leavers becoming NEET was the lowest in Wales in 2013 and second lowest in 2014

3.3.9 Estyn identified good practice in schools that retain close links with their pupils and where pupils stay on the school role. Examples given included where these links include visits by school staff to the PRU, attendance at regular review meetings, the provision of coursework or specialist resources and the effective use of data to track pupils progress. The Panel found little evidence of this in Swansea at present.

3.3.10 The Panel believe that the role of the Behaviour Support Teams (BST) in working with children when they reintegrate back to school was important and should be

more formalised. The BST can act as a bridge/link back to school, preparing and working with the young person helping to elevate anxiety and make the transition smoother. The Panel was informed that the need for this had been identified in previous service review work but the BST was not currently doing this at present due to capacity issues. The BST at present works to a time allocation model and any work with a child comes out of the schools time allocation.

3.3.11 It is for these reasons that the panel recommends:

It provides support for and commitment to reintegrating young people back into school from EOTAS, particularly up to KS3, this should include:

- a commitment is made at the outset between the school, EOTAS and the child/parents to the child returning to school. This should include a shared target for this to happen when the child enters EOTAS service.
- schools keeps in regular communication with the child through for example a weekly update discussion
- a process be developed that will bring all those people who can help with the reintegration of the child together providing an holistic approach to reintegration around the child who can help in the reintegration of a young person back to school be brought together to support that. Allocation of a lead worker to co-ordinate this process would be beneficial.

### **3.4 The PRU management committee must drive improvement in the EOTAS service**

3.4.1 The Estyn Good Practice Survey says that *'there is a wide variation in quality of PRU management committees across Wales. Where they are effective they have representation from a broad range of stakeholders who have relevant knowledge and expertise. In these committees, members have a clear understanding of the strengths and area for development of the PRU and provide robust support and challenge'*.

3.4.2 The Panel welcomed the recent changes to the Swansea PRU Management Committee. The membership of the Committee is now far more diverse and is headed by an independent Chair who is currently the Headteacher of a Secondary School in Swansea. The appointment of a Challenge Advisor allocated to the EOTAS and on the PRU Management Committee will provide the needed support and challenge the service requires. The committee now consists of:

- 8 Community members which includes the following places: 4 Headteachers, 1 Child and Family Services, 1 Snap Cymru, 2 Challenge Advisors
- 1 Parent representative
- local authority including at least 1 Councillor
- staff members from EOTAS

3.4.3 The Panel agreed that the role of the PRU Management Committee must be to drive improvements in this service, done through focusing firmly on the improvements identified in the EOTAS Action Plan (once it is agreed). It is therefore essential that this Action Plan has clear targets, timescales, expected outcomes and most importantly there should be clear accountabilities.

### **3.5 The PRU staff need to be part of mainstream training and development**

- 3.5.1 The Estyn Best Practice survey found that most local authorities that were showing good practice *ensure that their PRU staff take part in local authority initiatives and the professional development opportunities available to mainstream colleagues*. This enables them to keep up-to-date with important developments such as curriculum changes and the Literacy and Numeracy Framework. The survey found that when staff do not have these opportunities they often feel *'isolated and unsupported'*.
- 3.5.2 The Panel concluded that that the training and development of EOTAS staff, particularly alongside mainstream school on important key initiatives is essential but limited at present. The Panel found little evidence of this shared training at present although some upskilling had taken place when the PRUs received support to move out of special measures.
- 3.5.3 The Panel thought that it might be useful for the EOTAS services to be paired with one or more schools where they share training and development opportunities. This could also extend to staff members in the EOTAS service particularly PRUs to be buddied with a teacher in mainstream to share practice and perspectives. This will also help to draw and link EOTAS services in which the mainstream while avoiding isolation of staff.
- 3.5.4 The Panel also believed that expertise could be better shared between schools and EOTAS by, for example, the secondment of teachers from mainstream to EOTAS and vice a versa for periods of time in order to develop and share skills between EOTAS and schools.
- 3.5.5 In the best cases identified in the Estyn Best Practice survey they ensure *'staff receive regular high-quality training that helps them to support pupils with speech and language difficulties, autistic spectrum disorder, dyslexia and other learning needs'*. It was recognised that this happened in some schools across Swansea and the Panel felt this training would also be beneficial for EOTAS.
- 3.5.6 The Panel felt that the PRU should follow the same broad initiatives, policies and training as schools in Restorative Practice Methods and United Nation Convention on the Rights of the Child Rights Respecting.
- 3.5.7 The Panel for these reasons recommends
- An analysis of training needs for staff in schools in Swansea be completed. This should be used as the basis for developing a training programme on behaviour for upskilling teachers and other stakeholders.
  - PRU staff have access to and are to encouraged to use the same training and development opportunities as their colleagues in mainstream schools.

### **3.6 A holistic wrap around approach is needed for this group of children and young people**

- 3.6.1 The Panel recognised that there must be a greater focus on education providers using a range of different strategies to reduce exclusions and prevent pupils from going into EOTAS.

- 3.6.2 Most schools manage most children's behaviour very well, but have some problems around recognising or understanding some conditions and therefore are not getting appropriate interventions in early enough was highlighted. Particularly around ADHD, it was felt that some schools were better at this than others. Those schools with special teaching facilities are especially aware. There is ongoing need for training in this area.
- 3.6.3 The Panel agreed with the Councils Executive Board in its conclusion that *'there are too many pupils receiving provision outside of mainstream schools and at how well they currently achieve'*.
- 3.6.4 The Panel found that strategic planning around behaviour support needed to be strengthened particularly in relation to how schools were and will be supported in order to improve their services and facilities for this group of children. This is key in the aim to reduce the need for EOTAS services. They believed the strategy must be developed in conjunction with schools, have clear buy in from stakeholders and be included in each schools self-improvement and development plan. Swansea must have a clear behaviour strategy which provides a way forward for the whole education service in relation to this matter.
- 3.6.5 The Panel was keen to see that the behaviour strategy, once developed, had clear actions identified for the way forward with targets, timescales and accountabilities. This strategy must be developed in conjunction with schools and other stakeholders.
- 3.6.6 The Independent Review said *'evidence indicated that the School Improvement Service and Education Inclusion Team do not routinely work together to support and challenge schools to develop inclusive provision for pupils'*. The Panel's findings mirrored this conclusion and agreed that work was needed in this area. The Panel was pleased to hear that some work had started in this area. In particular the allocation of a Challenge Advisor specifically to EOTAS service and part of that brief will be to develop the relationship across education services for the benefit of this group of children.
- 3.6.7 Upskilling and support/advice for schools in dealing with difficult and challenging children and young people is needed. The Panel suggested that schools have an 'in-house' designated person (who can cascade training) who is specifically experienced and knowledgeable around behaviour matters; that they act as the link on this matter, keeping the school up to date and helping to cascade training. It is also important that governors understand the issues around behaviour, are committed to the strategy and are kept in the loop with developments in this area.
- 3.6.8 The Panel was surprised that the Behaviour Support Team did not provide a predetermined service for EOTAS provision although the Panel was informed the original reconfiguration proposals included creation of an additional half a post to start to do this.
- 3.6.9 The Panel was unsure whether the time allocated model was the best way for the allocation of Behaviour Support Services. The Panel thought that the whole service priorities need to be re-assessed in line with different changing requirements of education services and in line with the new behaviour strategy. Do we need to look more closely at the balance between preventative and reactive services, given there is limited provision for those children who are currently

experiencing actual behavioural issues? The revolving door and reintegration back to school was also identified as a particularly beneficial moment for the BST to be involved, helping to make those returns back to school more sustainable. The Panel felt that there was also an important role for the BST in the drive to upskill schools in how to deal with this group of young people better.

3.6.10 It was suggested that an analysis needed to be completed into the needs of individual school staff development requirements in relation to behaviour matters. A programme of training can then be developed based upon what is actually required. Developing this capacity in schools to deal with behaviour is essential if we are to reduce demand for EOTAS services.

3.6.11 The Estyn Good Practice survey found schools that were most effective at reducing exclusions and addressing the needs of pupils within the school adopted a consistent whole school approach to managing pupil behaviour, for example by using restorative approaches. The Panel found many examples of good practice in Swansea schools but recognise that this needs to more consistently be the case across all schools.

**Effective strategies improve behaviour and wellbeing**

Ysgol Gyfun Gymraeg Bryn Tawe has implemented restorative strategies to promote positive behaviour across the school and has reduced the number of exclusions considerably. The school established procedures to ensure that pupils are included in an active way in every aspect of pastoral processes. A whole school strategy was developed that focused on introducing affective language, quick chats, restorative circles and using restorative questions.

The school's discipline policy has been adapted to ensure that these strategies are at its core. Pupils now feel more positive, the number of incidents has reduced and improvement has been seen in the school's ethos and atmosphere.

**Best Practice 2014, Estyn**

3.6.12 Secondary schools in Swansea recognise the importance of developing a curriculum that engages pupils at risk of disengagement, with most putting nurture type facilities or strategies in place. The Panel was pleased that secondary schools are developing programmes to meet the needs of individual pupils. Although the Panel were concerned with comments made by the secondary schools that the Panel met when they reported that *it felt a little like a lottery as to what a young person would get when entering EOTAS*. They said that their concerns were such that they began to set up their own systems because of poor outcomes.

3.6.13 The Panel believed that making the curriculum interesting and engaging both within schools and within EOTAS was essential. The Estyn Best Practice survey found that *'positive outcomes in secondary schools visited who recognise the importance of developing a curriculum that engages pupils at risk of disengagement. These schools develop programmes to meet the needs of individual pupils. These programmes generally include a focus on vocational options and relevant qualifications that prepare pupils for life after school'*. The Panel believes that a curriculum where children feel they can succeed was important and they emphasise that schools must develop their curriculum so that it is inclusive for all, with a wide and interesting offer that will engage all pupils. Governors must challenge and ensure that this is the case.

3.6.14 It was agreed that in all educational facilities, whether a schools or an EOTAS service, there must be a focus on the development of literacy and numeracy. The Panel also believe that there must also be a constant strive to achieving excellent outcomes and raising the aspirations of pupils. It is important that we have high expectations for each child relating to both outcomes and behaviour, even when they may not have them for themselves.

3.6.15 The Panel supports the use of restorative practices both in schools and in the EOTAS services. The Panel do recognise that some of these young people do not always have the construct to work this way but it was still felt that the concept was valid and that it should be used wherever possible. Good practice in its use can be found in a number of schools across Swansea.

3.6.16 Education providers must recognise that many pupils who are at risk of or unable to maintain mainstream placements often have a range of difficulties to overcome. The Panel agreed that a consistent approach to the complex needs of this group of children was needed. It must be recognised by all education providers that many of these pupils will have, for example, challenging family situations and personal issues. Others have underdeveloped literacy and numeracy skills or other additional learning needs. Training to recognise these issues early and in how to work with them is essential.

3.6.17 The Estyn Good Practice Survey reported that *‘schools that have effective systems for monitoring and tracking pupil progress, which identify pupils who are at risk of disengagement at an early stage, can put in place appropriate intervention that keeps pupils in mainstream’*.

3.6.18 The Panel believe that there is a Team Around the Family multi agency type approach to these children and young people. *This should not include blitzing the family with services and then withdrawing.* These children and young people often need a specific wrap around service including support around wellbeing matters. Schools believe that often this support requires more than what say Pathways provides, school nurture groups are usually in the best place to provide this.

**Swansea Tackling Poverty Strategy - [link](#)**

We know that this investment in early intervention and prevention works, because we have seen improvement in some key areas where we have seen it adopted – such as work with young people not engaged in employment or training, youth offending and unemployment rates in parts of the city and county. A strong example is how some schools have made use of pastoral programmes, which in one case has improved attendance from 83.4% to 90.9%.

A. Children Have a Good Start in Life

*“The foundations for virtually every aspect of human development – physical, emotional – are laid in early childhood.”* **The Marmot Review**

B. People Learn Successfully

*“Inequalities in education outcomes affect physical and mental health as well as income, employment and quality of life.”* **The Marmot Review**

3.6.19 The Estyn Good Practice survey found that close working relationships between schools and other agencies, for example health, social services and voluntary agencies, helped to ensure that pupil’s at risk of disengagement and their families receive appropriate, timely support. The Panel felt that this was essential if we want to avoid, wherever possible, young people entering into EOTAS services.



3.6.20 The Panel wishes to emphasise the point that arose in the Independent Review that *'the relatively high demand for EOTAS places indicates provision in mainstream schools at the earlier stages of the graduated response is not effective enough'*. The Panel believe that it is essential to reduce this demand on EOTAS by working with schools to improve their ability to recognise issues and intervene early, highlighting the importance of the use of the vulnerable assessment tool or Boxall profile. Some schools may need upskilling in order to do this effectively.

3.6.21 The Panel for these reasons recommends

- All primary schools use the vulnerability assessment profile consistently in order to identify and target interventions early.
- Cabinet investigate the possibility of a more formulised holistic Team Around the Family type approach for learners using EOTAS services.
- A specific part of the education strategy is developed that will provide a steer for the local authority, schools and EOTAS on how it plans to deal with behaviour matters into the future. This strategy should:
  - form part of the overall education strategy and provides a clear way forward for the whole education service on this matter
  - detail how schools will be supported to develop nurture provision or similar to support challenging pupils
  - how school staff will be upskilled to be better able and prepared to work with difficult and challenging young people
  - have clear aims and targets for reducing the number of children and young people using EOTAS provision
  - be developed in partnership with schools and other stakeholders.
  - ensure School Governing bodies understand the issues around behaviour and are committed to the strategy and are kept in the loop with developments.
  - Consideration given by schools to allocating a staff member who is a behaviour champion within school settings.

### **3.7 Improve the quality of services for and outcomes of this group of children**

3.7.1 As a Panel we believe that the quality of services for and the outcomes of this group of children need to be improved. Until more work is done in schools to develop ways of dealing with behaviour matters in-house and in relation to the revolving door/reintegration of young people back into school the high demand for EOTAS will remain. It is therefore important that the standards, quality and outcomes from EOTAS services continue to improve.

3.7.2 The Panel believes a consistent approach to those children at threat of exclusion is needed across all schools. We must ensure all schools are doing all they can to avoid a child being referred into EOTAS. This also includes ensuring that there are not differing tolerance levels to behaviour matters across schools. The Panel thought that potentially challenge advisors could have a role in advising and challenging schools to ensure that they are doing this effectively. If there are development needs around the referral process identified by schools these need to then be addressed.

3.7.3 The Panel recognise that for some young people Pathways may be the only option, we therefore must ensure that it provides excellent options, outcomes and support including raising the level of young people's literacy and numeracy. The

Panel did have concerns around the consistency of outcomes and sustainability of providers, also around quality assurance and safeguarding.

3.7.4 Concerns were raised by schools around the quality of some of the Pathways providers and the number of hours that pupils can attend. They felt there could be more robust quality assurance for providers but the main concern was around educational attainment and outcomes. Schools felt that they could provide their own Pathways placement which could include working with other schools to do this which would also have beneficial economies of scale. It was felt that schools would then be far more accountable for this group of children.

3.7.5 There was lack of clarity around the systems of observation and quality assurance in terms of teaching and training activity that is provided within Pathway providers as it would be in the classroom in mainstream schools. It is therefore difficult to be assured that the level of teaching is good and of a consistent standard across providers all of the time. The Panel found that the only time teaching observations were made is when the tender is being considered. Concern was raised that these settings teaching vulnerable young people are not being monitored for quality and for safeguarding on a regular basis. Measures need to be put into place to ensure that this is addressed. The Panel was informed that the allocated challenge advisor will now advise challenge and support these providers but the Panel did feel that regular teaching observation by qualified staff was also required.

3.7.6 The Panel felt that there was a clear need for certain aspects of this to be reflected in the tendering process for Pathways providers. This should include aspects like monitoring and measuring of outcomes, monitoring progress, teaching/training lesson observations, individual pupil planning and the recognition of challenge adviser involvement.

3.7.7 The Panel for these reasons recommends that the Pathways service:

- is advised and challenged by the School Improvement service particularly around improving outcomes especially in literacy and numeracy
- improve consistency, quality assure and develop the sustainability of external providers
- have regular teaching observation and assessment by qualified staff similar to that which takes place within mainstream school settings
- ensure robust quality assurance of Pathway providers in particular in identifying their training and development needs to upskilling in key aspects, including for example safeguarding and developing young people's literacy and numeracy which should be built into all activities they partake in.
- Review any Pathways service level agreements and tendering documentation in order to reflect these changes.

### **3.8 Improve services for young people 16+ transitioning to adulthood**

3.8.1 A gap in provision and support for some young people 16+ was found. Some of the agencies the Panel spoke to recognised this and that this group of young people often make up the core of Swansea's NEET population. There is a gap in provision for those young people who find it harder to engage once they have left school and that services for them tend to be quite fragmented. It was recognised that some need more support 16+ to access and to sustain employment, higher

education or training opportunities. The main difficulties were based around funding this as there is currently no statutory requirement to support 16+.

- 3.8.2 The Panel was informed by the Education Inclusion Manger that colleges did not seem to be ready or fully able to deal with this vulnerable group and more training was required in order to develop these skills. It was recognised that college tutors may not have this skills set or the experience of dealing with these, often challenging young people. There is support from Careers Wales West and the Keeping in Touch Project but this finishes after certain period.
- 3.8.3 As mentioned earlier, there is a poor NEET rate for this cohort of young people. They are often not ready for college/employment or training and therefore fall out without intensive support. But there is little pastoral support for these young people aged 16+. The Panel was concerned that all the time and resources spent to this point is lost if these young person do not get support at 16+ to maintain themselves in training, or college or indeed employment. It is a 'spend to save' issue for all agencies involved and is clearly a way of breaking cycle of poverty. The Panel believed that there is no easy answer to this but did recognise that it does need to be addressed because these form the core of Swansea's NEETS and over their lifetime will cost far more to society than if we invest now.
- 3.8.4 The Panel was informed that that there was a new role for the Youth Service in supporting young people up until the age of 25. The Panel recognises that the development of the Lead Worker role for the Youth Service is a substantial change to how they have worked historically. It will involve youth workers taking on caseloads; these are allocated based on a referral system. The service supports 11-25 year olds but currently capacity allows for working mainly with 11-18 year olds. The referrals are usually based upon those children who are identified as level 2 and 3 on the Continuum of Need. The Panel was informed that the Service does not have the capacity to work with all of those identified as green and amber so they have prioritise resources.
- 3.8.5 The Youth Service Manager informed the Panel that they were developing their relationship further with Pathways. A process had recently been put into place where Pathways can directly refer young people into the Youth Service.
- 3.8.6 The Panel was told that the transition from one service to another can be difficult for some young people. Young people's issues are often complex, so it is not usually simply the case of referring on a piece of paper. The transition of relationships across services can be resource intensive and take those agencies involved to work together well to be successful.
- 3.8.7 The Panel was informed of plans for two members of the Youth Service to form a 'promoting inclusion' team to work directly with EOTAS young people, although at the time of this report the final arrangements had not been made.
- 3.8.8 We were informed that Gower College had identified a need to create a more nurturing environment including upskilling tutors in the college in order for them to understand the issues and work with this group of young people. The Panel heard that they also recognise the need to reduce drop-out rates of these young people.
- 3.8.9 The EOTAS group of young people have been identified as a priority with Careers Wales West and they have dedicated Careers Advisors going into schools and a

bespoke service specifically for EOTAS young people. The staff working in PRUs are trained and experienced in working with this group of children. Prior to leaving school young people are given Red, Amber or Green status in relation to their vulnerability and required support requirements.

3.8.10 The Panel for these reasons recommends that Gower College be encouraged to develop a mechanism to support those learners who require more support which should include a support worker link and upskilling of tutors in different aspects of working with this group of young people. A target to reduce drop-out rates should be introduced.

### 3.9 Ensure that the pupil voice is heard for this group of vulnerable children and young people

3.9.1 All education services must ensure that young people are involved and included in decisions that are made about them, wherever possible. The Panel also felt that it would be beneficial for children and young people using the EOTAS facilities to be involved in developing the environments around them. Many schools already do this successfully, a particular example Hafod Primary School where the children's art lines the walls of the whole school.

3.9.2 As a Panel we believe that United Nations Convention for the Rights of the Child (UNCRC) ethos is an excellent one and that particularly the rights respecting aspect would be of benefit to both staff and pupils within EOTAS facilities. The Panel felt that all educational facilities should be committed to and using UNCRC.

#### Respecting rights

Hafod Primary School, Swansea, has introduced a framework of values so that children's rights are respected. Pupils and staff are expected to treat each other with respect.



Pupils create their own charters based on rights, respect and responsibilities. The pupil participation group evaluates the school's plans and give feedback that helps to improve policies. This approach has had a positive effect on the school community. Pupils take greater responsibility for behaviour and both relationships and attendance have improved.

**Best Practice 2014, Estyn**

3.9.3 The Panel found a need for the EOTAS service to look at developing a consistent way of gathering the views of young people and using them to improve the service. It was also felt important to ensure, as indicated in the box above, that they know 'who they can speak to if they have a problem' and 'how to complain or express their concerns'.

3.9.4 The Panel for these reasons recommends:

- The use of restorative practice should be encouraged and used where possible in EOTAS provisions
- The United Nations Rights of the Child should be embedded in practice within these provisions. This will include training and support for all EOTAS staff and Pathways providers on these aspects.
- Children and young people using EOTAS services are actively consulted and involved in developing the service and the physical environment they are taught in. This will require staff to be creative in the ways in which it engages and involves these young people.

### **3.10 Improve the fabric and suitability of the buildings used to house EOTAS services as a matter of urgency**

3.10.1 The Estyn Survey found good practice in local authorities where they '*recognise the importance of PRUs, they ensure that they are well resourced in terms of staffing, accommodation and equipment. Historically, the standard of accommodation housing PRUs has tended to be poor, and this has had a negative impact on the wellbeing and morale of staff and pupils and the ability of the PRU to provide an appropriate curriculum*'.

3.10.2 The Panel believes that this aspect of the provision must be improved. It was indicated that the PRU buildings felt like a poor relations to schools. Some of the buildings used to house PRU provision are not fit for purpose, are in a bad physical state of repair and configured badly for the young people using these facilities. For example: the Step Ahead PRU is a single skinned building so it was damp and cold. The WC facilities are limited and need to be accessed via a classroom. There is no outside space that the young people can use even though based within Gors Primary School grounds.

3.10.3 There needs to be serious consideration of the accommodation for these children and young people are educated in. The Panel believe that the links between the environment and wellbeing are important.







3.10.4 The Panel emphasised the importance of reviewing and upgrading this accommodation as a matter of urgency. The Panel for these reasons recommends that improvement to accommodation for the EOTAS services are made as a matter of urgency either by upgrading works to the fabric and layout of the current buildings or consideration of finding more suitable premises.

3.10.5 The Panel for these reasons recommends urgently improve accommodation for EOTAS services either by upgrading the fabric and layout of the current buildings or by finding more suitable premises. This should include the provision of external recreation areas.

#### 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.

The Panel recommends to Cabinet that:

### **Long term challenges**

- 4.1 A specific part of the education strategy is developed that will provide a steer for the local authority, schools and EOTAS on how it will deal with behaviour matters into the future. This strategy should:
- a) form part of the overall education strategy and provide a clear way forward for the whole education service
  - b) detail how schools will be supported to develop their nurture provision or similar in order to support challenging pupils
  - c) ensure school staff are upskilled to be better able and prepared for working with difficult and challenging young people
  - d) have clear aims and targets for reducing the number of children and young people using EOTAS provision
  - e) be developed in partnership with schools and other stakeholders including children and young people
  - f) ensure School Governing bodies are kept in the loop and understand the issues around behaviour
  - g) ensure that schools allocate a staff member who can be a behaviour champion within their school settings.

### **Medium term improvements**

- 4.2 The Education Other Than At School action plan should be similar to a School Improvement Plan and it must:
- a) stipulate clear lines of responsibility and detail desired outcomes
  - b) be challenged and driven forward by the PRU Management Committee
  - c) that pupil voices are heard in the development of this way forward endeavouring to produce a vision of something better from the perspective of children and young people
  - d) clearly focus on improving pupil outcomes (this should include numeracy and literacy across whatever part of the service the child attends)
  - e) ensure that it has a whole system approach to children and young people with social and emotional difficulties
  - f) be clear about the role it has in supporting schools in the drive to reduce the demand on EOTAS services
- 4.3 The possibility of secondment of (or sharing of) teaching staff between schools and PRUs be investigated.
- 4.4 It encourages joint working between/across schools when looking for solutions which potentially could result in economies of scales (including for example developing and sharing specific skills sets and expertise).

- 4.5 It provides support for and commitment to reintegrating young people back into school from EOTAS, particularly up to KS3, this should include:
- a) a commitment made at the outset between the school, EOTAS and the child/parents to the child returning to school. This should include a shared target for this to happen when the child enters EOTAS service.
  - b) schools keeps in regular communication with the child through for example a weekly update discussion
  - c) a process be developed that will bring all those people who can help with the reintegration of the child together providing an holistic approach to reintegration around the child who can help in the reintegration of a young person back to school be brought together to support that. Allocation of a lead worker to co-ordinate this process would be beneficial.
- 4.6. It investigate the possibility of a more formulised holistic Team Around the Family type approach for all children and young people using EOTAS services.
- 4.7 Gower College is encouraged to develop a mechanism to support those learners who require more support which should include a support worker link and the upskilling of tutors in different aspects of working with this group of learners. A target to reduce drop-out rates should be introduced.
- 4.8 The use of restorative practice should be encouraged and used where possible in EOTAS provisions.
- 4.9 The United Nations Rights of the Child should be embedded in practice within these provisions. This will include training and support for all EOTAS staff and external providers on these aspects.

### **Quick wins**

- 4.10 Carry out an awareness raising exercise to ensure that all stakeholders have a clear understanding of the role of EOTAS services within the continuum of provision.
- 4.11 An analysis of training needs for staff across schools in Swansea be completed. This should be used as the basis for developing a training programme on behaviour for upskilling teachers and other stakeholders.
- 4.12 PRU staff have access to and are encouraged to use the same training and development opportunities as their colleagues in mainstream schools.
- 4.13 A mechanism for developing links between mainstream schools and EOTAS staff is developed in order to improve communication and share training opportunities, experience and good practice.
- 4.14 It ensures all Primary Schools use the Vulnerability Assessment Profile consistently in order to identify and to target interventions early.
- 4.15 An assessment of Special Teaching Facility places is carried out in conjunction with the relevant Health colleagues as a matter of urgency.



- 4.16 The Pathways service:
- a) is advised and challenged by the school improvement service particularly around improving outcomes in literacy and numeracy
  - b) improve consistency, quality assure and develop the sustainability of external providers
  - c) have regular teaching observation and assessment by qualified staff similar to that which takes place within mainstream school settings
  - d) ensure robust quality assurance of Pathway providers in particular in identifying their training and development needs to upskilling in key aspects, including for example safeguarding and developing young people's literacy and numeracy which should be built into all activities they partake in.
  - e) Review any Pathways provider service level agreements and tendering documentation in order to reflect these changes.
- 4.17 Urgently improve accommodation for EOTAS services either by upgrading the fabric and layout of the current buildings or by finding more suitable premises. This should include the provision of suitable external recreation areas.
- 4.18 The different parts of the education department are reviewed in order to look at commonalities in service provision and ideas for joint and partnership working in relation to behaviour and services for EOTAS pupils. The outcomes of this must be built into the EOTAS action plan.
- 4.19 Awareness is raised with schools about the role of EOTAS, making a referral and the graduated response. This should be available to all schools but targeted specifically at those who are identified as the worst offenders for inappropriate referrals and/or inadequate paperwork.
- 4.20 Children and young people using EOTAS services are actively consulted and involved in developing the service and the physical environment they are taught within. This will require staff to be creative in the ways in which it engages and involves these young people.

## 5 Acknowledgements

The Panel is very grateful to everyone who contributed to the inquiry and would like to thank:

Cabinet Member for Education  
Chief Education Officer  
Access to Learning Manager  
Careers Wales West  
Keeping in Touch Project  
School Improvement Service  
Behaviour Support Team  
Youth Offending Service  
Education Welfare Service  
Headteacher, Bishop Gore Comprehensive School  
Headteacher, Pentrehafod Comprehensive School  
Headteacher, Clase Primary School  
Child and Family Services, Social Services  
Youth Services Manager

The Panel would like to also record its thank you those members of the public that attended Panel meetings and forwarded us evidence and the Children's Commissioner for Wales and Estyn for their informative reports on this matter which have helped shape this inquiry.

## 6 About the Inquiry Panel


The **Education Inclusion Scrutiny 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**

Cllr Cheryl Philpott (Convener)  
Cllr Fiona Gordon  
Cllr Nick Davies  
Cllr Hazel Morris  
Cllr Ceinwen Thomas  
Cllr Wendy Fitzgerald  
Cllr Linda Tyler-Lloyd  
Sarah Joiner (Co-optee)  
Dave Anderson-Thomas (Co-optee)

The inquiry was supported by Michelle Roberts from the Council's Scrutiny Unit.

### **For further information contact:**

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# Agenda Item 7

## Report of the Chair

### Scrutiny Programme Committee – 12 October 2015

#### PROGRESS REPORT – LOCAL SERVICE BOARD SCRUTINY PERFORMANCE PANEL

<b>Purpose</b>	The committee is responsible for managing the overall work of scrutiny and its effectiveness. Performance Panel conveners will attend the committee on a regular basis to provide a progress report, updating the committee on headlines from their Panel's work and impact.
<b>Content</b>	This report focuses on the Local Service Board Scrutiny Performance Panel. Councillor Mary Jones, convener of the Panel, will provide the update.
<b>Councillors are being asked to</b>	<ul style="list-style-type: none"><li>• Ensure awareness / understanding of the work of the Panel</li><li>• Consider its effectiveness and impact</li><li>• Consider any issues arising and action required</li></ul>
<b>Lead Councillor(s)</b>	Councillor Mary Jones, Convener of the Local Service Board Scrutiny Performance Panel
<b>Lead Officer &amp; Report Author</b>	Karen Bewen-Chappell, Scrutiny Officer Tel: 01792 636292 E-mail: <a href="mailto:karen.bewen-chappell@swansea.gov.uk">karen.bewen-chappell@swansea.gov.uk</a>

#### 1. Introduction

- 1.1 The Local Services Board Scrutiny Performance Panel is one of four Performance Panels that have been established by the committee. Whilst the work of Inquiry Panels leads to the production of a final report with conclusions and recommendations for cabinet based on evidence gathered on a specific issue, the work of Performance Panels represent regular monitoring of particular services.
- 1.2 Performance Panels are expected to have on-going correspondence with relevant cabinet members in order to share views and recommendations, arising from monitoring activities, about services.
- 1.3 The committee is responsible for managing the overall work of scrutiny and its effectiveness. Performance Panels Conveners will therefore attend the committee throughout the year to provide a progress report to enable a more detailed discussion on the work of each Panel, achievements, effectiveness and impact. The committee may also need to consider any issues arising from Panel activities which may

have an impact on the overall scrutiny work programme. These regular reports ensure awareness amongst the committee as well as visibility across the council and public.

- 1.4 This report focuses on the Local Service Board Scrutiny Performance Panel. Councillor Mary Jones, convener of the Panel, will provide a progress report. To focus the discussion, a short written report is attached as **Appendix 1**. This includes a summary of Panel activities, correspondence between the Panel and Cabinet Members, proposals made and impact.
- 1.5 The Membership of the Panel (11) is as follows:
  - Chair / Vice-Chair of Scrutiny Programme Committee
  - Convener of Service Improvement & Finance Performance Panel
  - Convener of Schools Performance Panel
  - Convener of Child & Family Services Performance Panel
  - Swansea Council for Voluntary Service (Cherrie Galvin)
  - ABMU Health Board (Andrew Davies)
  - Police & Crime Panel (Mark Brace)

## **2. Legal Implications**

- 2.1 There are no specific legal implications raised by this report.

## **3. Financial Implications**

- 3.1 There are no specific financial implications raised by this report.

Background Papers: None

Legal Officer: Wendy Parkin

Finance Officer: Carl Billingsley

## Local Service Board Scrutiny Performance Panel Update

### 1. Remit of the Panel

The overarching purpose of the panel is to consider: *What difference is Swansea Local Service Board (LSB) making for citizens?*

The remit of the Panel includes only the activities of the Local Service Board as a partnership and excludes scrutiny of individual partner organisations.

### 2. Introduction

The LSB is responsible for tackling some of the major problems that impact on the citizens of Swansea, including domestic abuse, adult qualifications, economic inactivity, debt, preventable early deaths, life expectancy, older people's independence.

The LSB includes Swansea's main public service providers as well as representatives of the voluntary and business sectors and a representative of the Welsh Government. Its purpose is to make sure that decision makers work together to tackle the issues that matter for Swansea. It is essential that the LSB is subject to the same level of scrutiny as all other aspects of the Council's work. The aim of the Panel will be to see how much of a difference the LSB is actually making to the well-being of the people who live and work in Swansea. Partnership working on this scale takes a lot of time and effort and relies on goodwill from participating organisations, so the Panel hopes to be able to support and assist this important work by acting as a critical friend and helping to make improvements to the way things are done.

### 3. Key Activities

The Panel has met twice between April and September and has decided to move to monthly meetings. The Panel work plan for the year will now reflect this. The main activities included:

#### 27 July

- An overview and briefing of the Older People's Independence priority from Chris Sivers, Director of Place and Euros Owen, 50+ Strategy Coordinator.

#### 14 September

- Evidence gathering session and discussion with Councillor Mark Child, Cabinet member for Wellbeing & Healthy City.
- An overview and briefing of the new Wellbeing & Future Generations Act with Tanya Nash, Sustainable Development Team leader.

### 4. Achievements / Impact

- The Panel considered the current strategic context for Older People in Wales and the LSB actions for the priority of Older People's Independence. The Panel discussed key points around the priority and their next steps.
- The Panel agreed that as the LSB work around the Older People's Independence was still a work in progress. The Panel will concentrate

on the gap in premature mortality rates with an emphasis on the difference between east and west of Swansea.

- A number of key issues/questions were raised by the Panel throughout the overview sessions with Cllr Mark Child and Tanya Nash. These have been used to move the scrutiny work of the Panel forward and to highlight their concerns.

## **5. Future Work Programme**

A meeting is planned for October so the Panel can invite Sharon Miller (AMBU), joint coordinator Healthy Cities to attend and give an initial overview briefing on the following topics:

- The current phase of the Healthy Cities (phase VI – 2014-18) specifically referring to the core theme of Older People.
- The gap in premature mortality rates with an emphasis on the difference between east and west of Swansea.

A workshop potentially planned for November which will include a selection of partners, stakeholders and agencies who contribute to and/or are connected to the OPI. The Panel will ask questions and gather evidence.

## **6. Action required by the Scrutiny Programme Committee**

None.

# Agenda Item 8

## Report of the Chair

### Scrutiny Programme Committee – 12 October 2015

#### SCRUTINY DISPATCHES – QUARTERLY IMPACT REPORT

<b>Purpose</b>	To present a draft of the quarterly report from the committee to council on the impact of scrutiny.
<b>Content</b>	The report appends the draft 'Scrutiny Dispatches' report, which headlines recent activities and impact for council and public awareness.
<b>Councillors are being asked to</b>	approve content of the draft 'Scrutiny Dispatches' for submission to Council.
<b>Lead Councillor(s)</b>	Chair of the Scrutiny Programme Committee
<b>Lead Officer(s)</b>	Dean Taylor, Director – Corporate Services
<b>Report Author</b>	Brij Madahar, Scrutiny Coordinator Tel: 01792 637257 E-mail: <a href="mailto:brij.madahar@swansea.gov.uk">brij.madahar@swansea.gov.uk</a>

#### 1. Introduction

- 1.1 The Scrutiny Programme Committee is responsible for the overall work programme, including the various informal scrutiny activities, and monitoring progress to ensure that the work is effective.
- 1.2 The committee is also concerned about improving communication and public engagement, and getting more coverage in the media so that the public are more aware of the work of scrutiny.
- 1.3 In order to provide 'headlines' from scrutiny activity and give the work of scrutiny greater visibility, both for council and public audience, a quarterly 'Scrutiny Dispatches' report is published.

#### 2. Scrutiny Dispatches

- 2.1 The next quarterly report has been drafted for approval (attached). This will then be submitted to 22 October Council meeting for discussion.
- 2.2 'Scrutiny Dispatches' is intended to demonstrate scrutiny achievements and outcomes. It is effectively a regular report about impact and how scrutiny is making a difference, rather than a descriptive account of scrutiny activities. The aim is to focus on and promote a small number of 'significant stories'. A chair's roundup is also featured to highlight other work.

- 2.3 As well as being a report to council the content will be shared more widely, with advice and support from the Council's Communications Team and utilising social media. This should help raise awareness of the work and impact of scrutiny, and hopefully encourage more public engagement and participation in scrutiny. It is anticipated that some of the impact stories within Scrutiny Dispatches will generate press releases.
- 2.4 In order to ensure that people are informed more generally about the work of scrutiny a monthly information list is also being produced. This list is shared via an email subscription, and includes details of:
- Forthcoming panel and working group meetings
  - Topics being looked at by scrutiny
  - Progress with current activities

### **3. Legal Implications**

- 3.1 There are no specific legal implications raised by this report.

### **4. Financial Implications**

- 4.1 There are no specific financial implications raised by this report.

Background Papers: None

Legal Officer: Wendy Parkin

Finance Officer: Carl Billingsley



‘How scrutiny councillors are making a difference’

## Boosting Support for Job Seekers

*(Lead: Councillor Chris Holley)*

Scrutiny has given a boost to support for job seekers. A single point of entry to pool together information for job seekers has been established. A website called ‘**Inform Swansea**’ is now operational, providing a wide range of practical advice, guidance and information in a one-stop-shop format on training, skills and employment.

Proposals from scrutiny councillors have encouraged the council and its partners to reduce economic inactivity in Swansea. For example:

- An initiative from the Youth Engagement Priority Framework Implementation Plan is targeting a recommendation about young people who are at risk of not being engaged in any education, employment or training, from an earlier age.
- The Council in conjunction with Gower College has received the prestigious ‘Enterprising Britain’ award for Swansea. The ‘Young Business Dragons’ competition encourages young talent and schools compete against each other. A consortium has been formed consisting of two banks, the universities, Gower College and the Council to create a ‘Swansea Seed Capital Fund.’ This will provide small amounts of funding and large levels of mentoring support to young people wishing to create their own business.

The convener of the Panel, Councillor Chris Holley said: “We had hoped that our recommendations would help take measurable steps towards improving the situation and encouraging partnership participation. At the very least we hoped that our report would be thought provoking and lead to further discussions and reviews”

The Panel was told by the Cabinet Member for Enterprise Development & Regeneration that: “the Scrutiny Inquiry has helped raise the profile of the many issues relating to tackling economic inactivity and provided a basis for further exploring how the Council and its partners can work together to identify the specific aims, barriers and possible solution to each segment.”

Since the Inquiry concluded changes have taken place, particularly in relation to the funding of regional and national schemes designed to tackle economic inactivity.

Most of the recommendations agreed by Cabinet have been implemented whilst others are being addressed within other strategies and work streams.

The inquiry was carried out during 2013. Seven recommendations were made by a Scrutiny Panel and agreed by Cabinet in June 2014 together with an action plan. The Panel of councillors that produced the scrutiny report followed up on the implementation of recommendations and impact made in June.

## Partnership now open to the public

*(Lead: Councillor Joe Hale)*

A key meeting of local service providers is now open to the public for the first time. Since July Swansea's **Local Service Board** is holding its meeting in public, with the public also being able to ask questions at the meeting. The Board meets every two months and includes representatives of the Council, Local Health Board, Police and Welsh Government.

This was one of a number of suggestions for improvement made by a scrutiny inquiry which has changed the way the Council engages and consults with different groups of people.

Other changes include:

- Providing feedback to people that took part in consultations will now be a requirement in the new consultation & engagement strategy.
- A new employee engagement strategy will strengthen the Council's commitment to staff engagement, communication, involvement and feedback.

The Inquiry Panel of scrutiny councillors met with the Cabinet Member for Transformation & Performance in August to review progress with the recommendations and the difference made by this piece of scrutiny. The Cabinet Member pointed to demonstrable change as a direct result of the Panel's work. He said "the inquiry had helped bring focus to delivering better customer satisfaction for residents, improving Swansea Voices by using a reputation tracker and quicker analysis of the data and improving engagement with councillors, staff and residents".

The **final report** of the Public Engagement Scrutiny Inquiry Panel was presented to Cabinet in October 2014. Cabinet formally responded in February and agreed all 16 scrutiny recommendations (1 in part).

## Swansea needs a strong city centre

*(Lead: Councillor Jeff Jones)*

Scrutiny has added its voice to those saying that Swansea needs a strong city centre. The City Region Board, chaired by Sir Terry Matthews, also believes that strong city centre is needed in the region and that Swansea is perfectly suited to being that hub.

This relates to a scrutiny inquiry into Inward Investment. The Cabinet Member for Enterprise, Development & Regeneration that: "the Panel's report has provided focus for how Swansea and the wider City Region should be promoted and presented to potential investors. The recommendations represent key elements of an effective process for establishing and operating inward investment response and support."

The Panel had emphasised the importance of communication to encouraging more inward investment and getting more positive messages out to potential investors is vital.

The Panel particularly welcomed the branding for 'Swansea: City of Innovation' which they felt to be relevant and current.

The Scrutiny Panel found that since the Inquiry report there have been a number of changes to the Swansea Bay City Region Board and that there is a new approach for developing transformational activity across the City Region, including identifying 5 'pillars' of economic momentum – Ideas, Skills, Capital, Opportunities and Infrastructure.

## School children have more confidence to speak out

*(Lead: Councillor Fiona Gordon)*

Children and young people feel more able to speak out about child protection or welfare issues. This is one of the improvements that schools have reported in relation to attainment, attendance and wellbeing outcomes since engaging with the United Nations Convention on the Rights of the Child (UNCRC).

Schools have also reported the following improvements:

- Improved relationships, behaviour and engagement in learning with a reduction in bullying and exclusions and attendance has improved
- Children and young people have enhanced moral understanding and positive attitudes towards diversity in society and a reduction of prejudice
- Children and young people have become more involved in decision making

A **scrutiny inquiry** looked at a range of issues affecting the welfare of children at school and has made a significant contribution to improving attainment & wellbeing across schools in Swansea. The Attainment and Wellbeing Scrutiny Inquiry Panel met in June to look at the impact of their inquiry.

The Cabinet Member for Services for Children & Young People said that: “the inquiry has raised the profile of attainment and wellbeing specifically in helping to deliver the UNCRC in schools. There is an improved understanding and awareness of the UNCRC and the benefits of a rights based approach.”

The Panel were informed that there had been a positive impact from the implementation of the recommendations as a whole.

## Chair’s Roundup:

This is my first quarterly roundup of the work of **scrutiny**.

I am very pleased with the impact made by our scrutiny of economic inactivity, public engagement, inward investment and attainment & wellbeing. However there is an awful lot of other work going which I would like to highlight in this roundup.

### **Making the work of scrutiny more transparent and accessible.**

Something really important to us is making the work of scrutiny more transparent and accessible. That’s why we have created an on-line **‘publications page’**. Here you can access all scrutiny agenda packs, reports and letters as well as responses from Cabinet Members. Filters enable easy access to publications by topic, publication type or meeting type. Publications linked to a specific piece of work can now be viewed in one place. This initiative follows a suggestion from Wales Audit Office during the recent corporate assessment.

### **Positive feedback from auditors.**

Talking about audit findings it has been particularly pleasing to hear positive comments about scrutiny in Swansea from the Wales Audit Office, WLGA Peer Review, and Estyn. The **WAO Annual Improvement Report** (incorporating the Corporate Assessment) found that the Council has generally robust governance arrangements and is improving access to information about its scrutiny activity, highlighting how Cabinet Members are held to account and recognising that the Council’s scrutiny structure enables a flexible and focussed approach, and that access to information about scrutiny activity has improved in recent months. There are also positive messages from Estyn about the robustness of our scrutiny arrangements. It seems that our

arrangements are more structured and more appropriately challenging than in many other authorities.

### **We want to know if people have any issues of concern.**

Even with a work programme established **requests for scrutiny** from all scrutiny councillors or members of the public can be made throughout the year. I will consider any issue raised and, with the committee's agreement, determine how best scrutiny can deal with it to make a difference.

### **Holding Cabinet Members to account.**

Each month's Scrutiny Programme Committee meeting features a Q & A session with a Cabinet Member in order to hold them to account for their work. As I write we are due to meet with the Cabinet Member for Transformation & Performance in November and Cabinet Member for Finance & Strategy in December. We have developed a **programme** for all Cabinet Members to come before the committee during the year. Acting as a 'critical friend' we question and challenge them on their priorities, actions, achievement and impact. We invite members of the public and all scrutiny councillors to contribute ideas to ensure the committee asks the right questions. A summary of each session and views of the committee are published in the form of letter to relevant Cabinet Members. Over the last few months we have put questions to the Leader and Cabinet Members for Services for Children & Young People, Wellbeing & Healthy City, and Enterprise, Development & Regeneration.

### **Praise about the work of our Performance Panels.**

I was particularly pleased to hear praise from the Cabinet Member for Services for Children & Young People about the way she, and the service, felt challenged by the Child & Family Services Scrutiny Performance Panel, vital to ensuring that the service continues to improve. She remarked on the high quality of scrutiny and questioning in relation to service performance, and valued the exchange of letters with the Panel.

### **Working in different ways to look at some issues.**

Adopting a more light-touch approach, some of the topics which we have looked at recently through one-off Working Groups have included Planning Services, Sustainability, and Car Parking, sharing our views and recommendations with relevant Cabinet Members.

### **Annual report for 2014/15 published.**

Perhaps more important to the Committee than the outside world, our **annual report** for the last 12 months was published in July. It gives a summary of what we have done, the feedback we have received and the things we want to improve in future. It shows that we are transparent in our work and open to scrutiny! The single committee system, introduced in 2012, has become a normal part of how we do things and continues to attract interest from other Councils. Feedback has given us encouragement that we are going in the right direction. Generally people see scrutiny as an important council function that is constructive, supportive, friendly and positive.

### **We've identified clear improvement outcomes for scrutiny.**

Looking forward, the annual report also highlights **six improvement outcomes** that we have agreed, following feedback, for the year ahead.

#### **Connect with Scrutiny:**

Gloucester Room, Guildhall, Swansea. SA1 4PE (Tel. 01792 637732)

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

**Twitter:** @swanseascrutiny

**Email:** [scrutiny@swansea.gov.uk](mailto:scrutiny@swansea.gov.uk)

**Bulletin Board:** [www.swanseascrutiny.co.uk](http://www.swanseascrutiny.co.uk)

# Agenda Item 9

## Report of the Chair

Scrutiny Programme Committee – 12 October 2015

### LOCAL GOVERNMENT PERFORMANCE 2014-15 (REPORT OF LOCAL GOVERNMENT DATA UNIT ~ WALES)

<b>Purpose</b>	The Committee is provided with a national performance report which will be useful in supporting and informing the work of scrutiny in Swansea.
<b>Content</b>	The report, which is the tenth annual bulletin published by the Local Government Data Unit ~ Wales, contains information on the level and range of performance across Wales between 2014-15 on a number of service areas.
<b>Councillors are being asked to</b>	<ul style="list-style-type: none"><li>• consider the performance results</li><li>• use the information published to help inform the scrutiny work programme</li></ul>
<b>Lead Councillor(s)</b>	Councillor Mary Jones, Chair of the Scrutiny Programme Committee
<b>Lead Officer &amp; Report Author</b>	Brij Madahar, Overview & Scrutiny Coordinator Tel: 01792 637257 E-mail: <a href="mailto:brij.madahar@swansea.gov.uk">brij.madahar@swansea.gov.uk</a>

#### 1. Introduction

1.1 It is the responsibility of non-executive councillors to scrutinise the authority's service performance to help drive improvement. To help ensure that challenge is well informed scrutiny should be aware of reports that are published which provide information on service performance.

1.2 The Local Government Data Unit ~ Wales has recently published its tenth annual bulletin on local authority performance across a range of services. It compares performance during 2014-15 across the 22 Welsh Local Authorities.

1.3 The indicators reported within are part of the Performance Improvement Framework for local authorities in Wales and reflect key priorities identified by the Welsh Government and local government in Wales, including:

- Providing a clean and safe environment
- Providing affordable and appropriate housing
- Supporting safe and independent lives

- Safeguarding children
- Educating children
- Supporting leisure and culture

1.4 Swansea's performance when compared across Wales, as reported in the bulletin, can be summarised as follows (where possible comparison has been made with results for the previous year):

a) Overall:  
Of the 41 indicators that were comparable between 2013-14 and 2014-15, Swansea has improved in 25.

a) Performance within the top quarter:

- The % of roads in overall "poor" condition (*same as 2013-14*)
- The % of adults aged 60 or over who hold a concessionary bus pass
- The % of private sector dwellings that had been vacant for more than 6 months that were returned to occupation through direct action by the local authority
- The average point score for pupils in schools maintained by the local authority (*was above average in 2013-14*)

b) Performance within the bottom quarter:

- The % of reported fly – tipping incidents cleared within 5 working days (*same as 2013-14*)
- The % of municipal waste collected by local authorities sent to landfill (*same as 2013-14*)
- The % of clients whose care plans should have been reviewed that were reviewed (*was above Welsh average in 2013-14*)
- The % of initial assessments where there is evidence that the child has been seen alone by the social worker (*was below Welsh average in 2013-14*)
- The % of statutory visits to looked after children that took place in accordance with regulations (*was below Welsh average in 2013-14*)
- The % of children's reviews carried out in line with the statutory timetable (*same as 2013-14*)

c) Performance in between:

..but above Welsh average:

- The % of highways and land of a high or acceptable level of cleanliness (*same as 2013-14*)
- The % of municipal waste collected by local authorities

prepared for reuse and/or recycled, composted or treated biologically in another way (*was below Welsh average in 2013/14*)

- The rate of delayed transfers of care due to social reasons - per 100 population aged 75 or over (*same as 2013-14*)
- The % of carers of adults who were offered an assessment or review of their needs in their own right during the year (*same as 2013-14*)
- The % of initial assessments where there is evidence that the child has been seen by the social worker (*same as 2013-14*)
- The average point score for looked after children in any local authority maintained learning setting (*was below average in 2013-14*)
- The % of final statements of special education need issued within 26 weeks (*same as 2013-14*)

..but below Welsh average:

- The average number of days taken to deliver a Disabled Facilities Grant (*same as 2013-14*)
- The % of adult clients who are supported in the community during the year (*was bottom quartile in 2013/14*)
- The % of pupils assessed at the end of Key Stage 3 achieving the Core Subject Indicator (*same as 2013-14*)
- The % of pupils assessed receiving a Teacher Assessment in Welsh (first language) at the end of Key Stage 3
- The number of visits to local authority sport and leisure facilities during the year per 1000 population where the visitor will be participating in physical activity

NB – the full performance indicator data is published on the Data Unit website: [www.dataunitwales.gov.uk](http://www.dataunitwales.gov.uk))

- 1.5 Members should consider how best to use the information provided to help to motivate, focus and inform the scrutiny work programme, and support the work of scrutiny in Swansea.
- 1.6 Data Unit Wales have also have an interactive tool which allows the public, councillors, officers and partners to easily compare councils' performance across Wales and over time. "MyLocalCouncil" ([www.mylocalcouncil.info](http://www.mylocalcouncil.info)) has been designed to be intuitive and user-friendly in order to make the latest key performance information for Wales' 22 councils more accessible.
- 1.7 The Service Improvement & Finance Scrutiny Performance Panel has been asked to look at this report in more detail in support of its work.

2. **Legal Implications**

2.1 There are no specific legal implications raised by this report.

3. **Financial Implications**

3.1 There are no specific financial implications raised by this report.

Background Papers: None

Legal Officer: Wendy Parkin

Finance Officer: Carl Billingsley

Appendix – Local Government Performance 2014-15 (Report of the Local Government Data Unit ~ Wales)



## Local Government Performance 2014-15

We are pleased to present this, the tenth annual bulletin on local authority performance. This bulletin contains information on a range of local authority services. We have used the data to highlight the overall level and range of performance across Wales. The full data set is available on our website.

We have also updated our interactive tool which allows the public, councillors, officers and partners to easily compare councils' performance across Wales and over time. "MyLocalCouncil" has been designed to be intuitive and user-friendly in order to make the latest key performance information for Wales' 22 councils more accessible.

### Overall performance

At a Wales level, 63% (26) of the 41 indicators which are comparable between 2013-14 and 2014-15 show improvement.

The gap in performance (between the best and worst performing authorities) narrowed in 56% (23) of the indicators.

For 39% (16) of the indicators, performance improved and the gap between the best and worst performing authorities narrowed.

### Service improvement

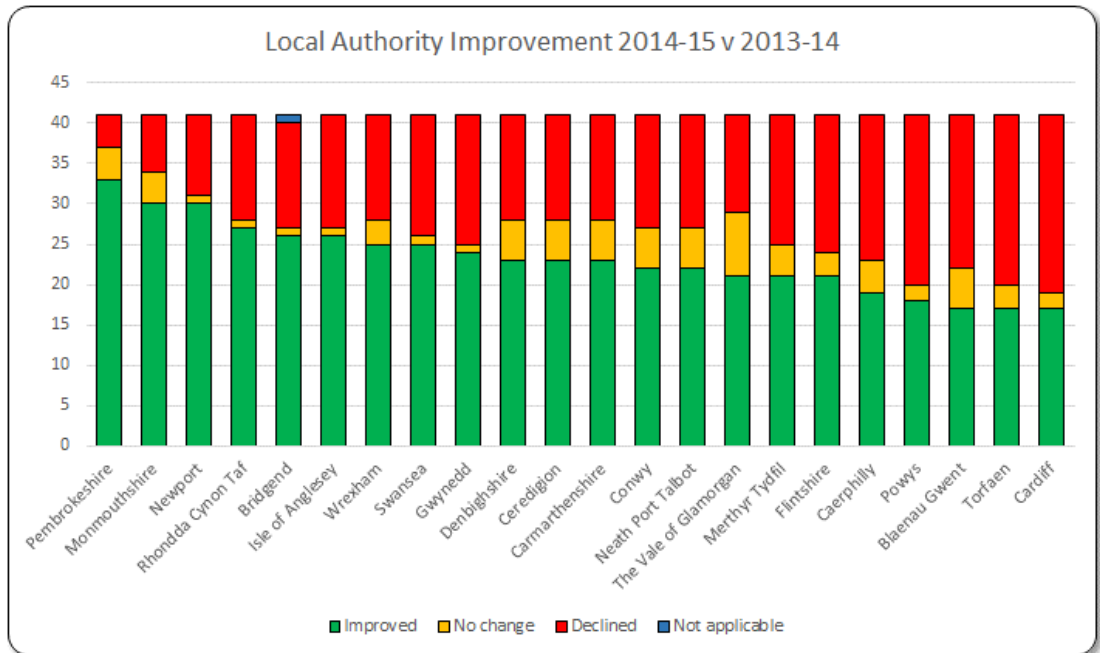
Local authorities are often one of the largest employers in an area and provide a range of services for the communities they serve. The table below shows how these services performed in 2014-15 compared to 2013-14.

<b>Service Area</b>	<b>No of comparable indicators</b>	<b>% of indicators where performance improved</b>	<b>% of indicators where the gap narrowed</b>	<b>% of indicators where performance improved <u>and</u> the gap narrowed</b>
Education	11	73%	73%	55%
Social Care	18	56%	50%	33%
Housing	2	100%	0%	0%
Environment & Transport	6	67%	50%	33%
Planning & Regulatory Services	2	100%	100%	100%
Leisure & Culture	2	0%	50%	0%
<b>Overall</b>	<b>41</b>	<b>63%</b>	<b>56%</b>	<b>39%</b>

## Improvement over time

The performance of local authorities across Wales has improved consistently over recent years. The indicator set has remained relatively stable since 2011-12.

Last year we reported that 78% of comparable performance indicators showed an improvement over that period, and that every authority improved or maintained its performance in over half of the indicators. Of the 41 indicators that were comparable between 2013-14 and 2014-15, Pembrokeshire improved in 33, whilst Cardiff, Blaenau Gwent and Torfaen improved in 17.

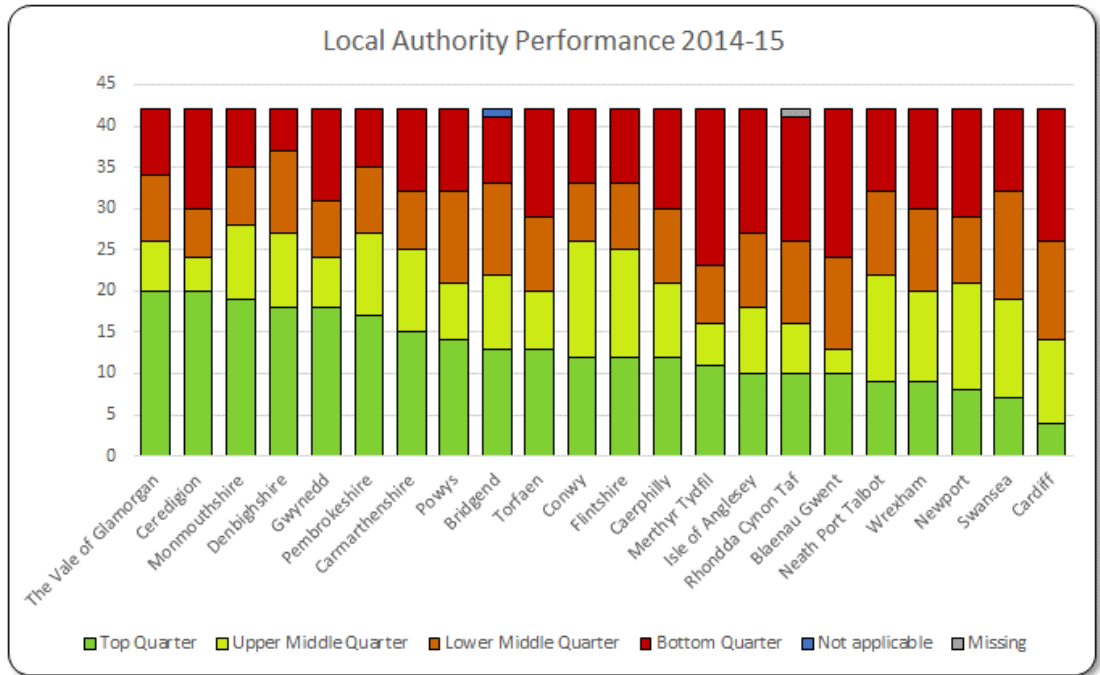


Whilst many indicators show continued improvement over many years, there are examples where historic improvement has slowed or is beginning to decline, including:

- Prevention of homelessness;
- Reviews of adult care plans; and
- Children seen at initial assessment.

## Relative performance across Wales

Whilst absolute improvement is important, citizens will be interested in how their authority compares with others. Overall, in 2014-15, The Vale of Glamorgan and Ceredigion had the most indicators in the top quarter of Welsh local authorities, whilst Cardiff had the least.



On the following pages you will find detailed information on the performance of local authorities as they deliver important outcomes for our communities.

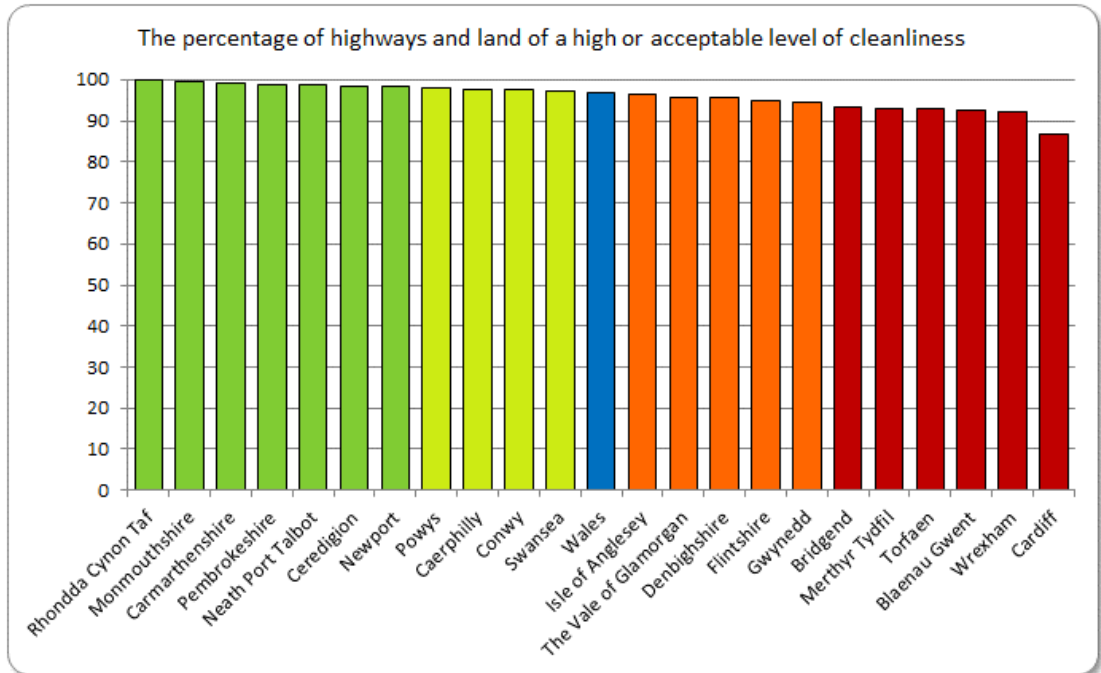
*Note*

- Performance indicator titles have been simplified to aid understanding.
- We have rounded the data where this makes comparison easier.

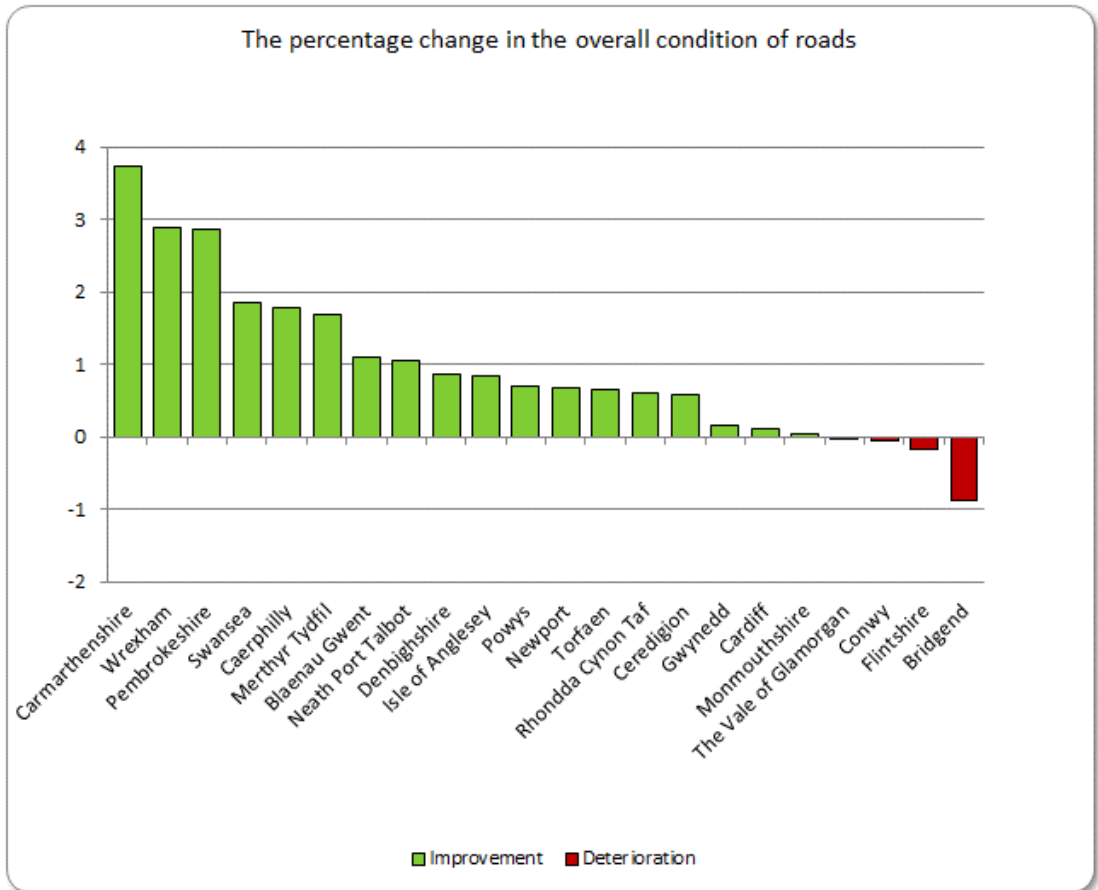
## Providing a clean and safe environment...

Local authorities ensure that the places where we live and work are clean and safe.

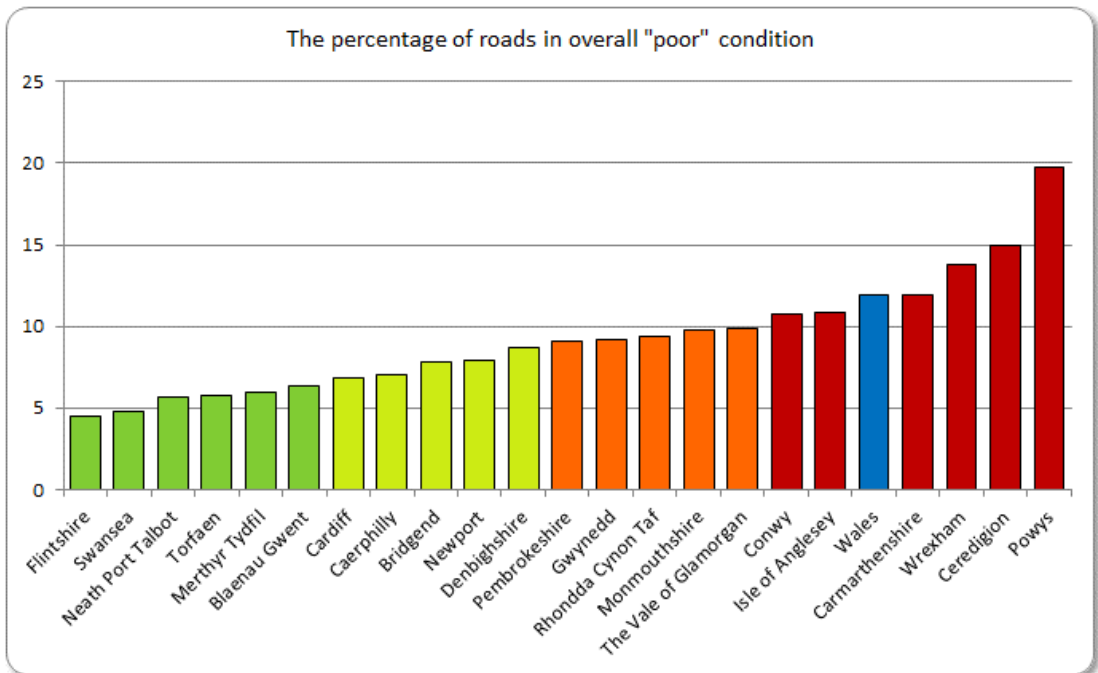
Across Wales, 96.9% of highways and relevant land inspected was of a high or acceptable quality in 2014-15 (compared to 97.5% in 2013-14). This ranged from 99.7% in Rhondda Cynon Taf to 86.8% in Cardiff.



In 2014-15, 11.9% of all roads were in an overall "poor" condition compared to 13.2% in 2013-14.



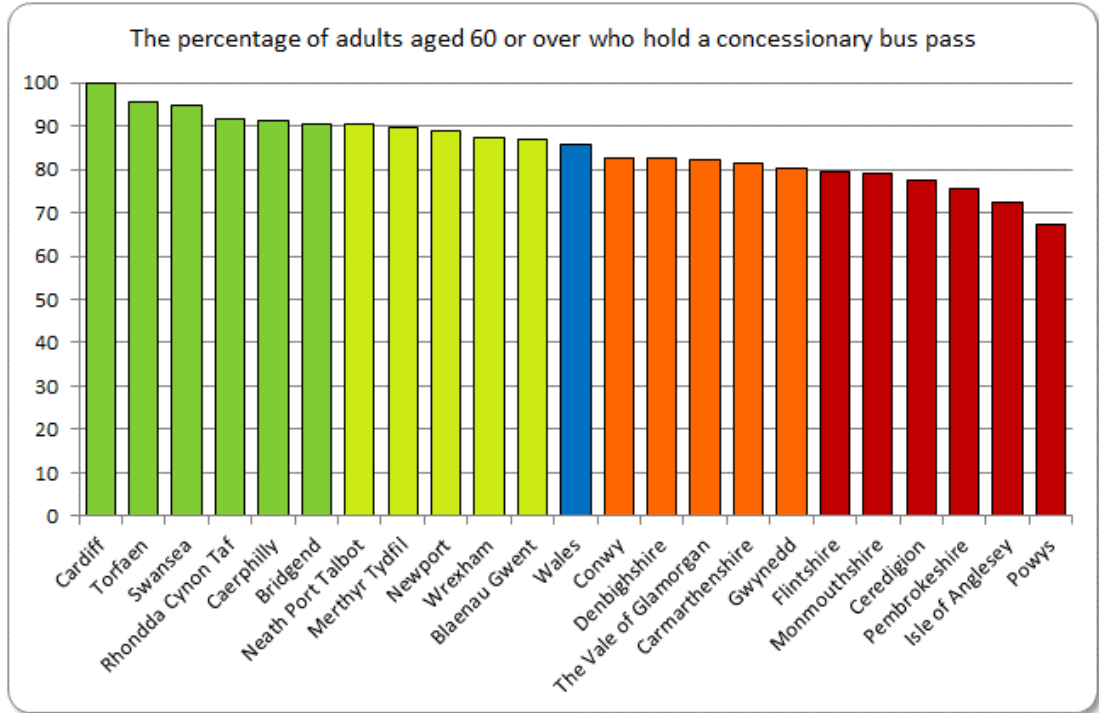
The percentage of all roads in an overall "poor" condition ranged from 4.5% in Flintshire to 19.7% in Powys.



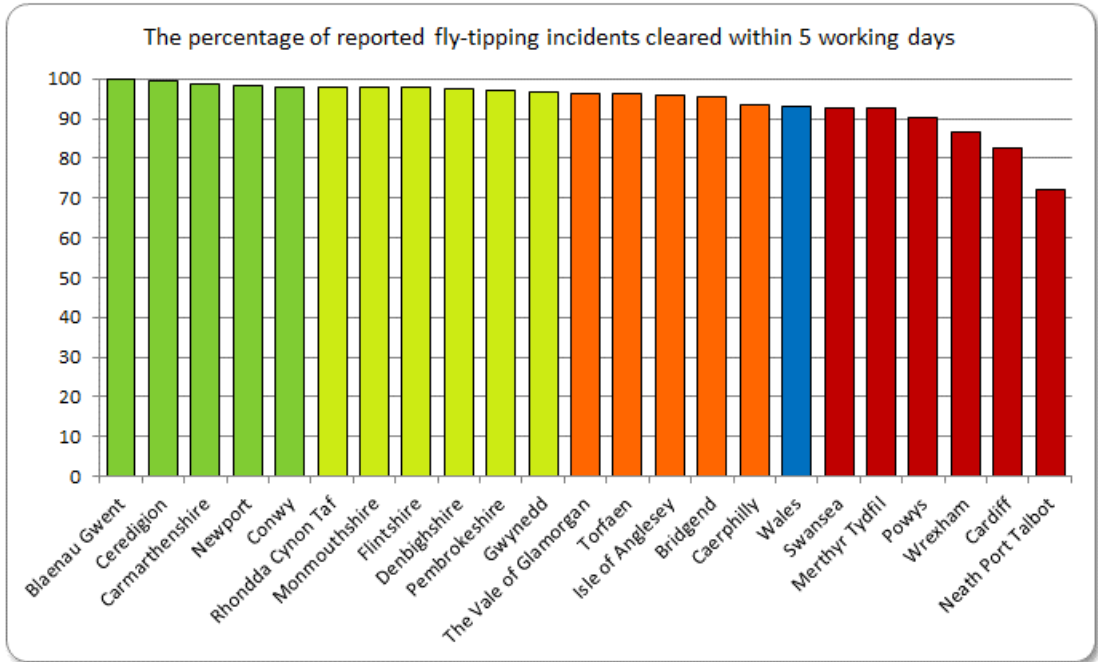
4.1% of A roads were in "poor" condition in 2014-15 compared to 4.5% in 2013-14, and ranged from 1.2% in Torfaen to 8.0% in Rhondda Cynon Taf.

For B roads, 5.0% were in "poor" condition in 2014-15 compared to 6.1% in 2013-14, ranging from 1.3% in Flintshire to 10.8% in Merthyr Tydfil, and for C roads 17.2% were in "poor" condition compared to 18.9% in 2013-14, ranging from 5.9% in Merthyr Tydfil to 27.1% in Powys.

85.8% of adults aged 60 or over hold a concessionary bus pass (compared to 84.3% in 2013-14). This ranged from 100.0% in Cardiff to 67.2% in Powys.

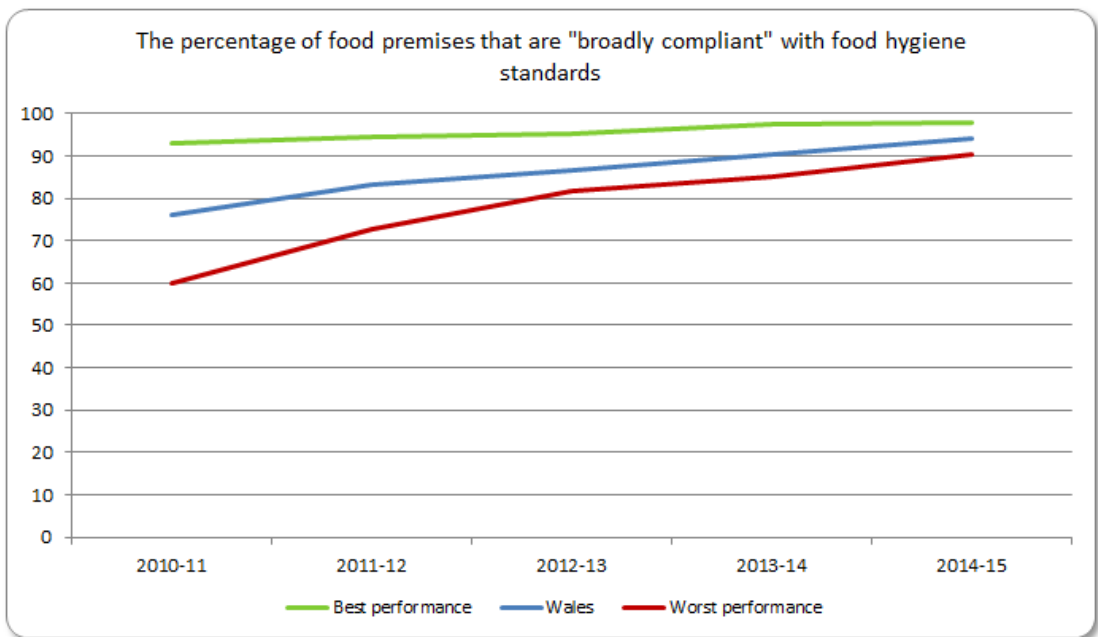


Fly-tipping is a serious environmental crime which can cause long lasting contamination, pollution and put human health at risk. Local authorities are required to clean up small scale fly-tipping incidents on public land within five days of them being reported. In 2014-15, 93% of fly-tipping incidents reported to local authorities were cleared within five working days (compared to 95% in 2013-14). This ranged from 100.0% in Blaenau Gwent to 72.1% in Neath Port Talbot.



Note: A premises which is "broadly compliant" is one where there are no significant issues in terms of food hygiene. The term "broadly compliant" is defined fully in the performance indicator guidance on our website.

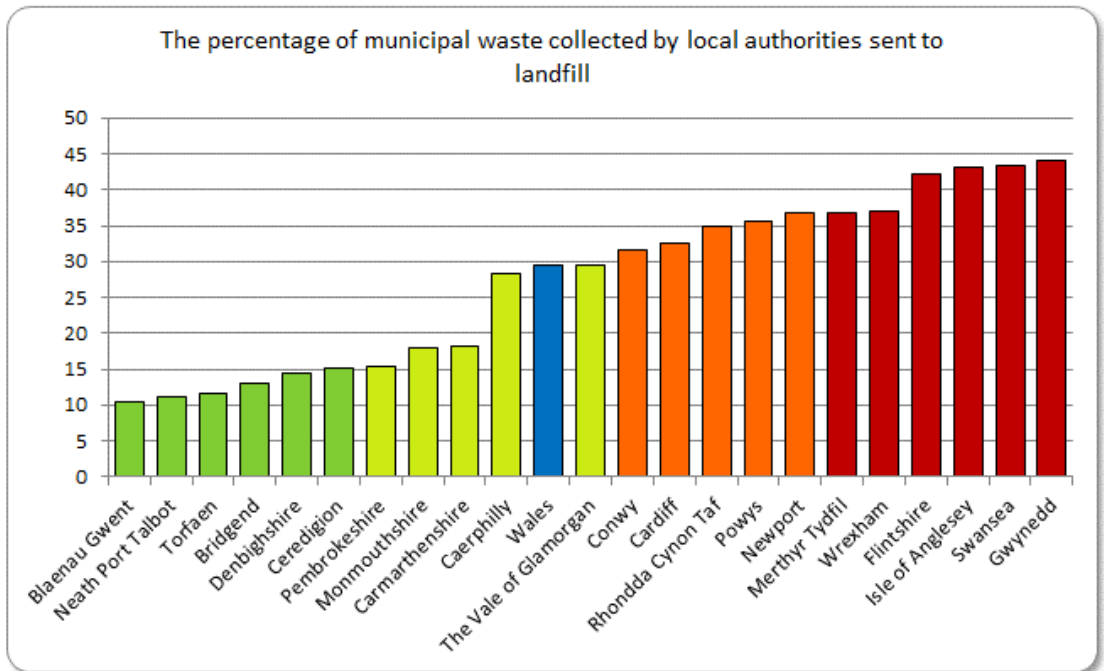
Authorities continue to improve their performance in safeguarding the food we eat, with 94.2% of food establishments being "broadly compliant" with food hygiene standards in 2014-15 (compared to 90.3% in 2013-14). This ranged from 90.4% in Rhondda Cynon Taf to 98.0% in Wrexham.



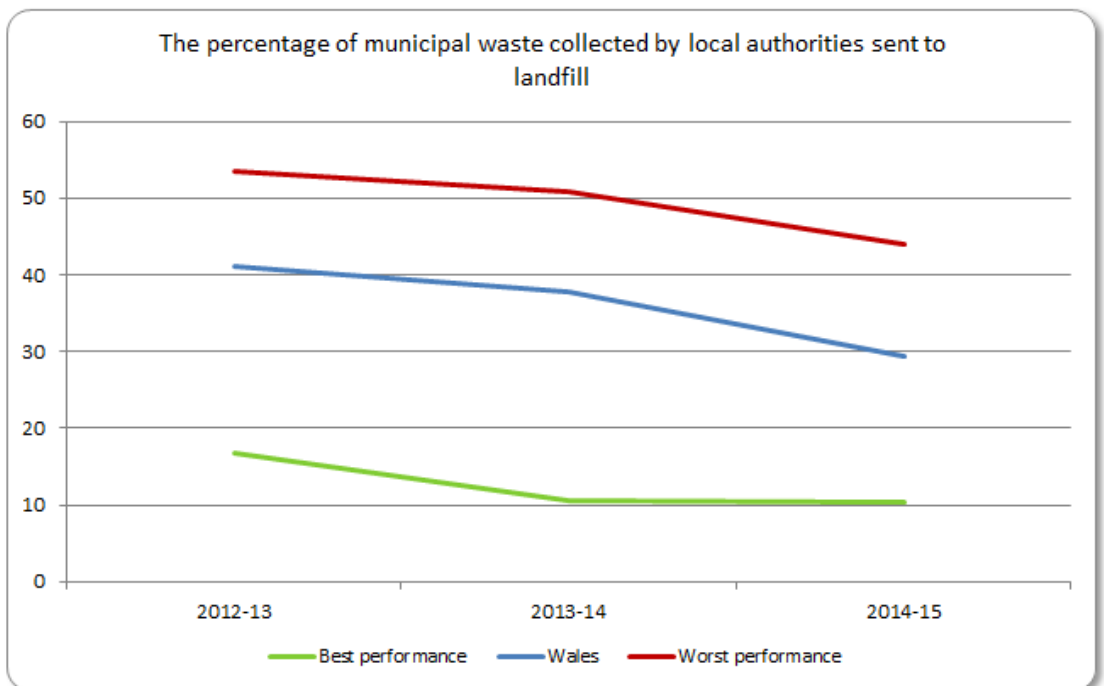
From promoting energy efficiency, to ensuring that resources are reused and recycled, local authorities play a big part in helping secure the future for the next generation.

Local authorities collect and process our waste. The amount of landfill space left in Wales is running out fast and landfill taxes mean we cannot afford to keep sending waste to landfill. Landfill can cause air, soil and water pollution. Developing ways of preventing waste, reducing waste going to landfill and increasing recycling, composting and anaerobic digestion will have a significant impact on our ability to combat climate change.

In 2014-15, 29.4% of municipal waste collected by local authorities was sent to landfill, compared to 37.7% in 2013-14. This ranged from 10.3% in Blaenau Gwent to 44.1% in Gwynedd.

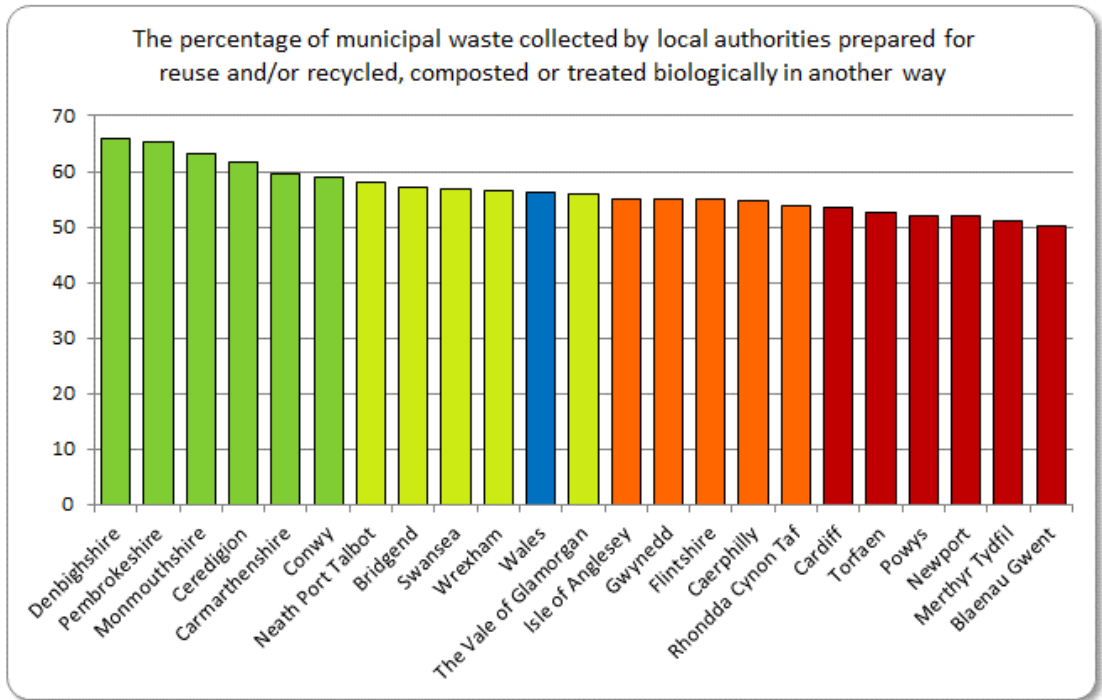


The percentage of waste sent to landfill has continued to reduce steadily since 2012.

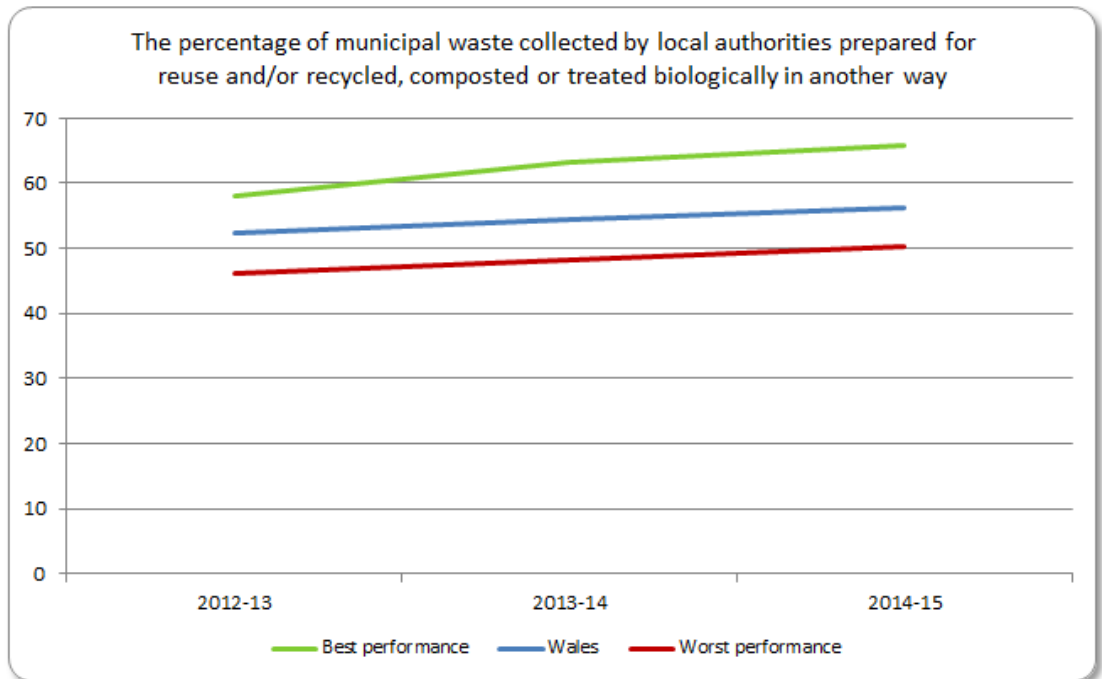


56.2% of the municipal waste collected was reused or recycled in 2014-15 compared to 54.3% in 2013-14. This ranged from 65.9% in Denbighshire to 50.3% in Blaenau Gwent.





The percentage of waste recycled, reused or composted across Wales has continued to increase over recent years.



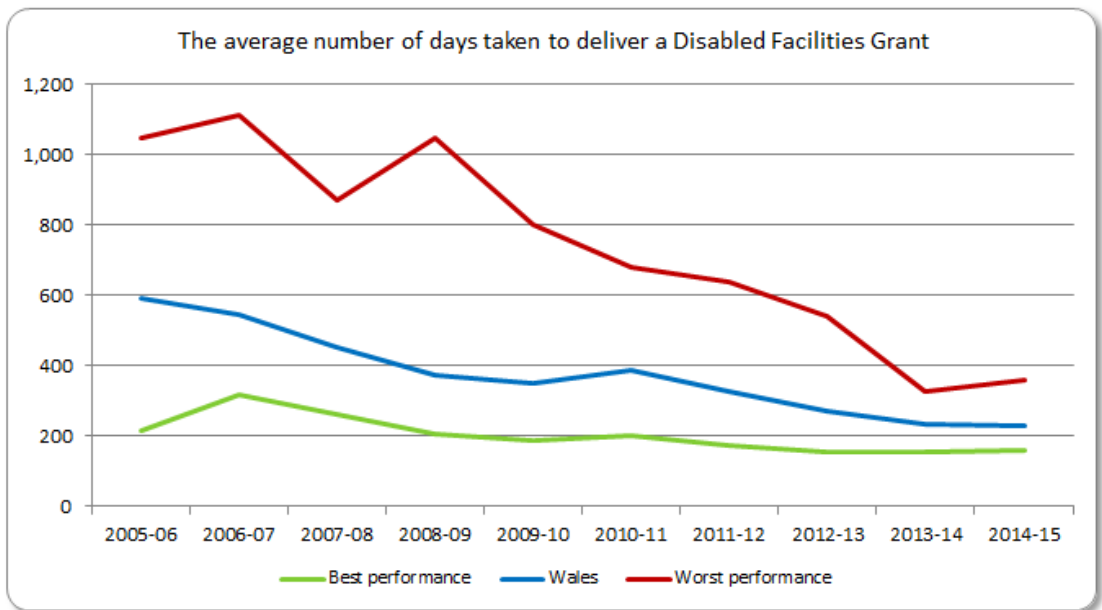
## Providing affordable and appropriate housing...

*Note: The concept of "affordability" is defined as the ability of households to purchase property that meets their need without subsidy.*

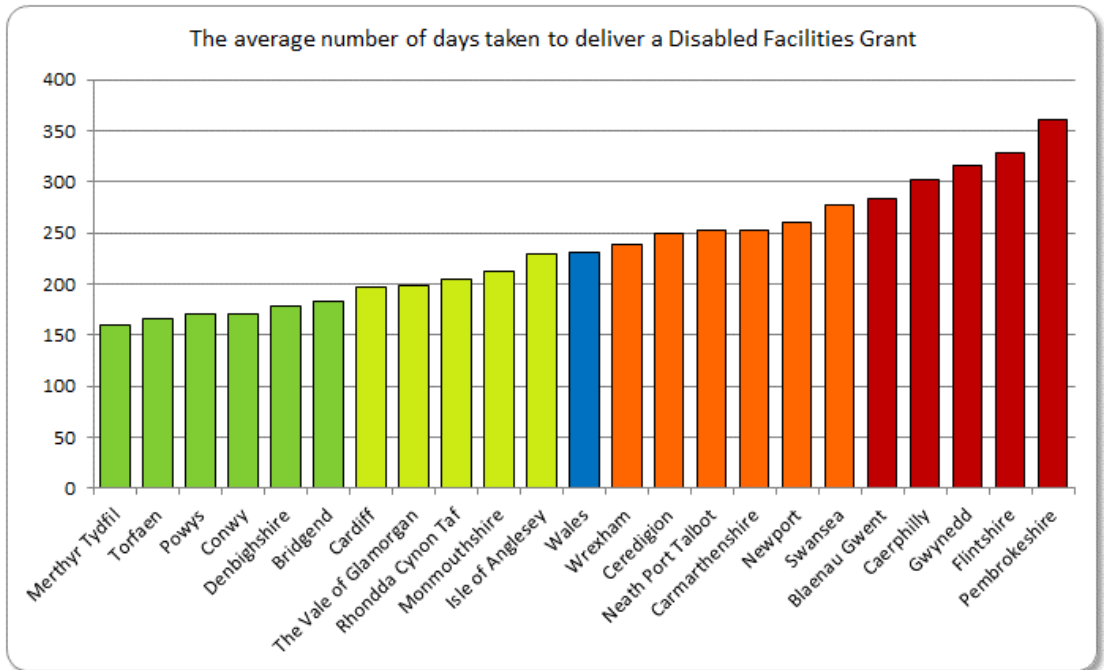
Local authorities have a key role to play in ensuring that there is a sufficient supply of affordable housing to meet identified need. 41% of all additional housing units provided during 2014-15 were affordable housing (compared to 37% in 2013-14).

For disabled people of all ages, housing is a key enabler of independent living. Adapted housing enables people to maintain their independence, remain in their communities and exercise choice in the way they live their lives. Disabled Facilities Grants (DFGs) can help towards the cost of adapting a disabled person's home.

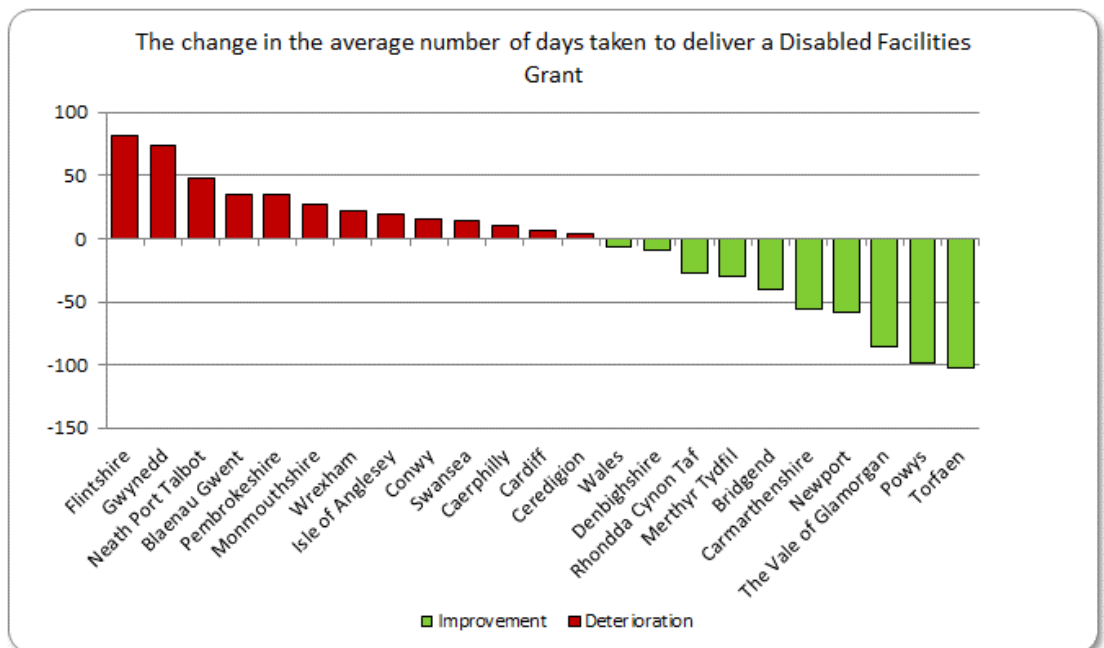
Local authorities took an average of 231 days to deliver a Disabled Facilities Grant in 2014-15 (compared to 235 days in 2013-14).



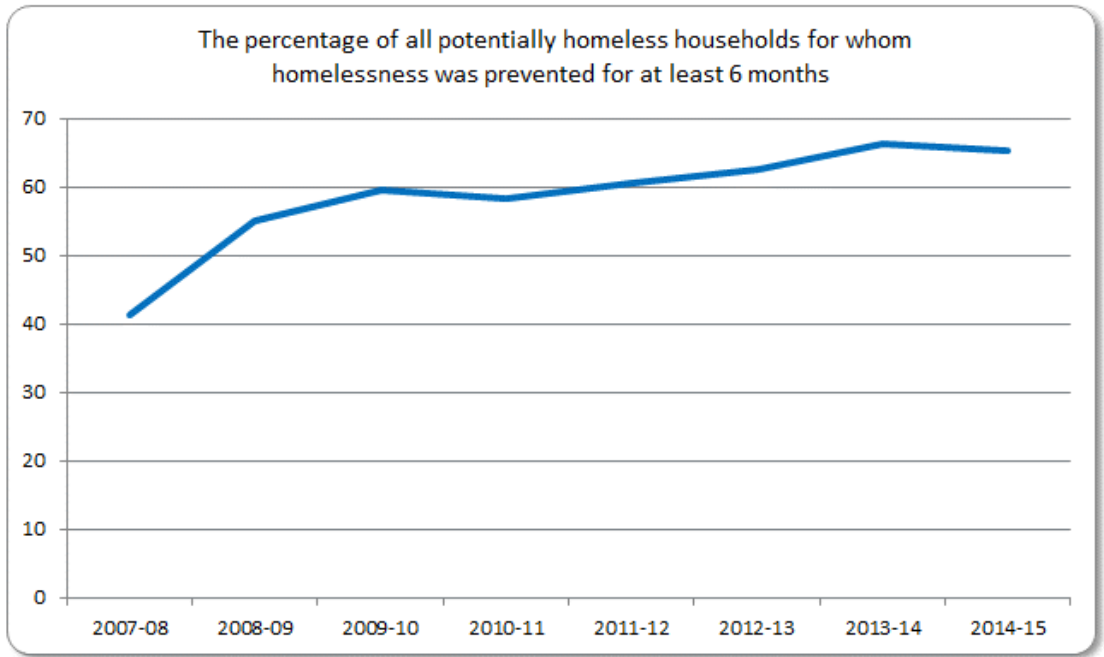
In 2014-15, the average number of days taken to deliver a Disabled Facilities Grant ranged from 160 days in Merthyr Tydfil to 361 days in Pembrokeshire.



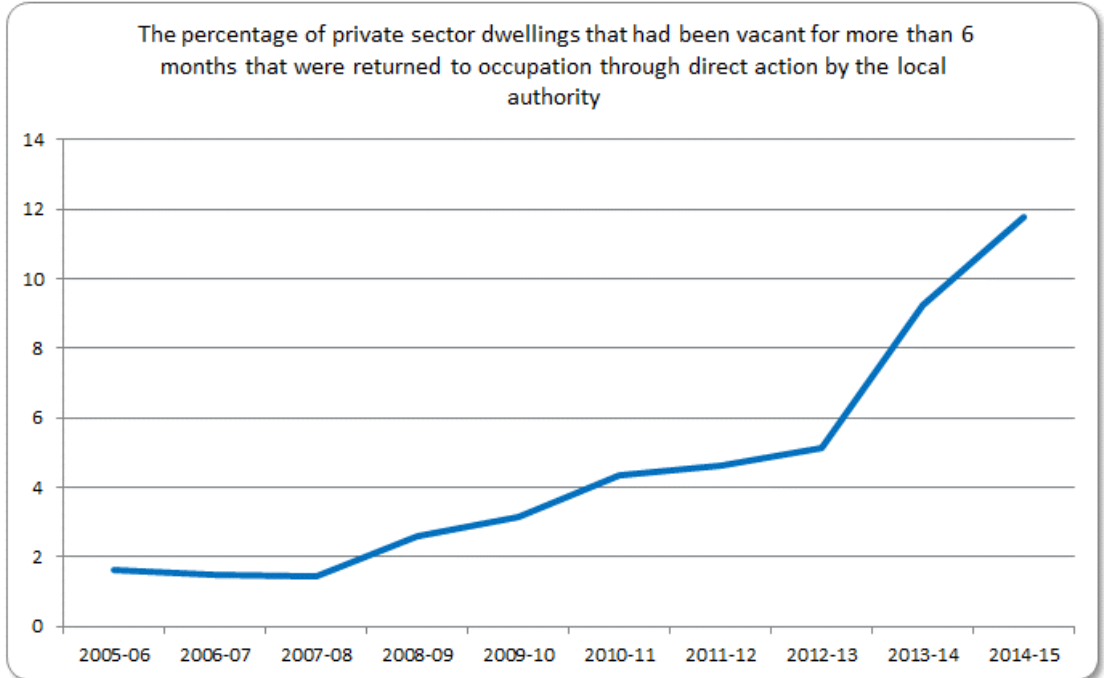
During the period, ten local authorities reduced the number of days they took to deliver a Disabled Facilities Grant.



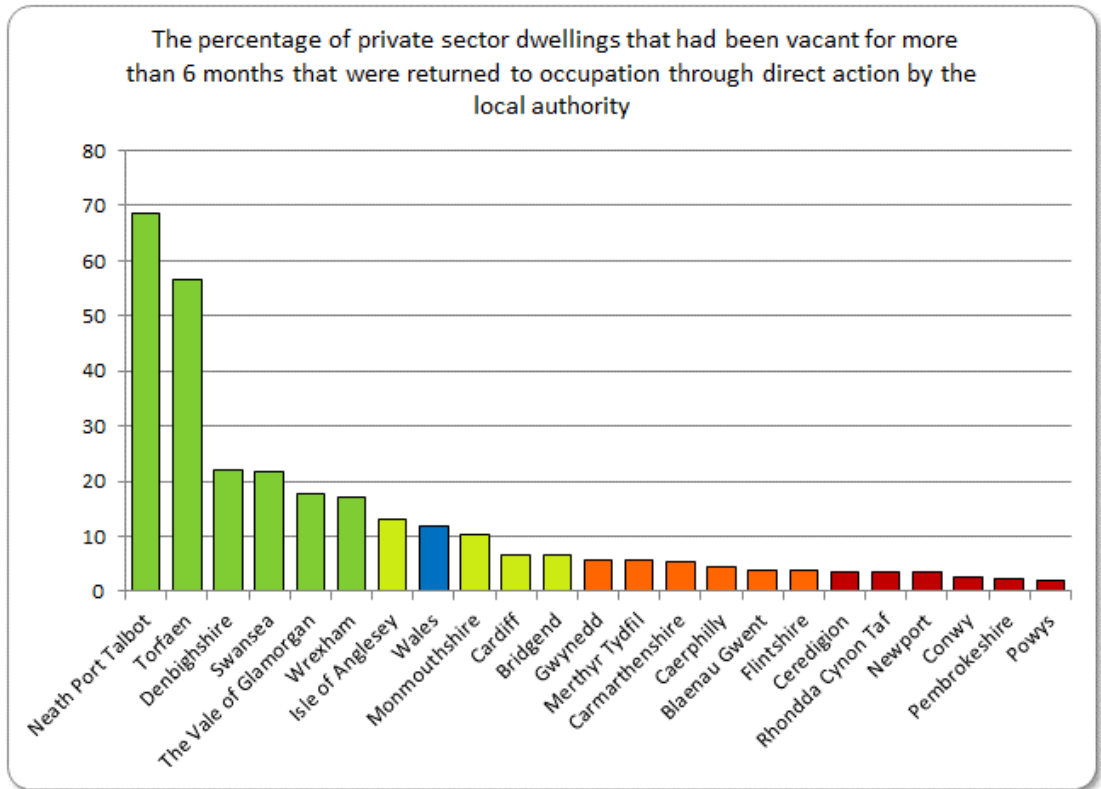
Homelessness is one of the most extreme forms of social exclusion. Action by local authorities prevented homelessness for at least six months for 65.4% of potentially homeless households in 2014-15 (compared to 66.4% in 2013-14). This was the first decline in this indicator since 2010-11.



Empty homes represent a potential housing resource that may be currently underutilised. Empty homes can be a focus for increased levels of crime, vandalism, anti-social behaviour and drug-abuse. 11.8% of long-term vacant private sector dwellings were returned to occupation through direct action by local authorities in 2014-15 (compared to 9.2% in 2013-14).

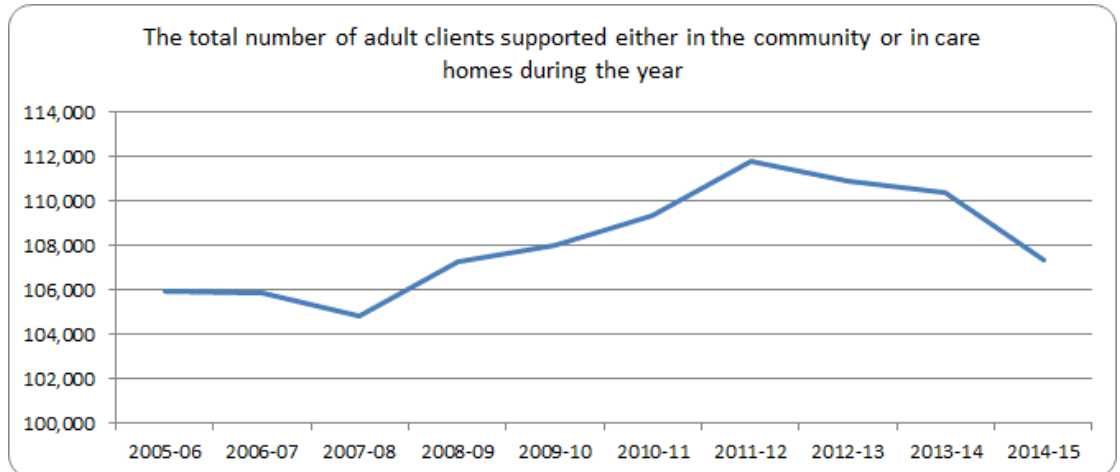


This ranged from 68.6% in Neath Port Talbot to 1.8% in Powys.

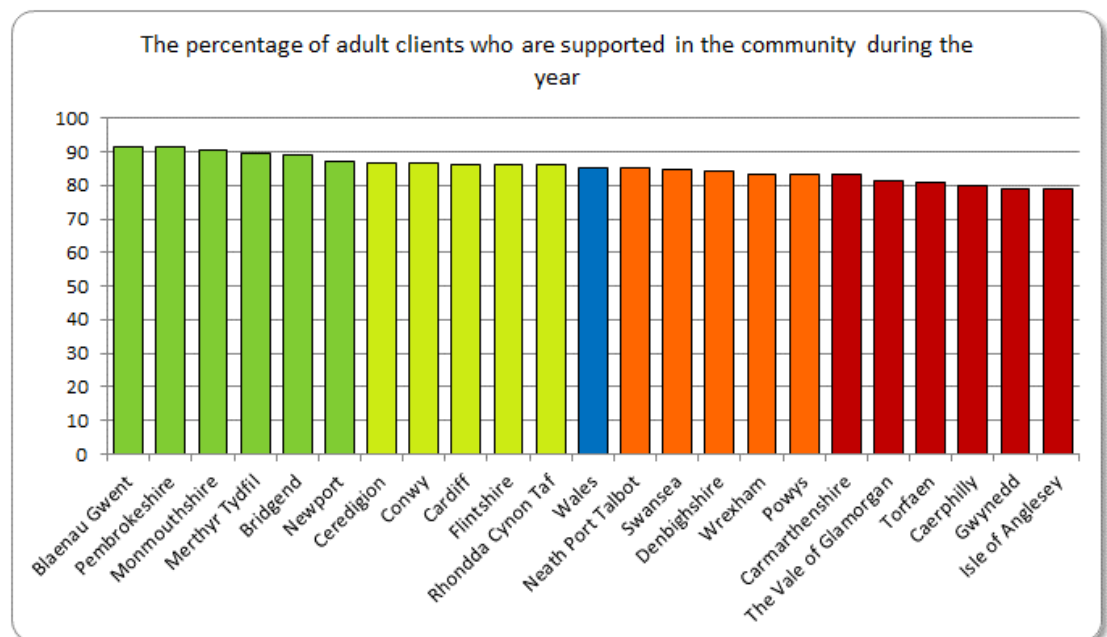


## Supporting safe and independent lives...

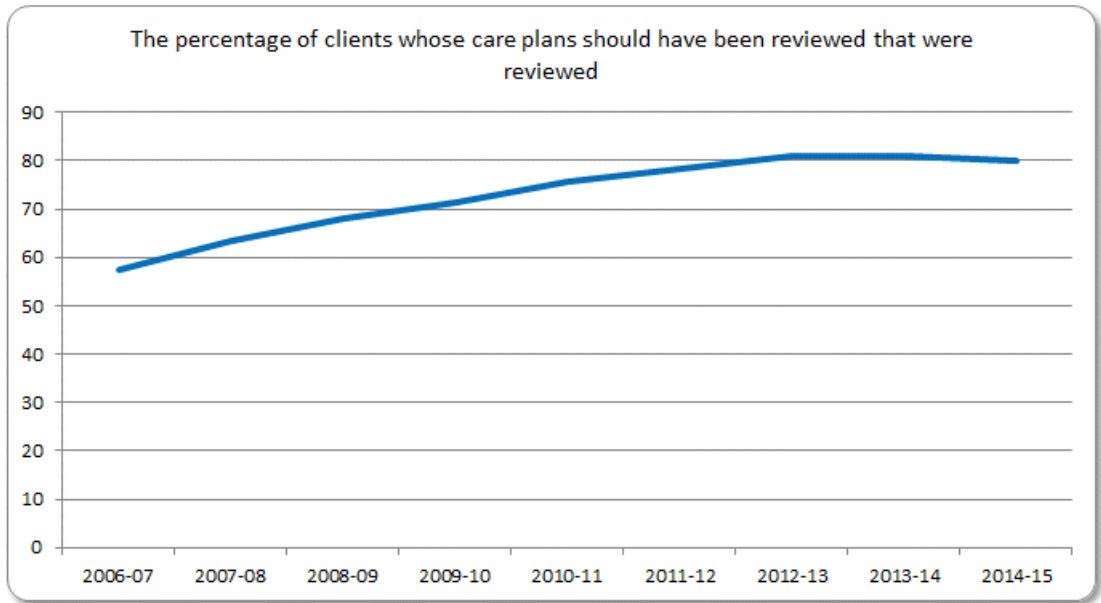
Local authorities' social services provide support to some of the most vulnerable people in our communities. In 2014-15, local authorities supported around 107 thousand people in the community or in residential homes – some 3 thousand less than in 2013-14.



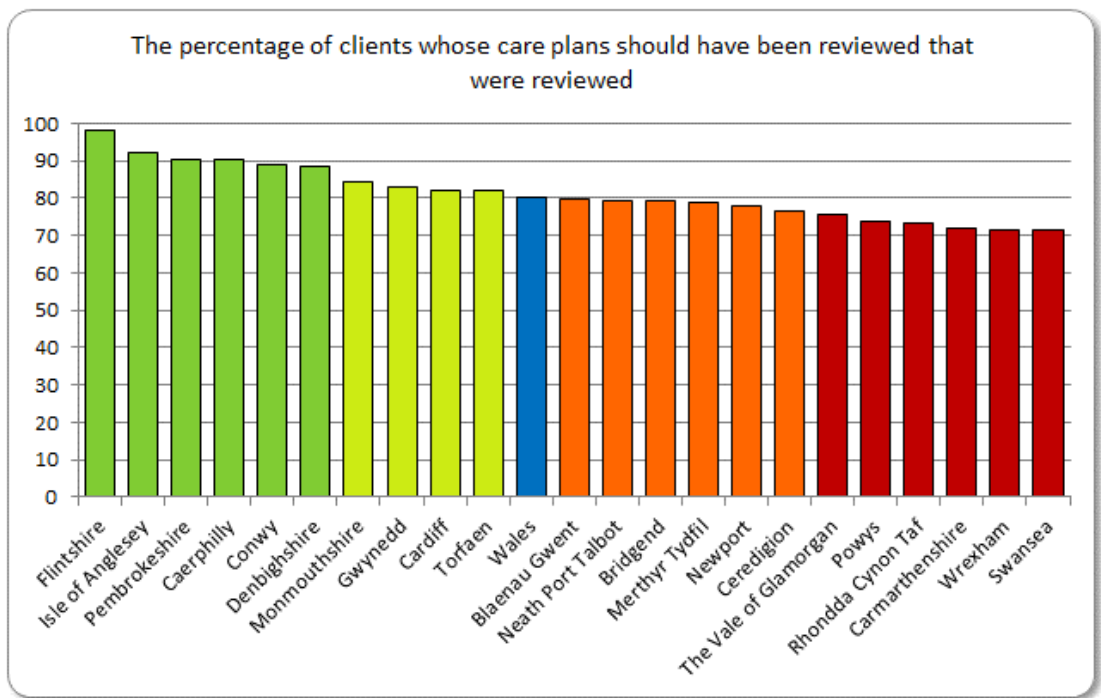
85.2% of people supported by social services received that support in a community setting in 2014-15 compared to 86.3% in 2013-14. This ranged from 91.5% in Blaenau Gwent to 79.1% on the Isle of Anglesey.



A 'care plan' describes the range of services which are put in place to meet individual's care needs. These should be reviewed regularly to make sure that the services being provided continue to be appropriate. 80.0% of care plans that should have been reviewed during the year were reviewed compared to 81.1% in 2013-14 - the first decline in performance since 2006-07.



The percentage of care plan reviews ranged from 98.2% in Flintshire to 71.6% in Swansea.

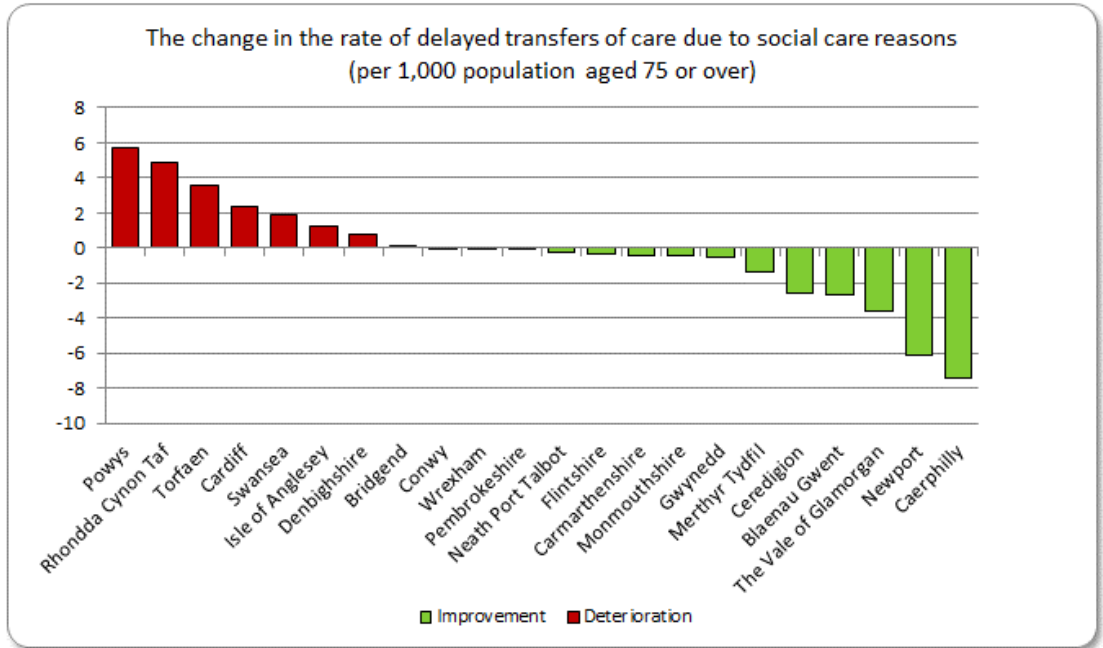


Local authorities play a vital role in ensuring that the most vulnerable people in our communities are protected from harm. The risk to the individual was managed in 95.6% of adult protection referrals received by local authorities during 2014-15 (compared to 94.5% in 2013-14) – the fourth consecutive year-on-year improvement for this indicator. This ranged from 100.00% in Gwynedd, Denbighshire, Ceredigion, Pembrokeshire, Neath Port Talbot, The Vale of Glamorgan and Monmouthshire to 83.1% in Torfaen.

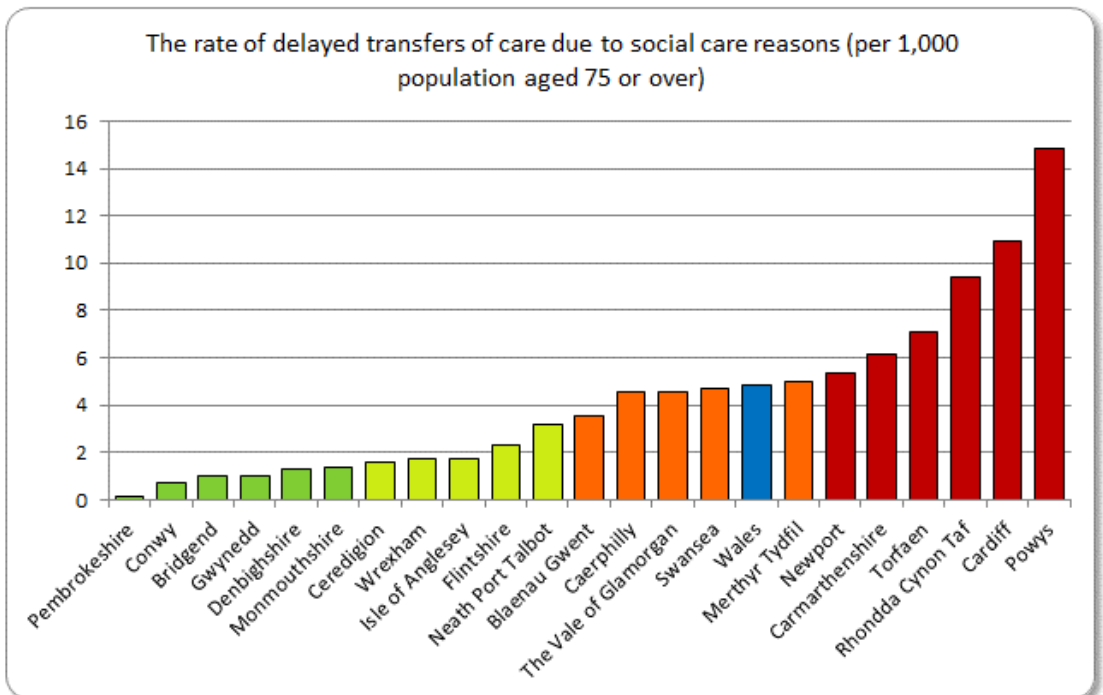
A delayed transfer of care – also known as “bed blocking” – arises when a person who no longer needs hospital treatment is unable to leave hospital and return to their own home or to a social care setting such as a residential

home. In 2014-15 the rate of delayed transfers of care due to social care reasons was reported at 4.83 per 1,000 population aged 75 or over – a further rise on the figure reported in 2012-13.

The rate of delayed transfers of care improved in 13 of the 22 local authorities across Wales.

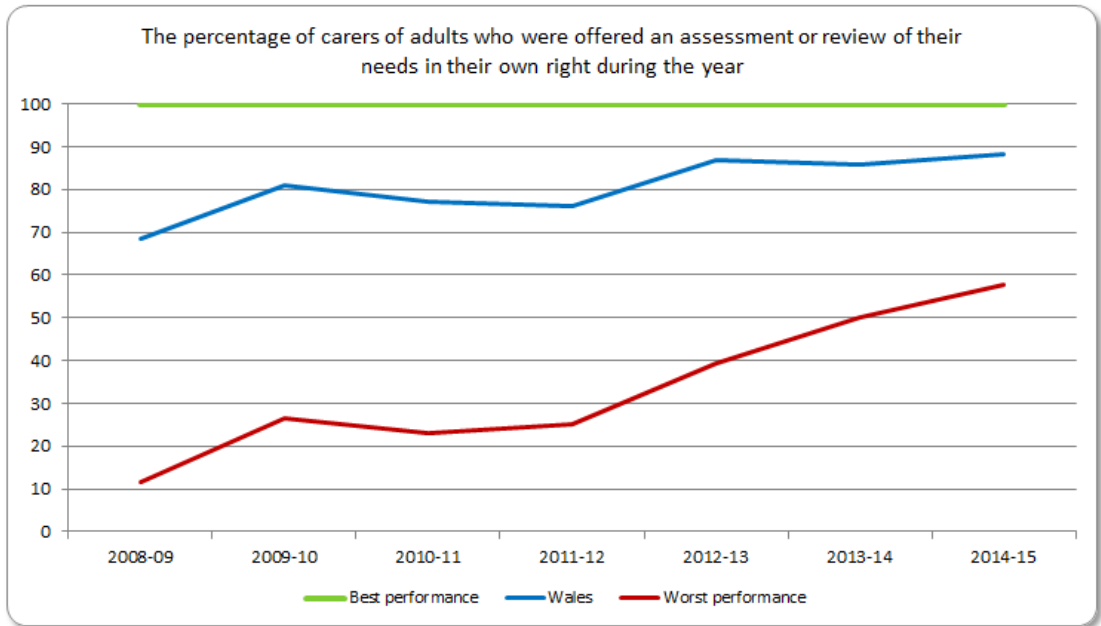


The rate of delayed transfers of care ranged from 0.16 per 1,000 population aged 75 or over in Pembrokeshire to 14.84 per 1,000 in Powys.

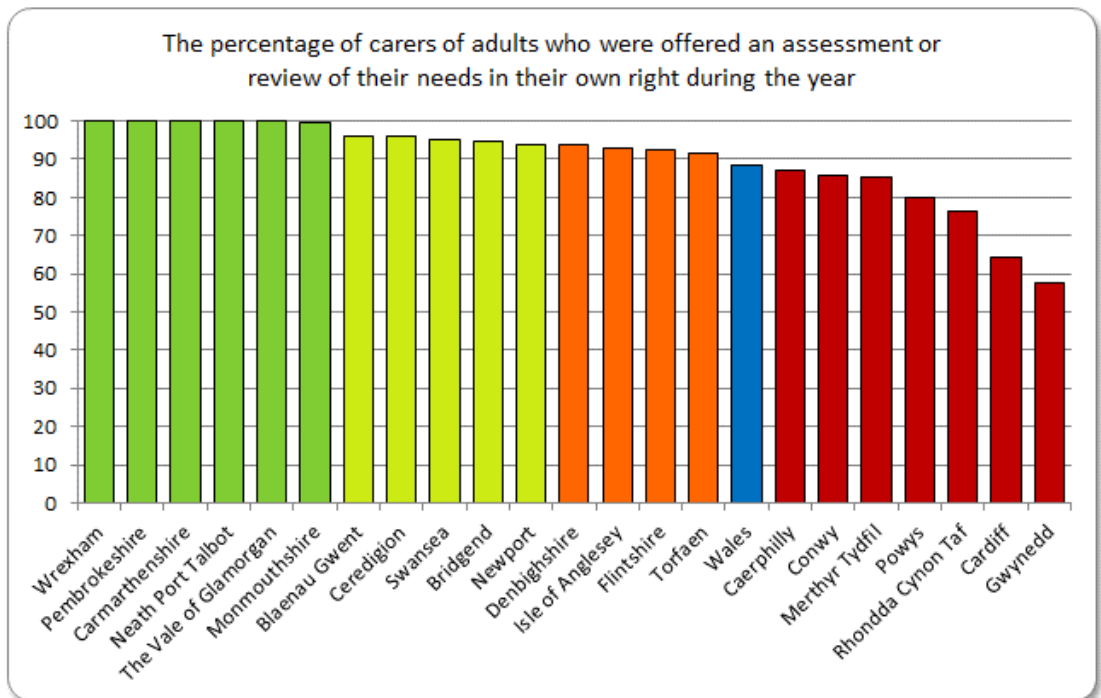


88.3% of carers of adults known to social services were offered an assessment or review of their needs in 2014-15 (compared to 85.8% in 2013-14).





The percentage of carers offered an assessment or review of their needs ranged from 100.0% in Wrexham, Pembrokeshire, Carmarthenshire, Neath Port Talbot and The Vale of Glamorgan to 57.8% in Gwynedd.

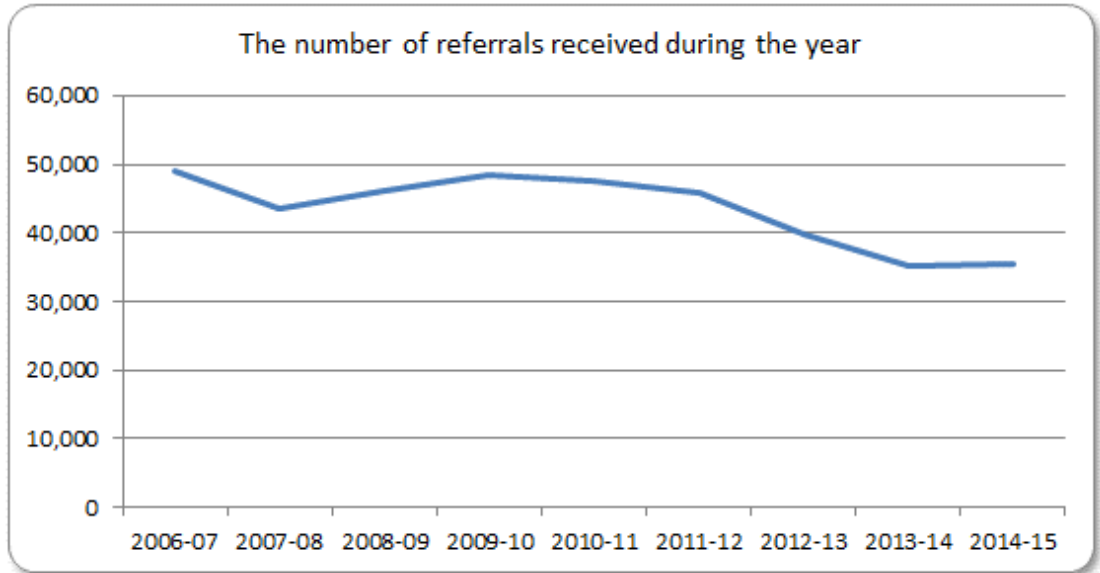


Local authorities across Wales remained in contact with 93.3% of young people aged 19 who were formerly looked after. In 2014-15, 93.1% of young people aged 19 who were formerly looked after with whom the authority were in contact, were known to be in suitable, non-emergency accommodation compared to 92.7% in 2013-14.

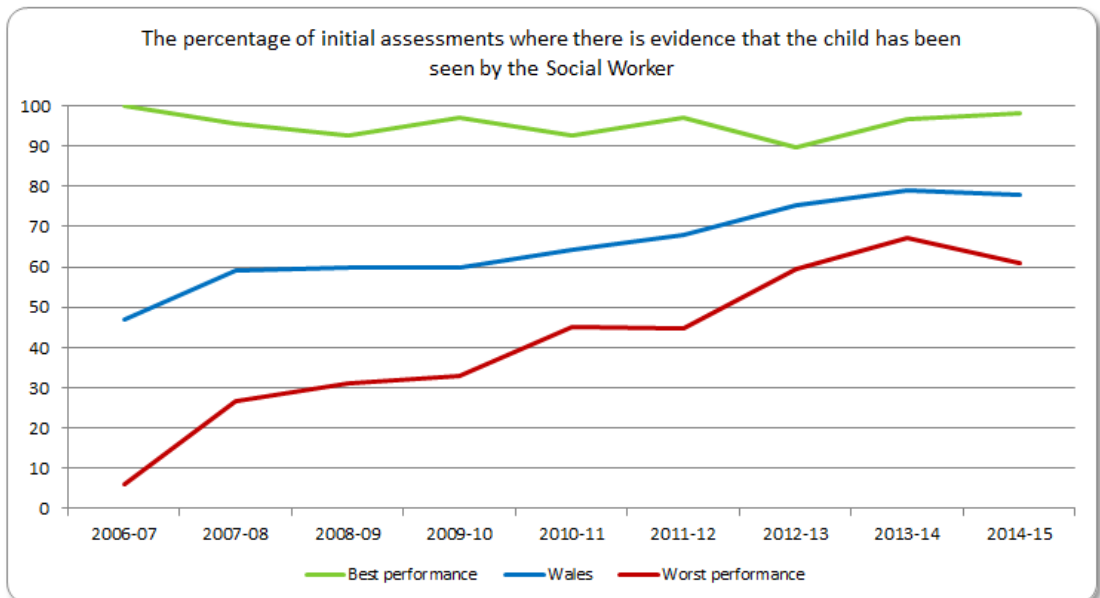
This ranged from 100.0% on the Isle of Anglesey, in Swansea, Bridgend, Merthyr Tydfil and Caerphilly to 86.4% in Newport.

## Safeguarding children...

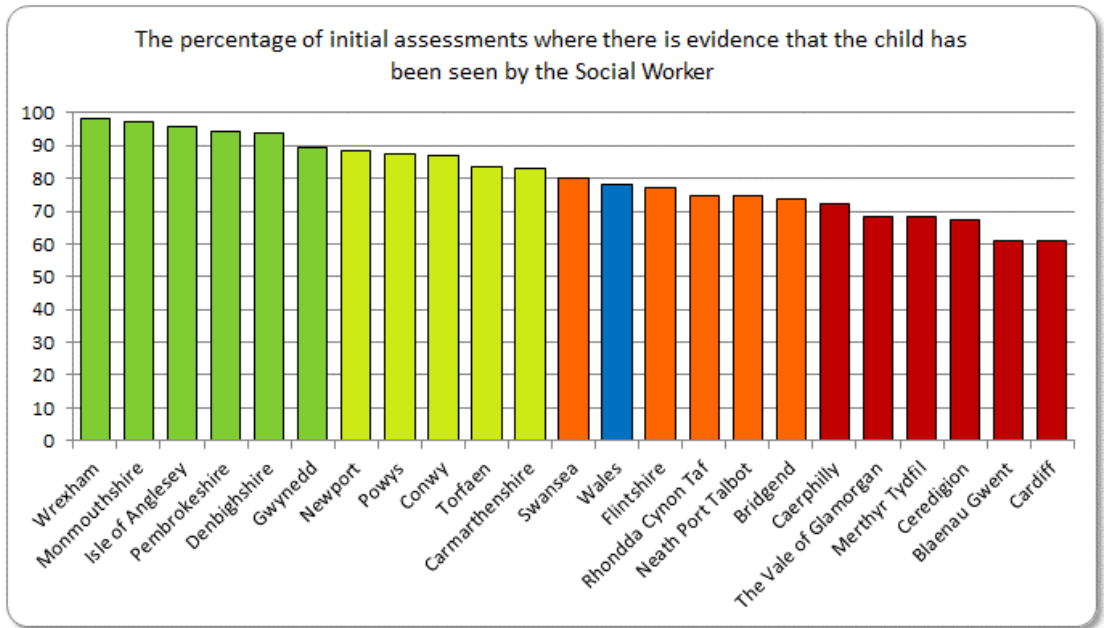
Local authorities received just over 35 thousand referrals relating to children in 2014-15 – slightly more than reported in 2013-14. They provide a range of support to ensure that children remain safe and are supported in order to achieve the best they can in life.



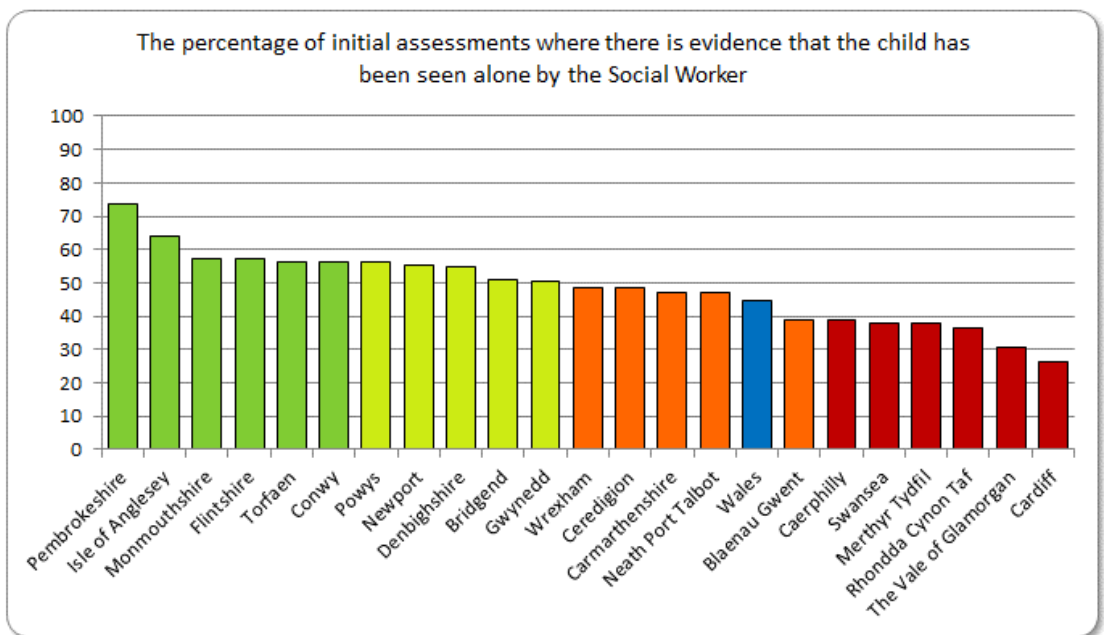
It is important that children’s views are taken into account when planning for their care. There is evidence that the child was seen by a social worker in 78.0% of initial assessments (compared to 78.9% in 2013-14). This is the first decline in performance for this indicator since 2006-07.



The percentage of initial assessments where there is evidence that the child was seen by a social worker ranged from 98.3% in Wrexham to 60.9% in Cardiff.

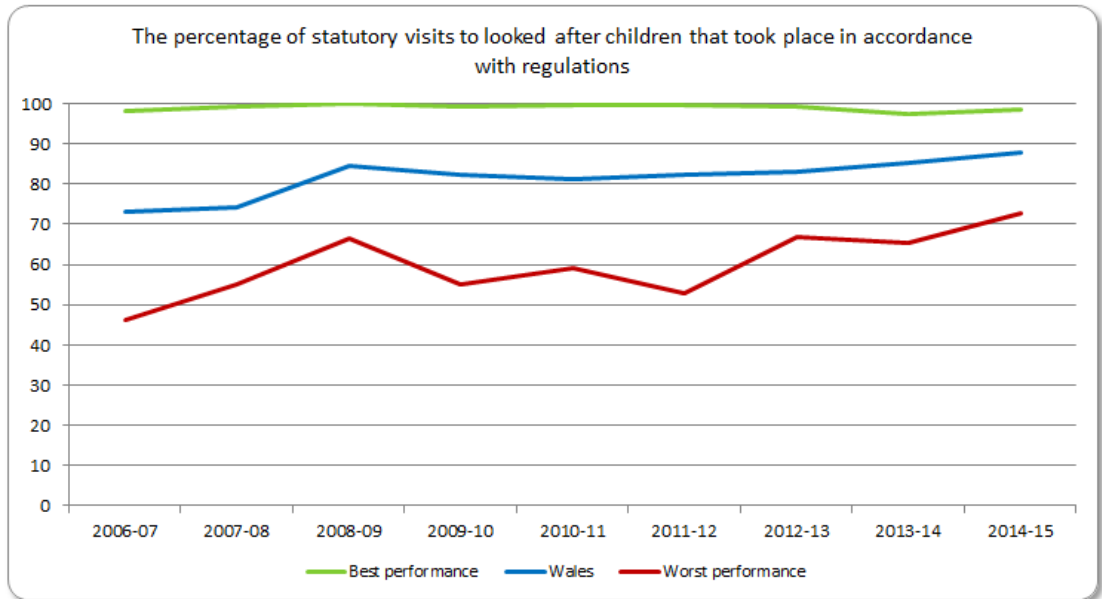


There is evidence that the child was seen alone in 44.8% of initial assessments compared to 42.9% in 2013-14. This ranged from 73.6% in Pembrokeshire to 26.4% in Cardiff.

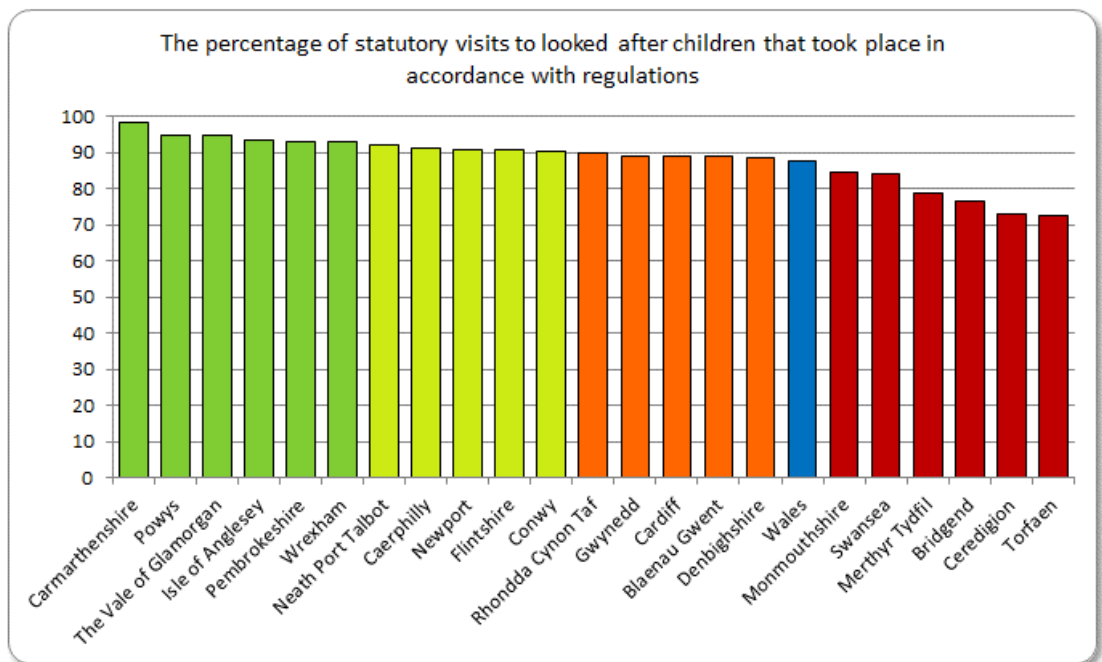


As corporate parents, local authorities are required to ensure the safety and wellbeing of looked after children, and to ensure that they are given the same opportunities as their peers. Over 2,200 children entered care during 2014-15, with around 5,600 children in the care of their local authority at the end of March 2015.

In 2014-15, 87.7% of statutory visits to looked after children took place in accordance with regulations (compared to 85.3% in 2013-14).

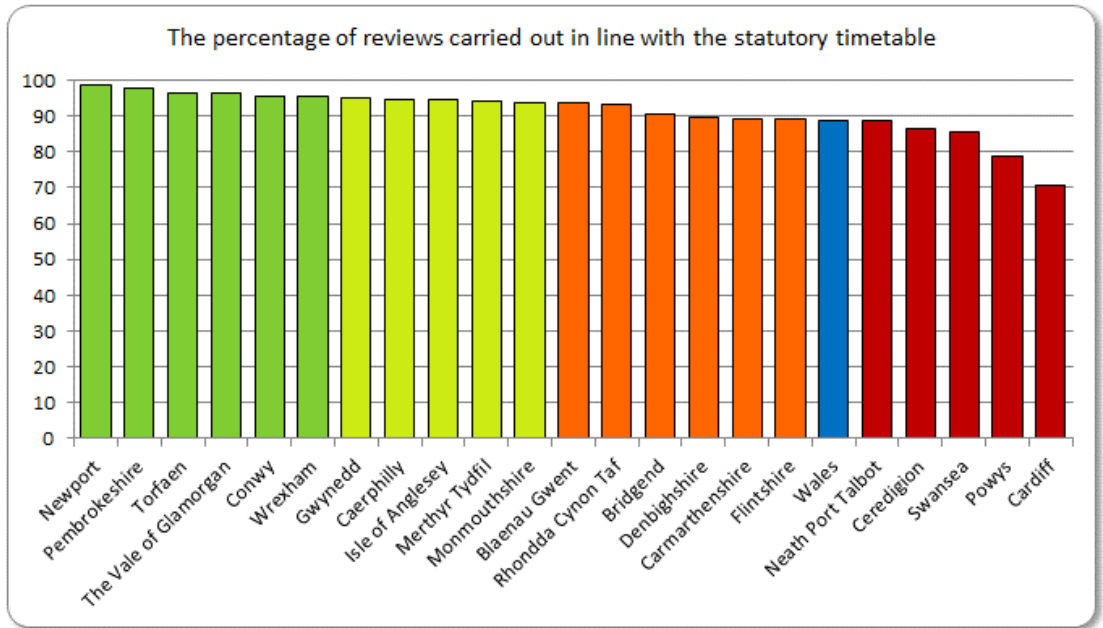


The percentage of statutory visits to looked after children taking place in accordance with regulations ranged from 98.5% in Carmarthenshire to 72.6% in Torfaen.



Stability is recognised as important for the wellbeing of children in care. 9.0% of children looked after experienced three or more placements during 2014-15 (compared to 8.3% in 2013-14). This ranged from 1.9% in Monmouthshire to 15.4% in Blaenau Gwent.

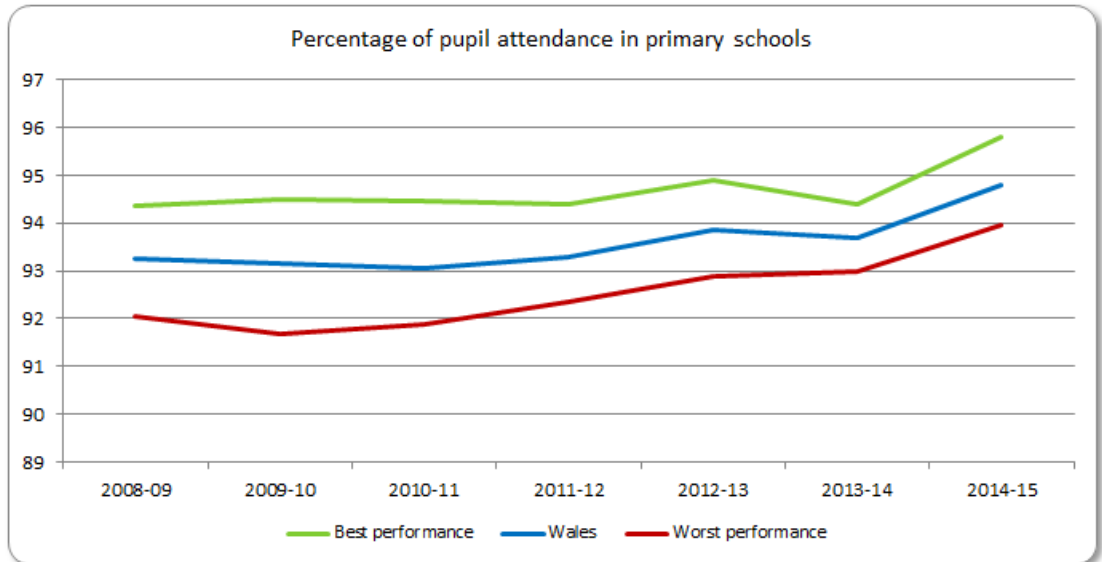
In 2014-15, 88.9% of children reviews were carried out within statutory timescales (compared to 89.6% in 2013-14). This ranged from 98.6% in Newport to 70.8% in Cardiff.



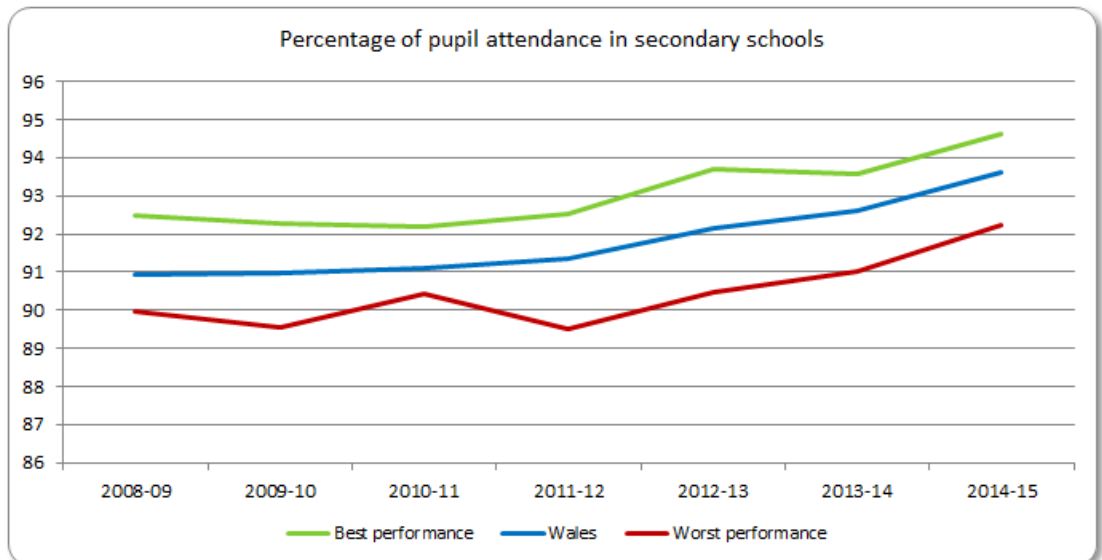
## Educating children...

Local authority maintained schools educate around 460 thousand children each year.

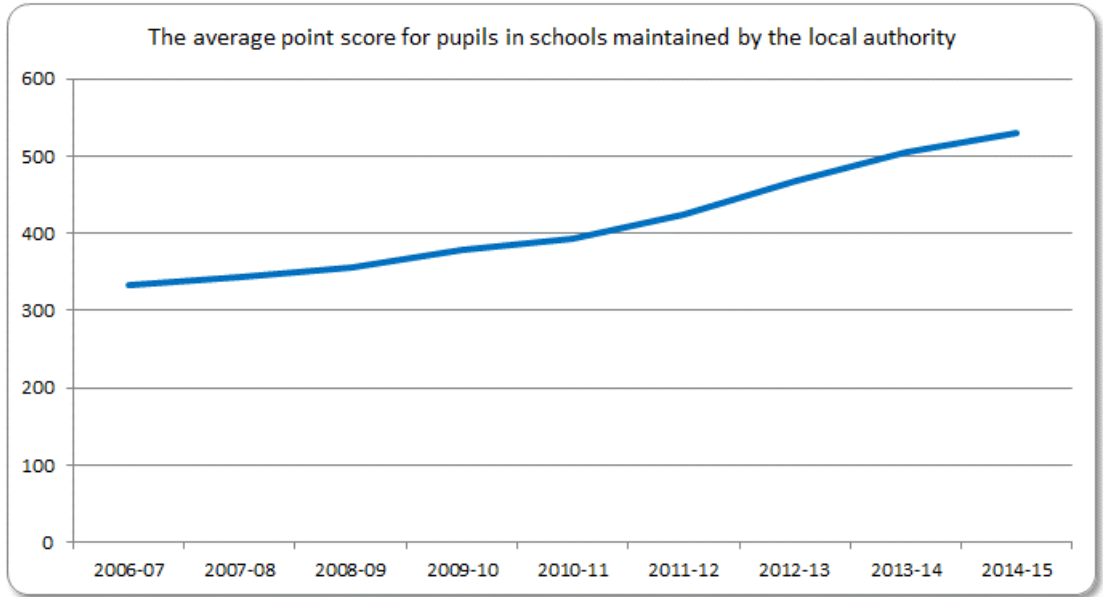
Good attendance is important if children are to learn. In 2014-15, pupil attendance at primary schools across Wales increased from 93.7% to 94.8%.



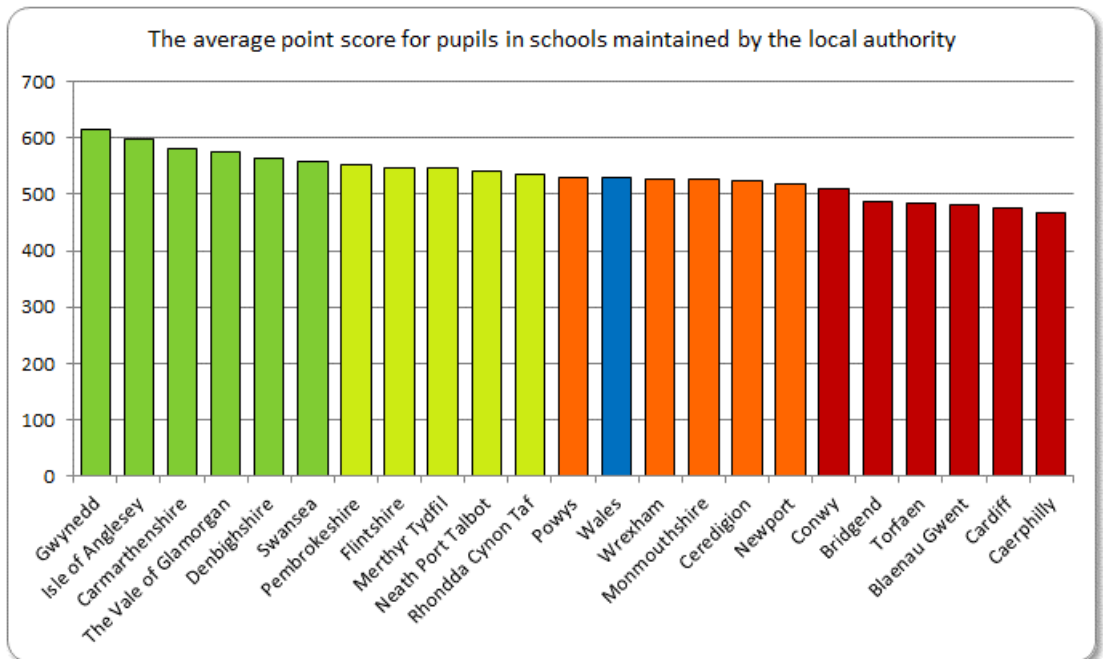
During the same period attendance at secondary schools increased from 92.6% to 93.6%.



The average point score for pupils aged 15 in local authority maintained schools continued to rise (for the eighth successive year) to 530 points.

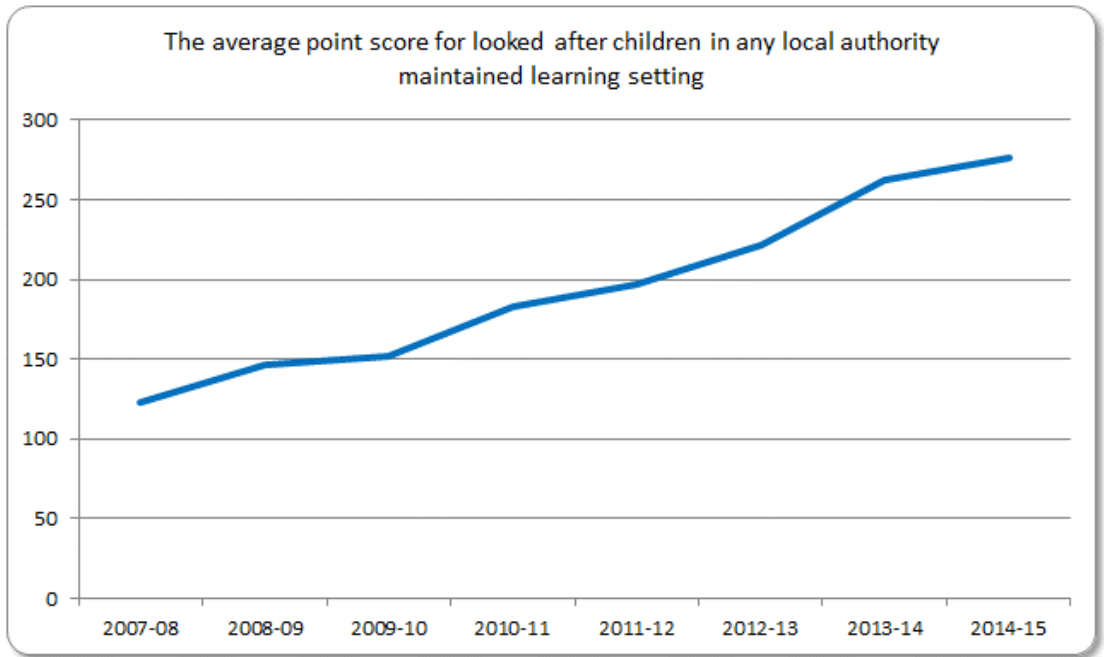


The average point score ranged from 616 points in Gwynedd to 467 points in Caerphilly.

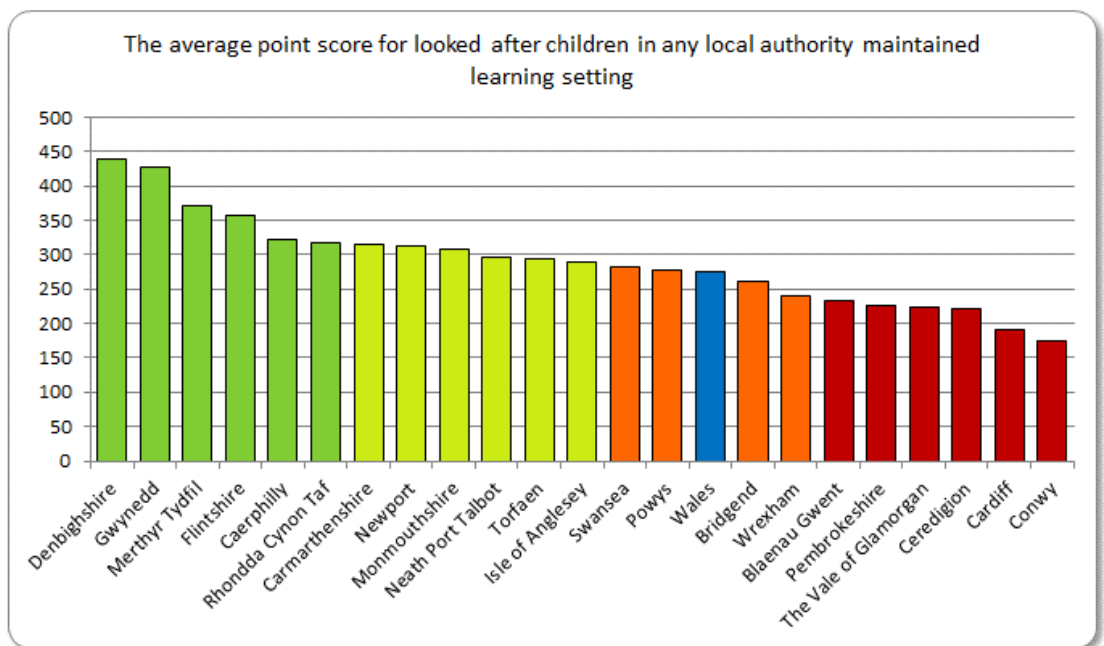


13.5% of children looked after experienced one or more changes of school in the last 12 months (compared to 13.8% in 2013-14). This ranged from 3.3% in Conwy to 21.8% in Denbighshire.

The average point score for children in care continued to increase from 262 points in 2013-14 to 276 points in 2014-15.



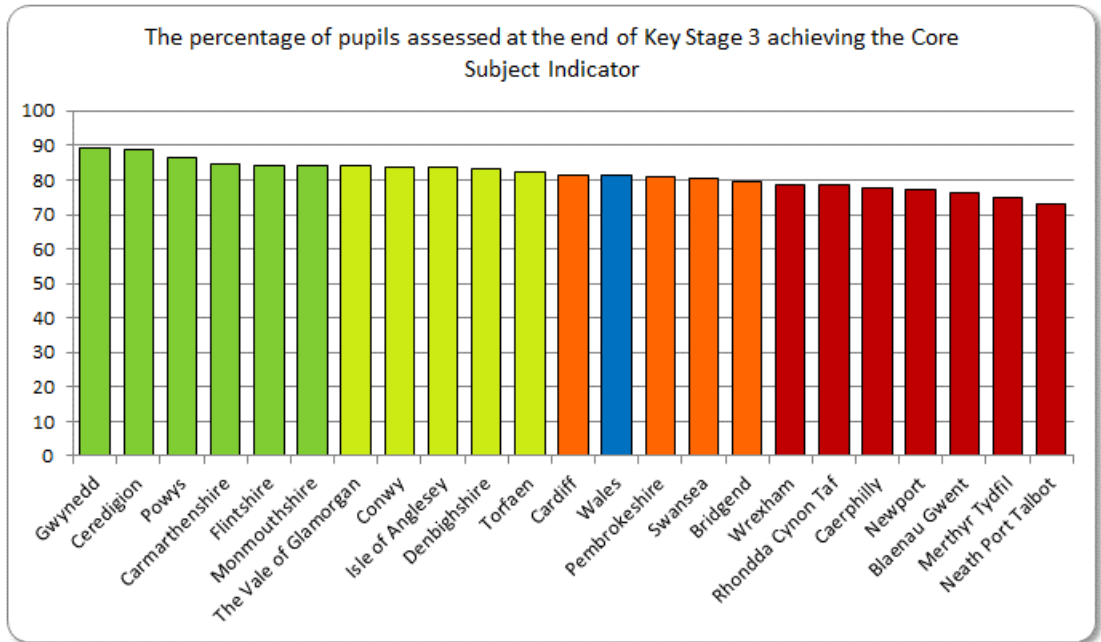
In 2014-15, it ranged from 439 points in Denbighshire to 175 points in Conwy.



The percentage of pupils assessed at the end of Key Stage 2, in schools maintained by the local authority, achieving the Core Subject Indicator increased again from 84.6% in 2013-14 to 86.4% in 2014-15. This ranged from 91.2% in Torfaen to 83.8% in Blaenau Gwent.

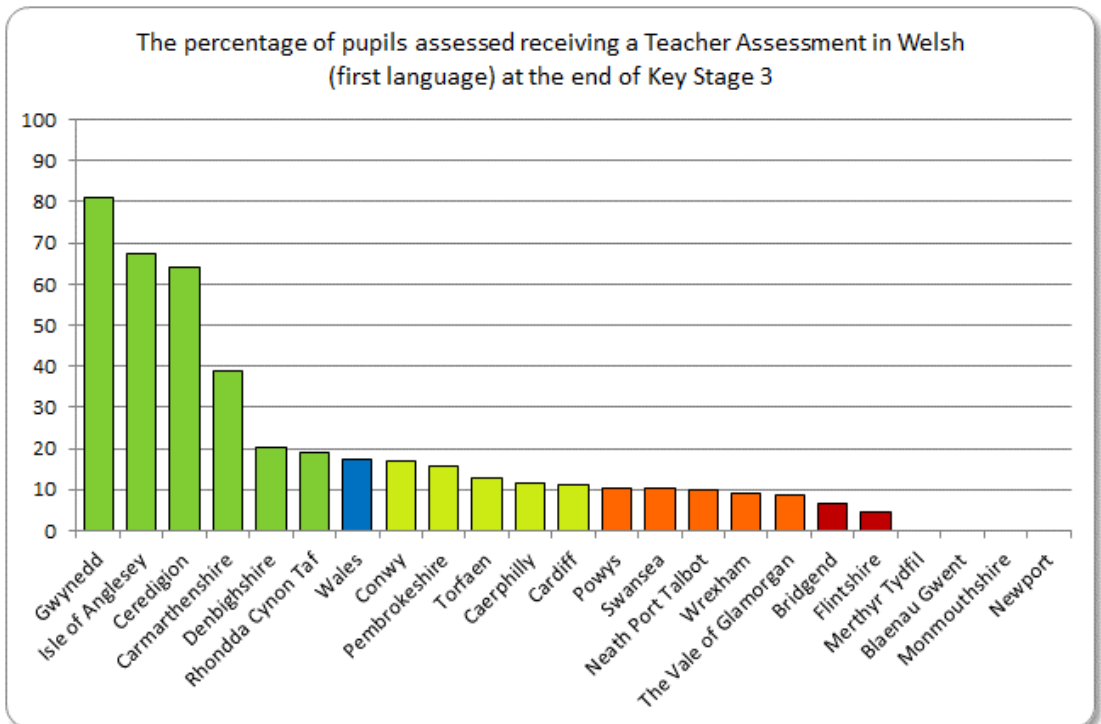
Over the same period, the percentage of pupils assessed at the end of Key Stage 3, in schools maintained by the local authority, achieving the Core Subject Indicator also increased from 77.2% to 81.2%. This ranged from 89.1% in Gwynedd to 73.1% in Neath Port Talbot.





In 2014-15, 55.5% of pupils achieved the level 2 threshold, including a GCSE grade A\*-C in English or Welsh first language and Mathematics (compared to 52.5% in 2013-14). This ranged from 65.6% in Monmouthshire to 41.8% in Blaenau Gwent.

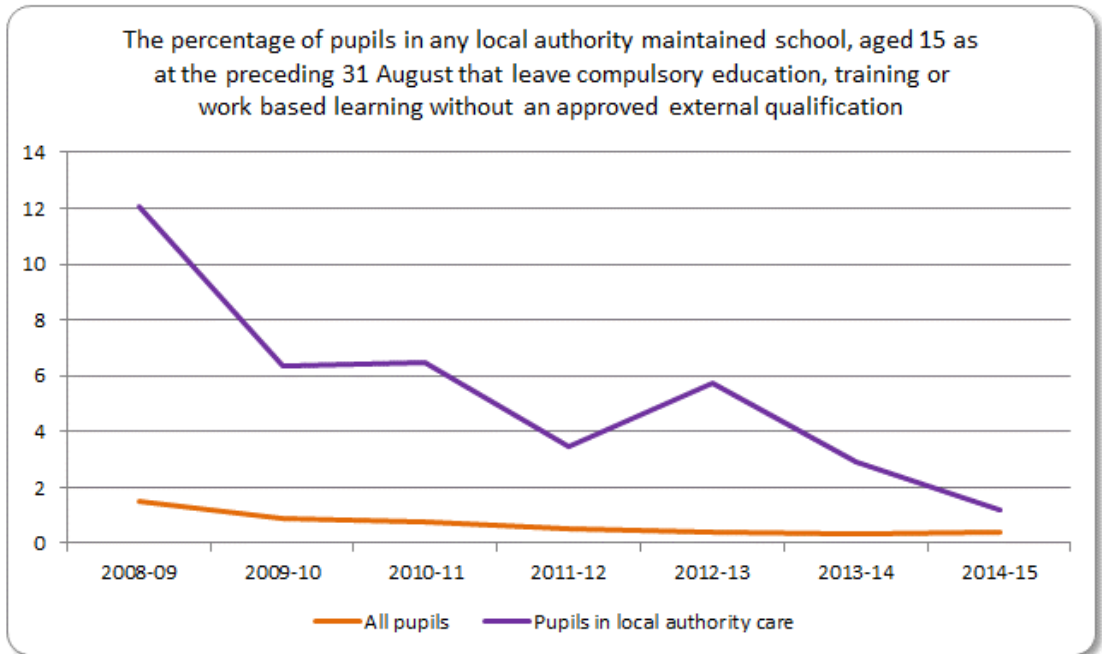
Across Wales, 17.2% of pupils assessed received a Teacher Assessment in Welsh (first language) at the end of Key Stage 3 (compared to 17.0% in 2013-14). This ranged from 81.2% in Gwynedd to 0.0% in Merthyr Tydfil, Blaenau Gwent, Monmouthshire and Newport.



In 2014-15, 0.4% of all children leaving compulsory education aged 15 or 16 (who did not go on to full time education, training or work based

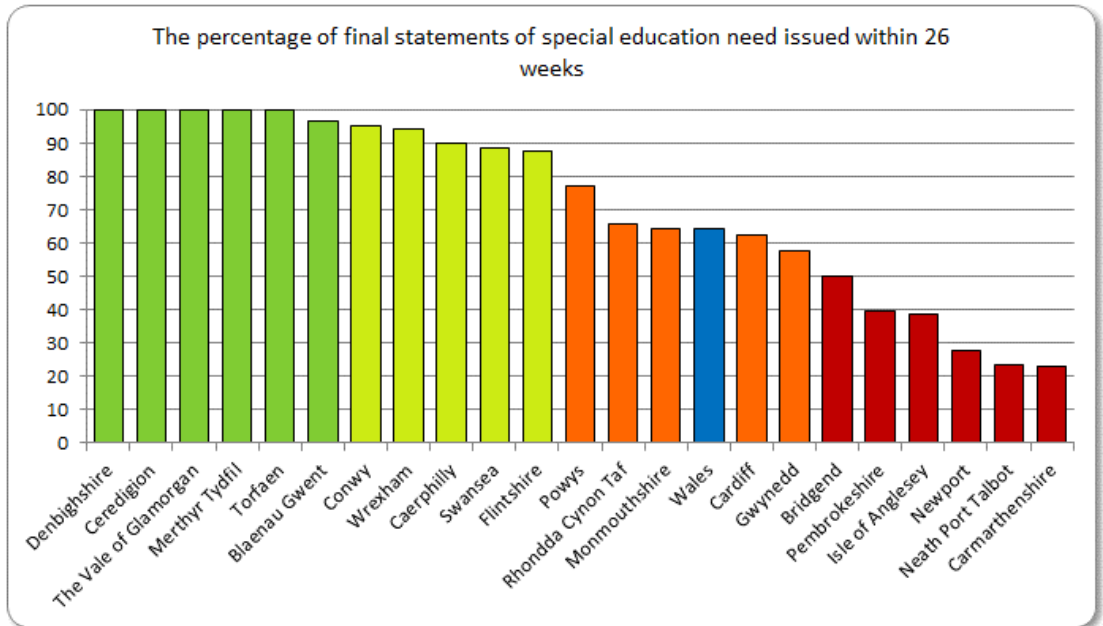
learning) did so without a recognised qualification (compared to 0.3% in 2013-14).

For children in care, 1.2% of children left without a recognised qualification (compared to 2.9% in 2013-14) – the best performance for this indicator.



Local authorities have statutory obligations in terms of assessment and statementing, to ensure that children and young people with Special Educational Needs (SEN) have appropriate support in place to enable them to reach their potential. SEN statements should usually be in place within 26 weeks of the request for an assessment (in some exceptional cases, this can take longer).

64.5% of all statements issued were issued within 26 weeks in 2014-15 (compared to 69.6% in 2013-14). This ranged from 100.0% in Denbighshire, Ceredigion, The Vale of Glamorgan, Merthyr Tydfil and Torfaen to 22.9% in Carmarthenshire.



Over the same period, 95.6% of statements (excluding exceptions) were issued within 26 weeks (compared to 96.6% in 2013-14).

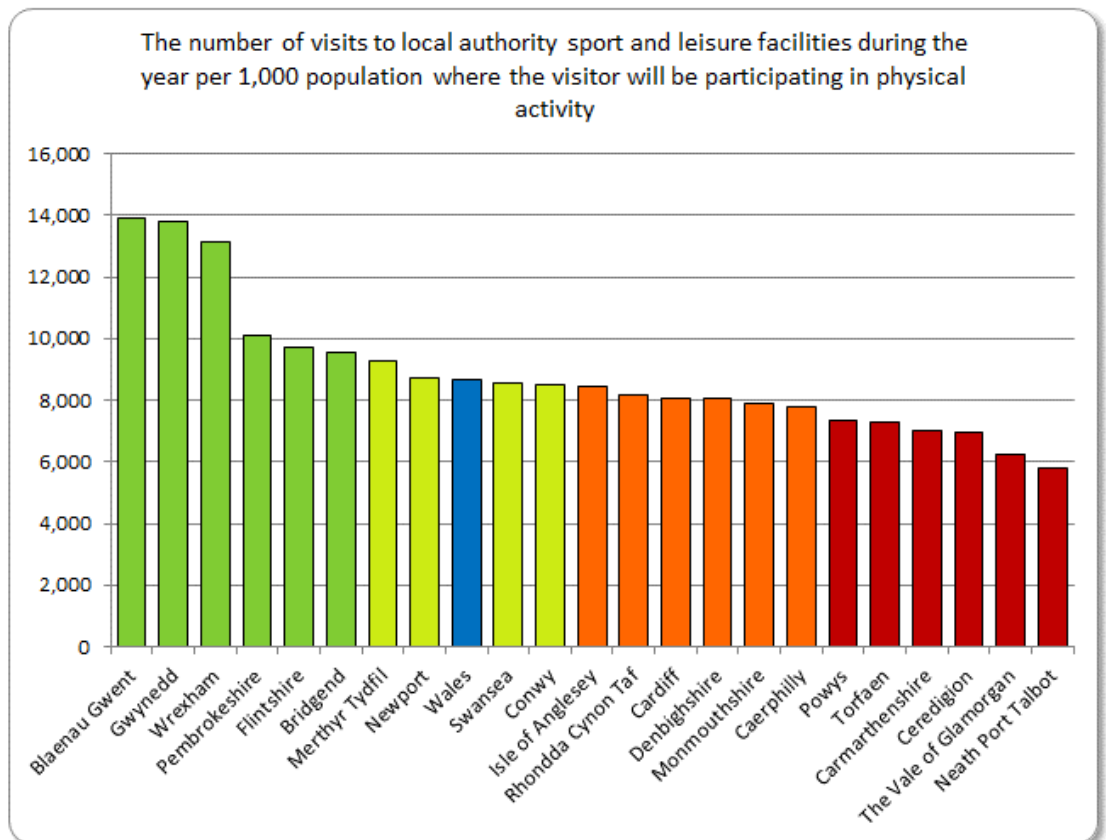
## Supporting Leisure & Culture...

Local authorities across Wales provide a range of services which provide leisure and cultural opportunities for the people in their communities.

In 2014-15, there were 8,662 visits to local authority sport and leisure facilities during the year per 1,000 population where the visitor will be participating in physical activity. This compares to 8,954 per 1,000 population in 2013-14.

Visits to sport and leisure facilities ranged from 13,915 per 1,000 population in Blaenau Gwent to 5,775 per 1,000 population in Neath Port Talbot.

*Note: "Local authority sport and leisure facilities" include those outsourced to an external trust or community council*



There were 5,526 visits to public libraries during the year, per 1,000 population in 2014-15 compared to 5,851 per 1,000 population in 2013-14. This ranged from 8,376 per 1,000 in Cardiff to 3,646 per 1,000 in Torfaen.


*Note: "public libraries" exclude those owned and run by community councils*

## Contact details

If you require any further information regarding this bulletin please contact:

### Richard Palmer

Head of Improvement  
Local Government Data Unit ~ Wales

 029 2090 9500

 [enquiries@dataunitwales.gov.uk](mailto:enquiries@dataunitwales.gov.uk)

The full performance indicator data set is published on our website ([www.dataunitwales.gov.uk](http://www.dataunitwales.gov.uk)).

### Notes

One of the key functions of the Local Government Data Unit ~ Wales is to collect, process, interpret and disseminate statistical data on local government services and activities in support of local government improvement.

The indicators quoted here are part of the Performance Improvement Framework for local authorities in Wales. The indicators reflect key priorities identified by the Welsh Government and local government in Wales.

The National Strategic Indicator data, which is a sub-set of the data used here, was collected and published by the Welsh Government.





Wales values are based on the base data submitted by the authorities. Where authorities have not supplied their base data, their figures do not contribute to Wales values.

Where appropriate, data has been rounded for the purposes of this bulletin. The complete data set is available on our website [www.dataunitwales.gov.uk](http://www.dataunitwales.gov.uk).

You'll find MyLocalCouncil at [www.MyLocalCouncil.info](http://www.MyLocalCouncil.info) where you'll have a choice of language.

Guidance documents relating to the 2014-15 indicator sets are also available on our website (Public Accountability Measures) and on the Welsh Government website (National Strategic Indicators). These provide a detailed definition for each of the indicators along with their classification i.e. National Strategic Indicator or Public Accountability Measure.

The colours used in the performance ranking charts are based on the range of PI values. The colours show how the authority's performance compares with others:

-  - Performance in the top quarter of authorities
-  - Performance in the upper middle quarter of authorities
-  - Performance in the lower middle quarter of authorities
-  - Performance in the bottom quarter of authorities

In performance range charts, blue represents the Wales PI value, green shows the PI value for the best local authority performance, and red shows the PI value for the worst local authority performance.

## Report of the Chair

Scrutiny Programme Committee – 12 October 2015

### SCRUTINY WORK PROGRAMME 2015/16

<b>Purpose</b>	This report reviews the current scrutiny work programme.
<b>Content</b>	The current work programme is described, including the plan for future committee meetings, and progress of panels and working groups.
<b>Councillors are being asked to</b>	<ul style="list-style-type: none"> <li>• accept or make changes to the scrutiny work programme</li> <li>• plan for the committee meetings ahead</li> <li>• review progress of established panels and working groups</li> <li>• consider opportunities for pre-decision scrutiny</li> </ul>
<b>Lead Councillor</b>	Councillor Mary Jones, Chair
<b>Lead Officer</b>	Dean Taylor, Director – Corporate Services
<b>Report Author</b>	Brij Madahar, Scrutiny Coordinator Tel: 01792 637257 E-mail: <a href="mailto:brij.madahar@swansea.gov.uk">brij.madahar@swansea.gov.uk</a>

#### 1. Introduction

1.1 The Scrutiny Programme Committee is responsible for developing the Council's scrutiny work programme and managing the overall work of scrutiny to ensure that it is as effective as possible.

1.2 The work of scrutiny aims to:

- help improve services
- provide an effective challenge to the executive
- engage members in the development of policies, strategies and plans
- engage the public

1.3 The Scrutiny Work Programme is guided by the overriding principle that the work of scrutiny should be strategic and significant, focussed on issues of concern, and represent a good use of scrutiny time and resources.

It also needs to be:

- manageable, realistic and achievable given resources available
  - relevant to council priorities
  - adding value and having maximum impact
  - coordinated and avoid duplication
- 1.4 The work of scrutiny is undertaken primarily in three ways – through the committee itself, by establishing informal panels or via one-off working groups.
- 1.5 Scrutiny will regularly send letters to Cabinet Members communicating findings, views and recommendations for improvement and, where appropriate, by producing reports. Inquiry panels will produce a final report at the end of the inquiry with conclusions and recommendations for Cabinet (and other decision-makers), informed by the evidence gathered. Inquiry panels will reconvene to follow up on the implementation of agreed recommendations and the impact of their work – usually 6-12 months following cabinet decision.
- 1.6 Although much of the work of scrutiny is carried out by informal panels and working groups these meetings are accessible to the public. Agendas, reports and letters relating to all scrutiny activities are published on-line: <http://swansea.gov.uk/scrutinypublications>.

## 2. Scrutiny Work Programme

### 2.1 Scrutiny Programme Committee:

- 2.1.1 The committee's work plan for the year ahead is attached as **Appendix 1**. This includes a schedule of future Cabinet Member Question & Answer Sessions. This should be kept under review to ensure it represents a robust and effective plan.
- 2.1.2 Committee members should review and confirm items for the next and future meetings giving specific consideration to who should attend so that meetings are always well planned and prepared for, e.g. information required and key questions that the committee wishes to ask. The committee will have the opportunity to review priorities and introduce issues of concern as and when they arise, e.g. pre-decision scrutiny which may require extra meetings.
- 2.1.3 Pre-decision scrutiny – the committee is invited to consider the available information on future cabinet business (see Forward Look attached as **Appendix 2**) and any opportunities for pre-decision scrutiny, taking into account strategic impact, public interest, and financial implications. Any requests will require discussion with relevant Cabinet Member(s) to confirm timescales and window of opportunity for scrutiny involvement. Pre-decision scrutiny enables scrutiny to develop understanding about and ask questions on proposed Cabinet reports to provide 'critical friend' challenge and influence decision-making.

2.1.4 Committee Review - the review of the Gypsy & Traveller Site Search Process (commenced in February 2014) has been carried out via special meetings of the Scrutiny Programme Committee. Evidence gathering has now been completed and a final report is being prepared to conclude this review.

2.2 Panels and Working Groups:

2.2.1 **Appendix 3a & 3b** provide a snapshot of progress with the informal panels and working groups established by the committee to carry out specific activities and their current position.

2.2.2 For further information a contact list for lead scrutiny members and officers is also contained in **Appendix 4**.

2.3 Scrutiny of Education through Regional Working (ERW)

2.3.1 A meeting for scrutiny councillors and officers from the six councils participating in ERW was held in Port Talbot on the 22 September. Swansea was represented by Councillors Fiona Gordon and Cheryl Philpott.

2.3.2 It was agreed that a scrutiny councillors group will be set up in order to coordinate scrutiny work across the region and ensure a consistent approach. Swansea Scrutiny Team will provide the support for this group as the Council's contribution to ERW.

**3. Scrutiny Improvement Outcomes**

3.1 At the last meeting the committee was encouraged to consider how it can contribute to agreed scrutiny improvement outcomes through its own work. Based on discussion ideas are shared below for agreement:

1. We need to talk more to Cabinet Members so that we can plan better and ensure that our work is making a difference:

*Positives: Regular and structured Cabinet Member Q & A sessions; Cabinet Members invited to input issues for work programme.*

*Priority: Regular informal meeting with Cabinet Member for Transformation & Performance to discuss cabinet business and interface with scrutiny.*

2. We need to align the work of scrutiny more closely to the five corporate priorities so that we can focus and impact on the things that matter:

*Positives: Work programme ideas filtered for whether issues are strategic and significant. Work Planning Conference and Committee receive input from Director – Corporate Services on corporate priorities.*



*Priority: New panels on Building Sustainable Communities and Tackling Poverty are being established.*

3. We need more briefings and development sessions so that we have the knowledge and skills we need:

*Positives: The committee welcomed the upcoming opportunity to learn more about children's rights.*

*Priority: Sessions on Council budget / financial scrutiny; scrutiny questioning skills; and effective scrutiny*

4. We need more coverage in the media so that the public are more aware of our work:

*Positives: Social media presence: Swansea scrutiny bulletin board (blogs); twitter.*

*Priority: Making 'Scrutiny Dispatches' quarterly report more newsworthy and developing press releases from it.*

5. We need more members of the public contributing to scrutiny meetings so that we can reflect their views in our work:

*Positives: Clear process for public requests for scrutiny; opportunity to contribute questions to Cabinet Member Q & A sessions.*

*Priority: Developing further opportunities for public participation e.g. public speaking / question time, co-option.*

6. We need closer links with regulators and inspectors so that we can provide a more coordinated and effective challenge:

*Positives: Links with Audit Committee.*

*Priority: Discussion with Wales Audit Office on links between work plans, mutual awareness and use of audit / scrutiny findings.*

3.2 Performance Panels have also been asked to consider the implications of the improvement outcomes for their own work. The outcome of these discussions will be reported to the committee in due course.

#### **4. Public Requests for Scrutiny / Councillor Calls for Action**

4.1 None.

#### **5. Financial Implications**

5.1 Any costs that arise out of work plan activities, for example expenses for witnesses or transport costs, are not envisaged to be significant and will be contained within the existing scrutiny budget.

## **6. Legal Implications**

6.1 There are no specific legal implications raised by this report.

**Background papers:** None

Legal Officer: Wendy Parkin

Finance Officer: Carl Billingsley

Appendices:

Appendix 1: Committee Work Plan 2015/16

Appendix 2: Forward Look (Cabinet Business)

Appendix 3a: Overall Scrutiny Work Programme Timetable 2015/16

Appendix 3b: Progress of Panels and Working Groups

Appendix 4: Scrutiny Councillor / Officer Leads

## Scrutiny Programme Committee – Work Plan

### Standing Agenda Items:

Scrutiny Work Programme	<ul style="list-style-type: none"> <li>To maintain overview on scrutiny work, monitor progress, and coordinate as necessary</li> <li>To plan for future committee meetings including key expectations e.g. key questions to explore, witnesses / information required</li> <li>To review future cabinet business and consider opportunities for pre-decision scrutiny</li> <li>To consider any councillor / public requests for scrutiny and/or Councillor Calls for Action (CCfA)</li> </ul>
Scrutiny Letters	<ul style="list-style-type: none"> <li>To review scrutiny letters and Cabinet Member responses arising from all scrutiny activities</li> </ul>
Scrutiny Dispatches (Quarterly)	<ul style="list-style-type: none"> <li>To approve content of Dispatches prior to reporting to Council, ensuring visibility and awareness of headlines from scrutiny activities, achievements and impact</li> </ul>
Membership of Scrutiny Panels and Working Groups	<ul style="list-style-type: none"> <li>To agree membership of Scrutiny Panels and Working Groups (including appointment of conveners) and subsequent changes</li> </ul>
Scrutiny Events	<ul style="list-style-type: none"> <li>Information about upcoming and feedback from recent scrutiny events (e.g. relevant regional / national scrutiny development &amp; improvement Issues; WLGA / CfPS network meetings)</li> </ul>

### Items for Specific Meetings:

Meeting	Reports	Purpose
13 Jul	<ul style="list-style-type: none"> <li>Cabinet Member Question Session</li> </ul>	<ul style="list-style-type: none"> <li>Question and answer session with Leader of the Council</li> </ul>
	<ul style="list-style-type: none"> <li>Progress Report – Service Improvement &amp; Finance Performance Panel</li> </ul>	<ul style="list-style-type: none"> <li>Councillor Chris Holley, Convener, attending to update on headlines from the Panel’s work and achievements</li> </ul>
	<ul style="list-style-type: none"> <li>Final Inquiry Reports: § Corporate Culture</li> </ul>	<ul style="list-style-type: none"> <li>To receive the final report (including conclusions and recommendations) of the Inquiry Panel from Councillor Andrew Jones, prior to submission to Cabinet for decision</li> </ul>
	<ul style="list-style-type: none"> <li>Scrutiny Annual Report</li> </ul>	<ul style="list-style-type: none"> <li>To agree the annual report of the work of overview &amp; scrutiny for the municipal year 2014/15, as required by the constitution</li> </ul>
	<ul style="list-style-type: none"> <li>Work Programme 2015-16</li> </ul>	<ul style="list-style-type: none"> <li>To consider feedback from Annual Scrutiny Work Planning Conference and proposals for the work programme, including work plan for future committee meetings</li> </ul>

<b>10 Aug</b>	<ul style="list-style-type: none"> <li>• Cabinet Member Question Session</li> </ul>	<ul style="list-style-type: none"> <li>• Question and answer session with Deputy Leader / Cabinet Member for Services for Children &amp; Young People</li> </ul>
	<ul style="list-style-type: none"> <li>• Progress Report – Child &amp; Family Services Performance Panel</li> </ul>	<ul style="list-style-type: none"> <li>• Councillor Paxton Hood-Williams, Convener, attending to update on headlines from the Panel’s work and achievements</li> </ul>
	<ul style="list-style-type: none"> <li>• Councillor Support and Development</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion on training and development needs develop knowledge and skills</li> <li>• Consideration of services on offer from the WLGA</li> </ul>
<b>14 Sep</b>	<ul style="list-style-type: none"> <li>• Cabinet Member Question Session</li> </ul>	<ul style="list-style-type: none"> <li>• Question and answer session with Cabinet Member for Wellbeing &amp; Healthy City</li> </ul>
	<ul style="list-style-type: none"> <li>• Progress Report – Schools Performance Panel</li> </ul>	<ul style="list-style-type: none"> <li>• Councillor Fiona Gordon, Convener, attending to update on headlines from the Panel’s work and achievements</li> </ul>
	<ul style="list-style-type: none"> <li>• Children &amp; Young People’s Rights</li> </ul>	<ul style="list-style-type: none"> <li>• To consider report from Director – People on involvement of scrutiny in assessing the Children &amp; Young People’s Rights Scheme, and possible actions in relation to training needs and becoming champions for this work</li> </ul>
<b>12 Oct</b>	<ul style="list-style-type: none"> <li>• Cabinet Member Question Session</li> </ul>	<ul style="list-style-type: none"> <li>• Question and answer session with Cabinet Member for Education</li> </ul>
	<ul style="list-style-type: none"> <li>• Progress Report – Local Service Board Performance Panel</li> </ul>	<ul style="list-style-type: none"> <li>• Convener attending to update on headlines from the Panel’s work and achievements</li> </ul>
	<ul style="list-style-type: none"> <li>• Final Inquiry Reports: § Education Inclusion</li> </ul>	<ul style="list-style-type: none"> <li>• To receive the final report (including conclusions and recommendations) of the Inquiry Panel from Councillor Cheryl Philpott, prior to submission to Cabinet for decision</li> </ul>
	<ul style="list-style-type: none"> <li>• Annual Local Government Performance Bulletin 2014-15</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure awareness of content of the Local Government Data Unit ~ Wales report and use to support the scrutiny of service performance</li> </ul>
<b>9 Nov</b>	<ul style="list-style-type: none"> <li>• Cabinet Member Question Session</li> </ul>	<ul style="list-style-type: none"> <li>• Question and answer session with Cabinet Member for Transformation &amp; Performance</li> </ul>
	<ul style="list-style-type: none"> <li>• Council Priorities</li> </ul>	<ul style="list-style-type: none"> <li>• Update from Director - Corporate Services, on council priorities, strategic challenges, key decisions</li> </ul>
	<ul style="list-style-type: none"> <li>• Children &amp; Young People’s Rights Scheme – Progress Report</li> </ul>	<ul style="list-style-type: none"> <li>• To discuss annual progress report on implementation of Children &amp; Young People’s Rights Scheme, and consider impact (scheme was agreed by Cabinet in October 2014)</li> </ul>
	<ul style="list-style-type: none"> <li>• Scrutiny / Audit Committee Coordination</li> </ul>	<ul style="list-style-type: none"> <li>• Chair of Audit to attend to share work plan of Audit Committee. Discussion to ensure: <ul style="list-style-type: none"> <li>- mutual awareness and understanding of respective work plans and co-ordination</li> <li>- issues relating to work programmes can be discussed</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>Progress Report – Service Improvement &amp; Finance Performance Panel</li> </ul>	<ul style="list-style-type: none"> <li>Councillor Chris Holley, Convener, attending to update on headlines from the Panel’s work and achievements</li> </ul>
<b>14 Dec</b>	<ul style="list-style-type: none"> <li>Cabinet Member Question Session</li> </ul>	<ul style="list-style-type: none"> <li>Question and answer session with Cabinet Member for Finance &amp; Strategy</li> </ul>
	<ul style="list-style-type: none"> <li>Progress Report – Child &amp; Family Services Performance Panel</li> </ul>	<ul style="list-style-type: none"> <li>Councillor Paxton Hood-Williams, Convener, attending to update on headlines from the Panel’s work and achievements</li> </ul>
	<ul style="list-style-type: none"> <li>Final Inquiry Reports: § School Governance</li> </ul>	<ul style="list-style-type: none"> <li>To receive the final report (including conclusions and recommendations) of the Inquiry Panel from Councillor Fiona Gordon, prior to submission to Cabinet for decision</li> </ul>
<b>11 Jan</b>	<ul style="list-style-type: none"> <li>Cabinet Member Question Session</li> </ul>	<ul style="list-style-type: none"> <li>Question and answer session with Cabinet Member for Services for Anti Poverty</li> </ul>
	<ul style="list-style-type: none"> <li>Progress Report – Schools Performance Panel</li> </ul>	<ul style="list-style-type: none"> <li>Councillor Fiona Gordon, Convener, attending to update on headlines from the Panel’s work and achievements</li> </ul>
<b>8 Feb</b>	<ul style="list-style-type: none"> <li>Cabinet Member Question Session</li> </ul>	<ul style="list-style-type: none"> <li>Question and answer session with Cabinet Member for Services for Adults &amp; Vulnerable People</li> </ul>
	<ul style="list-style-type: none"> <li>Progress Report – Service Improvement &amp; Finance Performance Panel</li> </ul>	<ul style="list-style-type: none"> <li>Councillor Chris Holley, Convener, attending to update on headlines from the Panel’s work and achievements</li> </ul>
	<ul style="list-style-type: none"> <li>Final Inquiry Reports: § CAMHS</li> </ul>	<ul style="list-style-type: none"> <li>To receive the final report (including conclusions and recommendations) of the Inquiry Panel from the convener, prior to submission to Cabinet for decision</li> </ul>
<b>14 Mar</b>	<ul style="list-style-type: none"> <li>Cabinet Member Question Session</li> </ul>	<ul style="list-style-type: none"> <li>Question and answer session with Cabinet Member for Next Generation Services</li> </ul>
	<ul style="list-style-type: none"> <li>Crime &amp; Disorder Scrutiny</li> </ul>	<ul style="list-style-type: none"> <li>Joint Chairs of Safer Swansea Partnership to attend to provide information and take questions on the performance of the Partnership to enable committee to explore plans / objectives, achievements, impact, challenges etc</li> </ul>
	<ul style="list-style-type: none"> <li>Progress Report – Child &amp; Family Services Performance Panel</li> </ul>	<ul style="list-style-type: none"> <li>Councillor Paxton Hood-Williams, Convener, attending to update on headlines from the Panel’s work and achievements</li> </ul>
<b>11 Apr</b>	<ul style="list-style-type: none"> <li>Cabinet Member Question Session</li> </ul>	<ul style="list-style-type: none"> <li>Question and answer session with Cabinet Member for Enterprise, Development &amp; Regeneration</li> </ul>
	<ul style="list-style-type: none"> <li>Progress Report – Schools Performance Panel</li> </ul>	<ul style="list-style-type: none"> <li>Councillor Fiona Gordon, Convener, attending to update on headlines from the Panel’s work and achievements</li> </ul>

<b>9 May</b>	<ul style="list-style-type: none"> <li>• Cabinet Member Question Session</li> </ul>	<ul style="list-style-type: none"> <li>• Question and answer session with Cabinet Member for Environment &amp; Transportation</li> </ul>
	<ul style="list-style-type: none"> <li>• Progress Report – Local Service Board Performance Panel</li> </ul>	<ul style="list-style-type: none"> <li>• Convener attending to update on headlines from the Panel’s work and achievements</li> </ul>
	<ul style="list-style-type: none"> <li>• Annual Work Plan Review</li> </ul>	<ul style="list-style-type: none"> <li>• To reflect on the year’s work, achievements, experiences, issues, ideas for future scrutiny</li> </ul>

**Other:**

- Further special meetings re. Gypsy & Traveller Site Provision – Review of Process
- Referrals from other council bodies, such as cabinet

**To be scheduled:**

<ul style="list-style-type: none"> <li>• Scrutiny / Democratic Services Committee Liaison</li> </ul>	<ul style="list-style-type: none"> <li>• Six monthly presentation by the Chair &amp; Vice-Chair of Democratic Services Committee and Head of Democratic Services (joint committee meeting taking place on 6 October).</li> <li>• Cabinet Member for Transformation &amp; Performance to be invited to attend to discuss scrutiny / cabinet liaison and relationship, and impact of scrutiny</li> </ul>
<ul style="list-style-type: none"> <li>• Public Engagement</li> </ul>	<ul style="list-style-type: none"> <li>• To consider revision of SPC agenda (and procedure rules) to increase public participation e.g. introducing a public question time</li> </ul>

**APPENDIX 2 - FORWARD PLAN**  
**Internal Plan 2015 - 2016**

<b>Report Title</b>	<b>Report Summary</b>	<b>Report Author</b>	<b>Portfolio</b>	<b>Decision to be taken by</b>	<b>Date of Expected Decision</b>
<b>The Future of Education Other Than at School (EOTAS).</b>	This report includes proposals to redefine EOTAS provision within the City and County of Swansea.	Lindsay Harvey	Cabinet Member - Education	Cabinet	15 Oct 2015
<b>Delivering Improved Community Services for Older People - Section 33 Agreement.</b>	The purpose of the report is to seek approval of the Section 33 Agreement for Intermediate Care Services for the Swansea Locality, which is a project within the Community Services Programme within Western Bay.	David Howes	Cabinet Member - Services for Adults and Vulnerable People	Cabinet	15 Oct 2015
<b>The Environment Centre, Pier Street, Swansea.</b>	To update Cabinet with lease options available and to seek the views of Cabinet regarding how the Council should proceed in this matter.	Geoff Bacon	Cabinet Member - Finance and Strategy (Leader)	Cabinet	15 Oct 2015

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Details of the Decision to be taken	Report Summary	Report Author	Portfolio	Decision to be taken by	Date of Expected Decision
<b>Sustainable Swansea: Commissioning Reviews.</b>	Report will provide an overview of the Phase 1 Commissioning Reviews and provide recommendations, options and impact and will seek formal approval for implementation, including necessary consultation.	Chief Operating Officer, Director of Corporate Services	Cabinet Member - Enterprise, Development and Regeneration, Cabinet Member - Environment and Transportation, Cabinet Member - Services for Children and Young People (Deputy Leader), Cabinet Member - Transformation and Performance, Cabinet Member - Wellbeing and Healthy City	Cabinet	15 Oct 2015
<b>Disposal of Land Adjoining the Rear of Lidl Foodstore, Sway Road, Morriston.</b>	The Council own unused vacant land, approx. 2,000 sq m (0.49 acres), and wishes consider its disposal.	Stuart Ramsey	Cabinet Member - Finance and Strategy (Leader)	Cabinet	19 Nov 2015
<b>Disposal of Penllergaer Civic Centre.</b>	To agree way forward on disposal of Penllergaer Civic Centre.	Geoff Bacon	Cabinet Member - Finance and Strategy (Leader)	Cabinet	19 Nov 2015



Details of the Decision to be taken	Report Summary	Report Author	Portfolio	Decision to be taken by	Date of Expected Decision
<p><b>Swansea LSB &amp; Healthy City Ageing Well and Strategy for Older People Action Plan 2015-19.</b></p>	<p>Each local authority needs to develop a local ageing well plan that responds to the Ageing Well in Wales programme. The overall aim of the programme is to ensure that there is an improvement in the wellbeing of people aged 50+ and it has the following priority areas:</p> <ul style="list-style-type: none"> <li>· Age Friendly Communities</li> <li>· Dementia Supportive Communities</li> <li>· Falls Prevention</li> <li>· Opportunities for Learning and Employment</li> <li>· Loneliness and Isolation</li> </ul> <p>The plan has been developed as a partnership LSB &amp; Healthy City initiative as part of implementing the One Swansea Plan priority on older people's independence.</p>	<p>Euros Owen</p>	<p>Cabinet Member - Services for Adults and Vulnerable People, Cabinet Member - Wellbeing and Healthy City</p>	<p>Cabinet</p>	<p>19 Nov 2015</p>

<b>Details of the Decision to be taken</b>	<b>Report Summary</b>	<b>Report Author</b>	<b>Portfolio</b>	<b>Decision to be taken by</b>	<b>Date of Expected Decision</b>
<b>Award of Framework Contract for Provision of Taxi Services.</b>	To seek Cabinet approval to award a framework contract for the procurement of taxi services.	Cath Swain	Cabinet Member - Education	Cabinet	19 Nov 2015
<b>Disposal of Land Adjoining the Rear of Lidl Foodstore, Sway Road, Morriston.</b>	The Council own unused vacant land, approx. 2,000 sq m (0.49 acres), and wishes consider its disposal.	Stuart Ramsey	Cabinet Member - Finance and Strategy (Leader)	Cabinet	19 Nov 2015
<b>Delivering for Swansea - Corporate Plan 2015/17 - update for 2016/17.</b>	To publish updates and revisions to the Council's Corporate Plan for 2015/17.	Richard Rowlands	Cabinet Member - Finance and Strategy (Leader)	Cabinet	17 Mar 2016

# Scrutiny Work Programme 2015-16

# Appendix 3a

ACTIVITY	May	June	July	August	September	October
<b>Scrutiny Programme Committee</b>	19		9* 13	10	14	12
<b>Inquiry Panels</b>						
<b>Current:</b>						
Social Care at Home (started Jan 2014)						
Education Inclusion (started Feb 2014)	5 11 22	15 29	3 6 21	6	15	
Corporate Culture (started Dec 2014)	13					
School Governance (started May 2015)		26	9 15 30		8	5
Building Sustainable Communities (start Oct 15)						
<b>Follow Up:</b>						
Economic Inactivity (Cabinet 3/6/14)			24			
Attainment & Wellbeing (Cabinet 1/7/14)		11				
Inward Investment (Cabinet 20/1/15)			14			
Public Engagement (Cabinet 17/2/15)					25	
Streetscene (Cabinet 14/4/15)						
	<b>Key for Inquiries:</b>					
	<b>Scoping</b>		<b>Evidence Gathering</b>		<b>Final Report</b>	<b>Cabinet</b>
	<b>Follow Up</b>					
<b>Performance Panels</b>						
Service Improvement & Finance	13	10	8	12	16	14
Schools	18	18		13	10 21	8
Child & Family Services	11	8	6	10		28 26
Local Service Board (multi-agency panel)				27	14	19
<b>Other Panels / Working Groups</b>						
Transformation of Adult Social Services		1 29		27	24	21 19
Local Flood Risk Management						
Sustainability		9				
Child & Adolescent Mental Health Services (pre-in						29

## Scrutiny Work Programme 2015-16

## Appendix 3a

ACTIVITY	November	December	January	February	March	April
<b>Scrutiny Programme Committee</b>	16	14	11	8	14	11
<b>Inquiry Panels</b>						
<b>Current:</b>						
Social Care at Home (started Jan 2014)						
Education Inclusion (started Feb 2014)						
Corporate Culture (started Dec 2014)						
School Governance (started May 2015)	2	19	30			
Building Sustainable Communities (start Oct 15)						
<b>Follow Up:</b>						
Inward Investment (Cabinet 20/1/15)						
Public Engagement (Cabinet 17/2/15)						
Streetscene (Cabinet 14/4/15)						
<b>Performance Panels</b>	<b>Key for Inquiries:</b>					
	<b>Scoping</b>	<b>Evidence Gathering</b>	<b>Final Report</b>	<b>Cabinet</b>	<b>Follow Up</b>	
Service Improvement & Finance						
Schools	3	3	21	18	17	14
Child & Family Services	23	21	18	15	14	11
Local Service Board (multi-agency panel)						
<b>Other Panels / Working Groups</b>						
Transformation of Adult Social Services	16	14	11	8	7	4
Local Flood Risk Management						
Sustainability						
Child & Adolescent Mental Health Services (pre-in						

## Progress Report – Current Scrutiny Panels and Working Groups

### 1. Inquiry Panels:

#### a) Corporate Culture (convener: Cllr Andrew Jones)

Key Question: How can the City and County of Swansea ensure that service delivery is always supported by a can do culture?

Progress Bar:

Planning	Evidence Gathering	Draft Final Report

The Panel's final report was presented to Cabinet on 20 August. A decision on the recommendations is expected at Cabinet on 15 October.

#### b) Education Inclusion (convenor: Cllr Cheryl Philpott)

Key Question: How can the Council improve education for those children who are other than at school?

Progress Bar:

Planning	Evidence Gathering	Draft Final Report

The Panel's final report is being presented to the Scrutiny Programme Committee on 12 October prior to submission to Cabinet.

Projected End Date: Complete

#### d) School Governance (convener: Cllr Fiona Gordon)

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

Progress Bar:

Planning	Evidence Gathering	Draft Final Report

Four evidence gathering sessions have now been completed. The Panel is due to meet with three good practice schools on 5 October and the Cabinet Member on 2 November. This will be the final evidence gathered along with the results of a survey of all governors and a meeting with new governors.

Projected End Date: December 2015

## 2. Pre-Inquiry Working Groups:

### a) Child & Adolescent Mental Health Services (convener: Hazel Morris)

The Working Group met 29th September. Sian Harrop-Griffiths, Director of Strategy, ABMU, and Dr. Claire Ball, Clinical Director, CAMHS, Cwm Taff Health Board presented a report on the current arrangements for the planning and provision of services for children and young people with emotional and mental health needs in the ABMU area. The Cabinet Member for Services for Children and Young People and the Head of Child & Family Services also attended the working group meeting.

The working group agreed that a scrutiny inquiry should take place. It discussed a number of high level areas it thought the inquiry should address. The Convener will meet with relevant officers and partners to further develop the draft terms of reference which will then be agreed by the working group.

## 3. Follow Up on Completed Inquiries:

Follow-ups of inquiries will consider both the implementation of scrutiny recommendations and wider impact / difference made. Inquiry Panels are reconvened between 6-12 months after cabinet decision on Inquiry reports.

Inquiry	Cabinet Decision	Recommendations			Follow Up Panel Meeting
		Agreed	Partly	Rejected	
Services for Looked After Children	17 Sep 2013	14	1	0	15 Jul 2014 (Follow up complete)
Public Transport	12 Nov 2013	13	1	0	20 Oct 2014 (Follow up complete)
Affordable Housing	3 Dec 2013	7	2	4	3 Dec 2014 (Follow up complete)
Tourism	14 Jan 2014	14	0	0	17 Nov 2014 (Follow up complete)
Economic Inactivity	3 Jun 2014	7	0	0	24 Jun 2015 (Follow up complete)
Attainment & Wellbeing	1 Jul 2014	11	0	0	11 Jun 2015 (Follow up complete)
Inward	20 Jan 2015	10	0	2	14 Jul 2015

investment					Further follow up tba (March 2016)
Public Engagement	17 Feb 2015	15	1	0	25 Aug 2015 (Follow up complete)
Streetscene	14 Apr 2015	14	4	3	Nov 2015
Social Care at Home	20 Aug 2015	16	5	1	May 2016

#### 4. Performance Panels:

##### a) Service Improvement & Finance (convener: Cllr Chris Holley)

The Service Improvement & Finance Panel met on September 16 to have a Cabinet Member session about performance indicator GTC4, the City Centre Regeneration Programme and to look at the end of the Year Budget Report and the 1<sup>st</sup> Quarter Budget Monitoring Report

The Panel discussed:

- The mix of one night shows, longer show runs and the length of the pantomime season. The difficulty of balancing these in order to cater for the needs of the public.
- Marketing the Grand Theatre and the impact of budget restrictions on this.
- The role of cultural venues as a regeneration tool for the city centre.
- The need and value of a cultural element for the regeneration of the City Centre.

The Panel would like to undertake further scrutiny of:

- The cost of catering and bar facilities at the Grand Theatre.
- Arts and Leisure activities in Swansea
- Which organisations receive subsidies from the Arts Council Wales and a breakdown of the subsidies.

The Panel looked at the end of year Budget report and the 1<sup>st</sup> Quarter Budget Monitoring Report with the Head of Finance & Delivery. The Panel raised a question about the progress of the work of the commercial team. The Panel agreed to change the time of its meetings from 1.30pm to 11.00am and will next meet on October 14. During this meeting the Panel will look at the end of year performance 2014/15 and the 1<sup>st</sup> quarter performance monitoring report.

##### b) Schools Performance (convener: Cllr Fiona Gordon)

The Panel met on 10 September to look at the education outcomes and support for gypsy and traveller children.

The Panel was pleased to hear about the skills and specialisms being developed in working with gypsy and traveller children communities in particular:

- The programme/tailoring of the curriculum so that children and young people and the families of gypsy traveller children can feel able to engage in education.
- Gaining understanding of the culture of and developing a good rapport with the gypsy traveller community which is also helping to break down the barriers to education.
- Using a holistic approach that will result in improved academic outcomes.
- The whole council approach to working with different communities.

The Panel recommended that skills learnt at Cefn Hengoed be shared and used by other parts of the education service like in for example Education Other Than At School services.

The Panel also looked support for and education outcomes of looked after children. On 21 September the Panel met to look at the pending curriculum changes and to review the work of the school improvement service.

The Panel will next meet in 8 October where they will meet with the Challenge Advisor, the Headteacher and Chair of Governors of a Swansea Primary School to discuss their school improvement plan and prospects for improvement.

**c) Local Service Board (convener: Cllr Mary Jones)**

See separate report - item 7 of the agenda.

**d) Child & Family Services (convener: Paxton Hood-Williams)**

The panel met on 28<sup>th</sup> September and discussed the effect that prevention and early interventions services had on children and families accessing social services. The Head of Poverty and Prevention, Sian Bingham, Early Years Strategy and Carol Ward, Team Around the Family, attended the panel.

The panel was impressed by the work and results of the prevention and early intervention service. Families are supported when their needs are great, but not great enough for social services intervention, which in turn helps prevent their needs escalating to involvement by social services.

Officers were clearly enthusiastic and committed to the successful delivery of their services and the panel felt that they had a good understanding of the performance and effect of the prevention and early intervention services.

## **5. Other Panels / Working Groups:**



A number of topics have been identified which will be dealt with through one-off Panels / Working Groups.

a) **Transformation of Adult Social Services** (convener: Bob Clay)

The Panel met in a closed session on 21<sup>st</sup> September to consider an initial report on unit costings for local authority residential care homes and local authority domiciliary care.

The panel made a number of amendments to its work plan in light of its discussions.

October:

- Further work on Unit Costing
- Local Area Coordination Evaluation Report (if available).

November:

- Section 33 Performance Update.
- Domiciliary Care Review Update

b) **Local Flood Risk Management** (convener: Cllr Susan Jones)

The relevant officers have been contacted to arrange a suitable meeting date as soon as the draft Flood Risk Management Plan is completed. The working group will then meet to participate in the consultation process for the draft plan.

c) **Civic Events** (convener: Cllr Anthony Colburn)

The relevant cabinet member / officer will be requested to provide a report to enable the Working Group to discuss and consider the organisation, support for and management of civic events.

d) **Welsh Housing Quality Standard** (convener: Cllr Terry Hennegan)

This was a request from the Affordable Housing Scrutiny Inquiry Panel. The relevant cabinet member / officer will be requested to provide a report to enable the Working Group to consider the Council's progress towards achieving the Welsh Housing Quality Standard within its social housing stock.

Working Groups to be convened in the future as time and resources allow, in the order of priority shown:

1. **Tethered Horses**

the relevant cabinet member / officer will be requested to provide a report covering policy and practice in relation to issue of tethered horses, and extent of problem. Issues have been raised about horse welfare, impact on local communities and

council resources. Questions to be put, including whether any learning from examples / actions elsewhere.

**2. Tree Preservation Orders (TPOs)**

the relevant cabinet member / officer will be requested to provide a report covering assessment of current service in relation to TPOs (objectives, procedures and practice, challenges, improvement plans etc.) for questions and discussion. Some issues raised about the identification / maintenance of TPOs, enforcement process and sanctions, also in relation to the interface with local members about information relevant to their areas.

**3. Corporate Building Services**

the relevant cabinet member / officer will be requested to provide a report covering assessment of current service (objectives and achievements, procedures and practice, value for money, challenges, improvement plans etc) for questions and discussion. Some issues raised in relation to procurement, costs / competitiveness, joined up working across the Council.

**4. Roads / Highway Maintenance**

the relevant cabinet member / officer will be requested to provide a report covering service practices and procedures (e.g. dealing with pot holes), use of resources, prospects for improvement. This will enable questions about the quality and effectiveness of highway maintenance and repair, and also issues relating to the relationship with utilities and strategic planning / co-ordination of works to minimise disruption to major access roads.

## Appendix 4

### Lead Scrutiny Councillor / Officer Contacts:

Activity	Lead Councillor	Lead Scrutiny Officer
<b>Scrutiny Programme Committee</b>	Mary Jones <a href="mailto:cllr.mary.jones@swansea.gov.uk">cllr.mary.jones@swansea.gov.uk</a>	Brij Madahar (01792 637257) <a href="mailto:brij.madahar@swansea.gov.uk">brij.madahar@swansea.gov.uk</a>
<u>Inquiry Panels:</u>		
<b>Education Inclusion</b> How can the Council improve education for those children who are other than at school?	Cheryl Philpott <a href="mailto:cllr.cheryl.philpott@swansea.gov.uk">cllr.cheryl.philpott@swansea.gov.uk</a>	Michelle Roberts (01792 637256) <a href="mailto:michelle.roberts@swansea.gov.uk">michelle.roberts@swansea.gov.uk</a>
<b>School Governance</b> How can the Council ensure that school governors provide effective challenge for their schools?	Fiona Gordon <a href="mailto:cllr.fiona.gordon@swansea.gov.uk">cllr.fiona.gordon@swansea.gov.uk</a>	Dave Mckenna (01792 636090) <a href="mailto:dave.mckenna@swansea.gov.uk">dave.mckenna@swansea.gov.uk</a>
<u>Inquiry Panels (follow up)</u>		
<b>Inward Investment</b>	Jeff Jones <a href="mailto:cllr.jeff.w.jones@swansea.gov.uk">cllr.jeff.w.jones@swansea.gov.uk</a>	Michelle Roberts (01792 637256) <a href="mailto:michelle.roberts@swansea.gov.uk">michelle.roberts@swansea.gov.uk</a>
<b>Public Engagement</b>	Joe Hale <a href="mailto:cllr.joe.hale@swansea.gov.uk">cllr.joe.hale@swansea.gov.uk</a>	Delyth Davies (01792 637491) <a href="mailto:delyth.davies@swansea.gov.uk">delyth.davies@swansea.gov.uk</a>
<b>Streetscene</b>	John Bayliss <a href="mailto:cllr.john.bayliss@swansea.gov.uk">cllr.john.bayliss@swansea.gov.uk</a>	Delyth Davies (01792 637491) <a href="mailto:delyth.davies@swansea.gov.uk">delyth.davies@swansea.gov.uk</a>
<b>Social Care at Home</b>	Uta Clay <a href="mailto:cllr.uta.clay@swansea.gov.uk">cllr.uta.clay@swansea.gov.uk</a>	Dave Mckenna (01792 636090) <a href="mailto:dave.mckenna@swansea.gov.uk">dave.mckenna@swansea.gov.uk</a>

<b>Corporate Culture</b>	Andrew Jones <a href="mailto:cllr.andrew.jones@swansea.gov.uk">cllr.andrew.jones@swansea.gov.uk</a>	Michelle Roberts (01792 637256) <a href="mailto:michelle.roberts@swansea.gov.uk">michelle.roberts@swansea.gov.uk</a>
<b>Performance Panels:</b>		
<b>Child &amp; Family Services</b>	Paxton Hood-Williams <a href="mailto:cllr.paxton.hood-williams@swansea.gov.uk">cllr.paxton.hood-williams@swansea.gov.uk</a>	Delyth Davies (01792 637491) <a href="mailto:delyth.davies@swansea.gov.uk">delyth.davies@swansea.gov.uk</a>
<b>Service Improvement &amp; Finance</b>	Chris Holley <a href="mailto:cllr.chris.holley@swansea.gov.uk">cllr.chris.holley@swansea.gov.uk</a>	Karen Bewen-Chappell (01792 636292) <a href="mailto:karen.bewen-chappell@swansea.gov.uk">karen.bewen-chappell@swansea.gov.uk</a>
<b>Schools</b>	Fiona Gordon <a href="mailto:cllr.fiona.gordon@swansea.gov.uk">cllr.fiona.gordon@swansea.gov.uk</a>	Michelle Roberts (01792 637256) <a href="mailto:michelle.roberts@swansea.gov.uk">michelle.roberts@swansea.gov.uk</a>
<b>Local Service Board (multi-agency)</b>	Mary Jones <a href="mailto:cllr.mary.jones@swansea.gov.uk">cllr.mary.jones@swansea.gov.uk</a>	Karen Bewen-Chappell (01792 636292) <a href="mailto:karen.bewen-chappell@swansea.gov.uk">karen.bewen-chappell@swansea.gov.uk</a>
<b>Other Panels / Working Groups:</b>		
<b>Child &amp; Adolescent Mental Health Services (pre-inquiry)</b>	Mary Jones <a href="mailto:cllr.mary.jones@swansea.gov.uk">cllr.mary.jones@swansea.gov.uk</a>	Delyth Davies (01792 637491) <a href="mailto:delyth.davies@swansea.gov.uk">delyth.davies@swansea.gov.uk</a>
<b>Transformation of Adult Social Services</b>	Bob Clay <a href="mailto:cllr.bob.clay@swansea.gov.uk">cllr.bob.clay@swansea.gov.uk</a>	Delyth Davies (01792 637491) <a href="mailto:delyth.davies@swansea.gov.uk">delyth.davies@swansea.gov.uk</a>

<b>Local Flood Risk Management</b>	Susan Jones <a href="mailto:cllr.susan.m.jones@swansea.gov.uk">cllr.susan.m.jones@swansea.gov.uk</a>	Karen Bewen-Chappell (01792 636292) <a href="mailto:karen.bewen-chappell@swansea.gov.uk">karen.bewen-chappell@swansea.gov.uk</a>
<b>Building Sustainable Communities (pre-inquiry)</b>	Terry Hennegan <a href="mailto:cllr.terry.hennegan@swansea.gov.uk">cllr.terry.hennegan@swansea.gov.uk</a>	Michelle Roberts (01792 637256) <a href="mailto:michelle.roberts@swansea.gov.uk">michelle.roberts@swansea.gov.uk</a>
<b>Civic Events</b>	Anthony Colburn <a href="mailto:cllr.anthony.colburn@swansea.gov.uk">cllr.anthony.colburn@swansea.gov.uk</a>	Delyth Davies (01792 637491) <a href="mailto:delyth.davies@swansea.gov.uk">delyth.davies@swansea.gov.uk</a>
<b>Welsh Housing Quality Standard</b>	Terry Hennegan <a href="mailto:cllr.terry.hennegan@swansea.gov.uk">cllr.terry.hennegan@swansea.gov.uk</a>	Karen Bewen-Chappell (01792 636292) <a href="mailto:karen.bewen-chappell@swansea.gov.uk">karen.bewen-chappell@swansea.gov.uk</a>

## Report of the Chair

### Scrutiny Programme Committee – 12 October 2015

#### MEMBERSHIP OF SCRUTINY PANELS AND WORKING GROUPS

<b>Purpose</b>	The Scrutiny Programme Committee is responsible for appointing members and conveners to the various scrutiny panels / working groups that are established. This report advises of relevant matters that need to be considered.
<b>Content</b>	This report is provided to facilitate any changes that need to be made. Proposed membership changes are highlighted for agreement.
<b>Councillors are being asked to</b>	<ul style="list-style-type: none"> <li>• Agree the membership changes of Panels and Working Groups, as noted in section 2.</li> <li>• Consider any other actions in respect of scrutiny panel and working group membership.</li> </ul>
<b>Lead Councillor(s)</b>	Councillor Mary Jones, Chair of the Scrutiny Programme Committee
<b>Lead Officer &amp; Report Author</b>	Brij Madahar, Scrutiny Coordinator Tel: 01792 637257 E-mail: <a href="mailto:brij.madahar@swansea.gov.uk">brij.madahar@swansea.gov.uk</a>

#### 1. Introduction

- 1.1 The Scrutiny Programme Committee is responsible for appointing members and conveners to the various scrutiny panels / working groups that are established.

#### 2. Revision to Scrutiny Panel / Working Group Membership

- 2.1 Child & Adolescent Mental Health Services Inquiry Panel

APPOINT Councillor Mary Jones as convener.

- 2.2 Schools Performance Panel

REMOVE Councillor Mandy Evans

The revised membership will be 10:

**Labour Councillors: 4**

Beverley Hopkins	Hazel Morris
Fiona Gordon ( <b>CONVENER</b> )	Robert Smith

**Liberal Democrat Councillors: 3**

Mike Day	Cheryl Philpott
Paul Meara	

**Conservative Councillor: 1**

Anthony Colburn	
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**Coopted Members: 2**

Dave Anderson-Thomas	Sarah Joiner
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- 2.3 The committee should indicate whether there is any other action that is necessary in respect of scrutiny panel and working group membership.

**3. Legal Implications**

- 3.1 There are no specific legal implications raised by this report.

**4. Financial Implications**

- 4.1 There are no specific financial implications raised by this report.

Background Papers: None

Legal Officer: Wendy Parkin

Finance Officer: Carl Billingsley

## Report of the Chair

### Scrutiny Programme Committee – 12 October 2015

#### SCRUTINY LETTERS

<b>Purpose</b>	To ensure the committee is aware of the scrutiny letters produced following various scrutiny activities, and to track responses to date.
<b>Content</b>	The report includes a log of scrutiny letters produced this year and provides a copy of correspondence between scrutiny and cabinet members, where discussion is required.
<b>Councillors are being asked to</b>	<ul style="list-style-type: none"> <li>• Review the scrutiny letters and responses</li> <li>• Make comments, observations and recommendations as necessary</li> </ul>
<b>Lead Councillor(s)</b>	Councillor Mary Jones, Chair of the Scrutiny Programme Committee
<b>Lead Officer(s)</b>	Dean Taylor, Director – Corporate Services
<b>Report Author</b>	Brij Madahar, Scrutiny Coordinator Tel: 01792 637257 E-mail: <a href="mailto:brij.madahar@swansea.gov.uk">brij.madahar@swansea.gov.uk</a>

#### 1. Introduction

- 1.1 The production of scrutiny letters has become an established part of the way scrutiny operates in Swansea. Letters from the chair (or conveners) allow scrutiny to communicate directly and quickly with relevant cabinet members.
- 1.2 These letters are used to convey views and conclusions about particular issues discussed and provide the opportunity to raise concerns, ask for further information, and make recommendations. This enables scrutiny to engage with Cabinet Members on a regular and structured basis.

#### 2. Reporting of Letters

- 2.1 All scrutiny letters, whether they are written by the Programme Committee or conveners of panels / working groups, are published on the Council's website (<http://swansea.gov.uk/scrutinypublications>) to ensure visibility of the outcomes from meetings, across the council and public.



2.2 The Scrutiny Programme Committee agenda also includes a copy of letters to/from Cabinet Members where specific discussion is required. Letters are included where cabinet member responses were awaited and have now been received or where a scrutiny letter did not require a response.

2.3 Letters relating to the work of Performance Panels are part of an ongoing dialogue with Cabinet Members and are therefore reported back and monitored by each Panel. However the convener will provide a quarterly progress report to the committee, including summary of correspondence with Cabinet Members and outcomes.

### 3. Letters Log

3.1 As the current municipal year progresses this report will contain a log of scrutiny letters produced to enable the committee to maintain an overview of letters activity over the year – see **Appendix 1**.

3.2 The following letter(s) are also attached for discussion:

	<b>Activity</b>	<b>Meeting Date</b>	<b>Correspondence</b>
a.	Committee	10 Aug	Letter to / from Cabinet Member for Services for Children & Young People

3.3 Where requested Cabinet Members are expected to respond in writing to scrutiny letters within 21 calendar days. The response should indicate what action (if any) they intend to take as a result of the views and recommendations made. For this municipal year the letters log now shows the average time taken by Cabinet Members to respond to scrutiny letters.

### 4. Legal Implications

4.1 There are no legal implications.

### 5. Financial Implications

5.1 There are no financial implications.

Background Papers: None

Legal Officer: Wendy Parkin

Finance Officer: Carl Billingsley

## Scrutiny Letters Log (20 May 2015 - 19 May 2016)

Ave. Response Time (days): 19 (target within 21 days)

No.	Committee / Panel / Working Group	Date	Main Issue(s)	Cabinet Portfolio	Letter Sent	Response Received	Days Taken	Reported to SPC (if applicable)
1	Schools Performance Panel	18-May	EMLAS and the School Improvement Grant	Education	01-Jun	22-Jun	21	n/a
2	Schools Performance Panel	18-May	Elective Home Education	Services for Children & Young People (Deputy Leader)	01-Jun	19-Jun	18	n/a
3	Service Improvement & Finance Panel	13-May	ICT - Procurement of Oracle Support via a Third Party Supplier	Transformation & Performance	08-Jun	03-Jul	25	n/a
4	Service Improvement & Finance Panel	13-May	Q & A Session - Progress against Budget Savings Targets	Communities & Housing	08-Jun	17-Jun	9	n/a
5	Child & Family Services Performance Panel	11-May	Child & Family Services Performance Report (March 2015)	Services for Children & Young People (Deputy Leader)	09-Jun	29-Jun	20	n/a
6	Transformation of Adult Social Services Panel	01-Jun	Social Services and Well Being Act Seminar, Carers Consultation and the Workplan	Services for Adults & Vulnerable People	12-Jun	23-Jun	11	n/a
7	Sustainability Working Group	09-Jun	Food Security	Transformation & Performance	15-Jun	Not required	n/a	13-Jul

8	Child & Family Services Performance Panel	08-Jun	Workplan / Issues from Previous Letters	Services for Children & Young People (Deputy Leader)	15-Jun	Not required	n/a	n/a
9	Service Improvement & Finance Performance Panel	10-Jun	New Performance Framework & Indicators	Transformation & Performance	24-Jun	25-Aug	62	n/a
10	Attainment & Wellbeing Inquiry Panel	11-Jun	Follow Up on Recommendations and Impact of Inquiry	Services for Children & Young People (Deputy Leader)	29-Jun	13-Jul	14	10-Aug
11	Transformation of Adult Social Services Panel	29-Jun	Domiciliary Care Commissioning Review	Services for Adults & Vulnerable People	13-Jul	23-Jul	10	n/a
12	Child & Family Services Performance Panel	06-Jul	Signs of Safety Practice Framework	Services for Children & Young People (Deputy Leader)	22-Jul	28-Jul	6	n/a
13	Economic Inactivity Inquiry Panel	24-Jun	Follow Up on Recommendations and Impact of Inquiry	Enterprise, Development & Regeneration	27-Jul	Not required	n/a	10-Aug
14	Committee	13-Jul	Cabinet Member Question Session	Finance & Strategy (Leader)	03-Aug	Not required	n/a	10-Aug
15	Inward Investment Inquiry Panel	14-Jul	Follow Up on Recommendations and Impact of Inquiry	Enterprise, Development & Regeneration	06-Aug	Not required	n/a	14-Sep
16	Schools Performance Panel	13-Aug	Additional Learning Needs Reform	Education	01-Sep	21-Sep	20	n/a





**CITY AND COUNTY OF SWANSEA**  
**DINAS A SIR ABERTAWE**

**To/  
Councillor Christine Richards,  
Cabinet Member for Services to  
Children & Young People**

*Please ask for:  
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**Scrutiny**

*Direct Line:  
Llinell Uniongyrochol:*

**01792 637257**

*e-Mail  
e-Bost:*

**scrutiny@swansea.gov.uk**

*Our Ref  
Ein Cyf:*

**SPC/2015-16/2**

**BY EMAIL**

*Your Ref  
Eich Cyf:*

*Date  
Dyddiad:*

**16 September 2015**

Summary: This is a letter from the Scrutiny Programme Committee to the Cabinet Member for Services for Children & Young People following the meeting of the Committee on 10 August 2015. It is about Children's Social Services, Flying Start, Children's University, Youth Services, Education for Gypsy & Traveller Children, and the Children & Young People's Rights Scheme.

Dear Councillor Richards,

**Cabinet Member Question Session – 10 August**

Thank you for your attendance at the Scrutiny Programme Committee on 10 August 2015 answering questions on your work as Cabinet Member for Services for Children & Young People. We wanted to explore priorities, actions, achievements and impact in relation to your areas of responsibility. Thank you for the written information also provided to the committee.

We are writing to you in order to reflect on what we learnt from the discussion, share the views of the committee, and, where necessary, raise any outstanding issues / actions for your response. The main issues discussed are summarised below:

**Child & Family Services**

You reported good progress since we last met in the autumn. However, you reminded the committee that Child & Family Services remained a fragile area of the Council's work. We were particularly pleased to hear you praise the way you and the service felt challenged by the Child & Family Services Scrutiny Performance Panel, vital to ensuring that the service continues improving and does not return to the issues of recent past. You remarked on

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the high quality of scrutiny and questioning in relation to service performance, and how you valued the exchange of letters with the Panel.

We discussed the financial strategy for Child & Family Services noting that the service had cost £3m less in 2014/15 than two years ago. We asked how this has been achieved. You said that the Safe Looked After Children Reduction Strategy has helped, with the levels of Looked After Children (502) being at their lowest for some time. The strategy has included identifying where it is safe for a child to stay with family, as well as there being an increase in Foster Swansea carers which is cheaper than private providers, and more locally based. We recognised that the budget had been increased a few years ago due to issues but that it was now coming down.

We did raise an issue about the use of Special Guardianship Orders (SGOs) which we understand are being encouraged, and are reducing the numbers of Looked After Children. We noted that SGOs have less financial and other support, so wanted reassurance that this was working well and were not being used primarily because of financial pressures.

### **Child Sexual Exploitation**

As you are aware we invite members of the public and other councillors not on the committee to suggest questions to us. We asked, on behalf of Councillor Linda Tyler-Lloyd, whether you were confident that everything was being done to ensure that vulnerable young people were being protected against gangs who might want to sexually exploit them.

You referred to a recent council question on the same matter but reiterated that there was close working with partners (particularly the Police) to identify any signs of such gangs operating here, and all the available information suggested that there was not. We recognised that unfortunately we do see cases of sexual abuse or exploitation in the area but were pleased that there was no sign of organised activity.

You highlighted the council's corporate parenting and safeguarding role and stressed the importance of people not being afraid to report any concerns in the community. You mentioned the key role played by the Western Bay partnership in safeguarding, and also the work of the Local Service Board. You mentioned the conference which took place last autumn in the Liberty Stadium on child sexual exploitation where all sectors were represented, and of course recognised that work must continue.

We discussed the importance of all councillors completing the available online training on child sexual exploitation awareness training and supported moves to make such training compulsory. We understand you are in discussion with the Head of Democratic Services / Democratic Services Committee about this. We were pleased to hear about the work to improve the level of staff engagement across the organisation with training / online materials to raise

levels of awareness and ensure people know what to do to report concerns. The committee emphasised the need to be vigilant of any form of exploitation.

### **Employment Opportunities for Looked After Children**

We asked you about progress in relation to employment opportunities that the council provides for Looked After Children. You stated that you were passionate about this issue and regarded the council as the 'Family Firm'. You told us that you were looking at what pots of money (e.g. grants) could help support this aim, and have asked officers to devise a possible scheme to support this. We felt this is an important issue which has also been raised in other forums, such as the Corporate Parenting Forum, and progress needs to be made.

We also asked about quality of provision for post-16 Looked After Children / care leavers. You felt that things have improved although accepted more needs to be done. You said that Child & Family Services were undertaking a commissioning review for post-16 services, however you expressed the view that children should continue to be supported and looked after until they are ready to leave care, regardless of age.

### **Flying Start**

This is something which the Service Improvement & Finance Scrutiny Performance Panel looked at in some detail last year. You clarified some of the performance figures around the % of eligible 2 year olds taking up Flying Start Childcare, in that more children are becoming eligible. This would suggest a rise in child poverty, but it was not clear whether things were getting better or worse. You explained that although the criteria had changed meaning more people were entitled to Flying Start, that it was not in itself an indicator of poverty.

We noted the areas for development including plans to have additional childcare settings up and running at Parklands, Plasmarl and Pontarddulais, which meet the criteria for Flying Start. You also confirmed that a Welsh medium childcare facility was being sited at the old Daniel James school site. We asked whether you could provide us with more information about the criteria which determined how areas become eligible for Flying Start, as some areas do not have the service but would benefit from it.

We also talked about ensuring proper access to information for young people and impact of potential closure of facilities (such as libraries) in rural areas (e.g. Pennard). You assured the committee that equality impact assessments are carried out before any decisions are made and this includes children & young people. You argued that there was a need to work smarter and leaner in order to sustain services and felt that there was an important role for schools in this. You argued that whilst we may not have libraries in communities we do have schools, and there was potential innovation to be

explored in terms of future library / information service provision, given financial pressures on the council.

### **Children's University**

We asked you about the council's support for the UK wide Children's University initiative, and raised concern about resources which we believed had been cut back or stopped, despite this scheme playing an important role in prevention and early intervention. We asked for clarification on the current position.

You agreed to look into this and provide a fuller response to the committee. However, you mentioned that a meeting was taking place in the next few weeks to discuss the local situation. You added that most of the work was done outside of the council although there has been a supporting role in terms of gathering information from participating schools and issuing certificates etc. You stated that the council was looking for ways to develop this, and we look forward to hearing more. We did also wonder about the levels of awareness about the Children's University amongst local schools / children.

### **Youth Services**

You talked about the reconfiguration of the Youth Service that has taken place, due to financial pressures, which has seen the integration of the service as part of early intervention and prevention approaches. You stressed the importance of the work of Youth Leaders in the positive development of children and young people in Swansea.

We also asked about recent changes to the opening hours of the InfoNation Service, and concern about lack of access for young people in the evening and weekend. You told us that there had been consultation with young people but there have also been staff shortages. You stated that the issue was being looked at in conjunction with the Local Health Board. One of the issues you pointed out was that the ABMU Health Board funded Neath Port Talbot Council under the Public Health initiative around £40k to promote young people's sexual health but in comparison Swansea did not receive such support. With regard to access you did clarify that InfoNation was not the only source of information but part of a coordinated effort in the centre of Swansea which has many different organisations serving young people.

### **Education for Gypsy & Traveller Children**

We asked for clarification whether there had been changes to the education service for gypsy & traveller children. We understand there has been a move from Education into the Poverty & Prevention service. You said that a lot of good work was going on with gypsy & traveller families and the service designation had no impact on the work itself.



There was still some concern amongst the committee that it created a distance from the Education service given that it is effectively an education service being provided. This had the potential to stigmatise these children as being different, especially as other services such as the Education Other Than At School service are within Education. You responded that it was important that services were joined up and not working in silos but clarified that the staff working with the children were the same. We agreed it was critical to build trust with the young people and their families. The rationale for the change was still nevertheless unclear to the committee, aside from organisational convenience. You stated that this work was about early intervention and prevention and this is education beyond the school gates, and therefore sat well with the Poverty & Prevention Service Unit.

### **Children & Young People's Rights Scheme**

You spoke about the launch of the Children & Young People's Rights Scheme last October and the good progress being made in relation to schools signing up to UNCRC and becoming Rights Respecting, and the positive impact on children. At our meeting on 14 September we discussed the role of scrutiny in monitoring the implementation of the Children & Young People's Rights Scheme across the council and impact, and how scrutiny councillors can champion children's rights more generally in our scrutiny of the work of the council. We have been invited to an awareness raising training session on 29 October to develop our understanding of children's rights and the policy context within which they sit in Swansea. We are scheduled to review the Children and Young People's Rights Scheme Annual Report at our committee meeting on 9 November in order to assess progress and impact.

### **Issue for Scrutiny**

You raised an issue about the Children & Young People's Partnership (CYP) and invited scrutiny work. We noted recent changes which meant the CYP was now part of the Single Integrated Plan (the One Swansea Plan) and the CYP Executive Board presumably was sub set of the Local Service Board. We were very concerned to hear that the CYP Board has not met for some time and things appear to have got lost in the big picture. You felt there was a need to revitalise joined up work around CYP Board. We shared your concern about the profile of this work within the One Swansea Plan and strategic direction.

It is not clear why the CYP Executive Board is not meeting, and what progress there has been in relation to CYP Partnership activities, and what role the LSB is meant to play in this. Perhaps as lead / designated member you should raise your concerns at the earliest meeting of the Local Service Board to discuss the effective functioning of the CYP Partnership. We recognise this is an issue which depends a lot on partner engagement.

If after discussion with the Local Service Board you feel there may still be a role for scrutiny in this matter we would be pleased to hear from you and will take a view on our involvement.

In the meantime we will make the Local Service Board Scrutiny Performance Panel aware of this issue.

### **Your Response**

In your response we would appreciate your comments on any of the issues raised in this letter. We would be grateful, however, if you could specifically refer to:

- our concern about the use of Special Guardianship Orders (SGOs) and provide reassurance about the positive impact / benefits;
- our request for information about the criteria which determines how areas become eligible for Flying Start provision;
- the current position with regard to the council's support for the Children's University and plans for development; and
- our recommendation that you take up issues regarding the Children & Young People's Partnership with the Local Service Board.

Please provide your response by 7 October. We will then include both letters in the agenda of the next available committee meeting.

Finally, we look forward to meeting you again to follow up on portfolio developments and hearing about achievements and impact.

Yours sincerely,



**COUNCILLOR MARY JONES**

Chair, Scrutiny Programme Committee

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Councillor Mary Jones  
Chair, Scrutiny Programme Committee

**BY EMAIL**

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Our Ref / Ein Cyf: CR/SH  
Your Ref / Eich: SPC/2015-16/2  
Cyf:  
Date / Dyddiad: 25 September 2015

**If you require this or any other information in another format  
e.g. Braille, audio tape or a different language, please contact me**

Dear Councillor Jones

**Cabinet Member Question Session – 10 August 2015**

Thank you for your letter dated 16 September 2015 regarding my attendance at the Scrutiny Programme Committee on 10 August 2015 and your reflections on the session. You raised a number of outstanding issues and actions for response.

**Special Guardianship Orders**

Please find below my answer to your question in relation to your concern about the use of Special Guardianship Orders (SGOs)

The Adoption and Children Act 2002 introduced Special Guardianship and Special Guardianship Orders. They came into force on 30 December 2005. Special Guardianship is a formal Court Order that usually lasts until a child is 18 years of age. Special Guardianship means that the child lives with carers who have parental responsibility for them until they are grown up. The child is no longer considered to be a looked after child, although the LA continues to hold responsibilities in terms of reviewing support packages.

**COUNCILLOR/Y CYNGHORYDD**  
**CHRISTINE RICHARDS**  
**DEPUTY LEADER / DIRPRWY ARWEINYDD**

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People who can apply for an SGO could be a grandparent, close relative a family friend, or even a foster carer. They would be people who have a bond and commitment to the child. SGO's offer stability and permanence for a child without separating them from their parents and extended family network. They provide an opportunity to build a firm foundation for a lifelong permanent relationship.

Special Guardianship may be more suitable because it does not distort family relationships like adoption can.

There is a requirement to provide an assessment report and proposed support package to the Court with the SGO application. This will include provision of financial and other more practical support. It is considered best practice, and this is enshrined in Legislation, that children, wherever possible and safe, remain in the care of or at least continue to maintain relationships with their families and communities of origin. This is why the proportion of SGO's has risen across Wales. Some SGO support packages have a significant financial contribution. Child and Family services whilst maintaining financial rigour in all planning and service provision, always put the best interests of the child first. In addition the Court provides the most rigorous scrutiny to ensure the best interests of the child are prioritised.

### **Education for Gypsy and Traveller Children**

There have been no changes to the provision of services for Gypsy and Traveller Children and Young People in Swansea. The Young People's Service runs outreach and support work for Gypsy and traveller children, young people and their families. This involves liaison with Primary and secondary schools, ensuring their attendance and issues are dealt with.

The Gypsy and Traveller children are still receiving their education in school within Cefn Hengoed with funding from the Education Improvement Grant (EIG) from colleagues in Education.

**COUNCILLOR/Y CYNGHORYDD**  
**CHRISTINE RICHARDS**  
**DEPUTY LEADER / DIRPRWY ARWEINYDD**

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**Flying Start**

The criteria which determines how areas are eligible for Flying Start provision:

Flying Start is aimed at 0-3 year olds living in the identified most deprived areas in Wales. It is not a school based Programme however the preferred model adopted in Swansea is to, where possible, site the Flying Start childcare settings on primary school sites due to the benefits of transition and continuity into the Foundation Phase and in recognition of the fact that Swansea's nursery provision is provided through the maintained sector.

WG determines the targeting of the Programme for each Phase which is summarised below:

**Phase 1** of the Programme (2006-2011) was required by Welsh Government to be targeted at the most disadvantaged school catchments in Swansea. In line with WIMD data the target areas were Townhill, Seaview, Blaenymaes, Portmead, Clwyd, Hafod, Waun Wen and Pentrechwyth. Provision for welsh medium childcare and accessible childcare for children with disabilities are also provided for eligible 0-3 year olds living in the geographical target areas.

**Phase 2** of the Programme (2012–2014) involved a change in criteria (set by Welsh Government) for defining Flying Start areas. Local partnerships were provided with a list of all Lower Super Output Areas (LSOAs) ranked in order of deprivation according to the levels of income benefit households (IBHHs) with 0-3 year olds. Prior to receiving offer of capital grant from Welsh Government for Phase 2, the Authority had to satisfy Welsh Government on a number of occasions that the expansion of the Programme was fully in line with the ranking of LSOAs determined by IBHHs of 0-3 year olds.

**Phase 3** criteria prescribed by Welsh Government for new areas directly relate to LSOAs ranked in priority order, determined by Income Deprived Households (IDHHs) where 0-3 year olds live thus also taking into account low income families.

**COUNCILLOR/Y CYNGHORYDD**  
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The targeting for each Phase therefore has to take into account:

- the criteria set by WG (e.g school catchment / LSOA determined by IBHH, LSOA determined by IDHH).
- the cap ("maximum") of 0-3 year olds set by Welsh Government (starting with the total 0-3 year olds living in all existing Flying Start areas in order to calculate how much of an expansion can be achieved within the set cap.)
- the data provided to the Local Authority by WG (ranking order of LSOAs and estimate of numbers of 0-3 year olds in each area).

**Children's University**

Whilst the scheme has been very successful in the past, there is no longer national support or financial backing from Welsh Government for it to continue. This has made it extremely difficult to continue with the scheme from 2014/15 onwards. Only 15 of our schools used the scheme in 14/15 often concerned about the administrative burden of entering registers for after school clubs on to a data base for children to have a certificate with no formal qualification attached to it.

The post of the Children's University Development Worker was lost in August 2014 due to changes in terms and conditions to Grant funding criteria. Since then the Poverty & Prevention service's Partnerships team have continued to try to run the scheme with no support with the hope that it would become self-sufficient, however that has not been the case and since no dedicated worker has been in place the numbers of schools and organisations using the scheme has diminished considerably.

An analysis was undertaken of the database the Partnerships team hold for Children's University and at present there are less than 500 children and young people who are actively involved in the scheme. The majority of the activity registered comes from the Egypt Centre and Glyn Vivian Art Gallery.

**COUNCILLOR/Y CYNGHORYDD**  
**CHRISTINE RICHARDS**  
**DEPUTY LEADER / DIRPRWY ARWEINYDD**

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The partnerships team and the wider Poverty & Prevention service has no capacity to carry on running the scheme as it requires admin support and a worker to drive this forward to keep on top of registrations and encourage schools and organisations to use the scheme.

Across Wales there is limited use of the Children's University which was initially run through Glyndwr University; however there is no reason that the scheme cannot be run by another organisation.

The database held by the partnerships team is linked to the main Education database of all children and young people in Swansea, therefore this cannot be shared in this form with a third party due to data protection, however a new way of recording activity could be established if the scheme was run by another organisation.

The Partnerships team could support an organisation to take on the scheme and ensure activity recorded against active children and young people was transferred to a new database to ensure that credits already achieved were not lost and added to that child's record.

Another organisation could develop and run it as they wish, there is no national steer on this scheme at present so they would have the opportunity to shape and revive the scheme as they see fit.

It is important to note that the scheme just recognises activity conducted by other organisations, and by not continuing with it, there will be no detrimental impact on the number of activities run or opportunities provided for children and young people in Swansea. There are many other ways that the achievement of young people is recognised in Swansea.

**Children's and Young People's Partnership**

A review of the CYP Board was undertaken in May 2015, with the revised members of the group meeting to undertake a planning workshop on the CYP plan in June 2015, and then subsequently meeting fully as a board in July 2015 to follow up on this work.

**COUNCILLOR/Y CYNGHORYDD**  
**CHRISTINE RICHARDS**  
**DEPUTY LEADER / DIRPRWY ARWEINYDD**

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**DINAS A SIR ABERTAWE**

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Work is being undertaken to re-establish the CYP Board to ensure we obtain a clear picture around all the ongoing work which sits under this agenda, however it is important we ensure the right people are engaged with this process to maximise buy in and ensure we achieve the correct set of shared outcomes for children & young people across the partnership which will form a basis for a new CYP Plan and feed into the LSB.

I am looking at the involvement of the Education & Children and Young People Cabinet Advisory Committee Chaired by Cllr Des Thomas in the co-ordination of information and services for children and young people.

I hope that my response has answered any outstanding queries and updated you on the actions being undertaken in my area.

Yours sincerely

*Christine Richards*

**COUNCILLOR CHRISTINE RICHARDS**  
**DEPUTY LEADER & CABINET MEMBER FOR**  
**SERVICES FOR CHILDREN & YOUNG PEOPLE**

**COUNCILLOR/Y CYNGHORYDD**  
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# Agenda Item 15

## **FOR INFORMATION**

This report provides the Audit Committee work plan to May 2016.

This information is provided to help develop the relationship between scrutiny and the Audit Committee, aiming to ensure:

- mutual awareness and understanding of the work of scrutiny and audit committee
- respective work plans are coordinated and avoid duplication / gaps
- a clear mechanism for referral of issues, if necessary

The Scrutiny Work Programme is also reported to the Audit Committee.

At least once a year respective chairs will attend the committee in order to discuss work programmes and effectiveness.

The Chair of the Scrutiny Programme Committee is scheduled to attend the Audit Committee on 20 October.

The Chair of the Audit Committee is scheduled to attend the Scrutiny Programme Committee on 9 November.

## AUDIT COMMITTEE WORKPLAN 2015/16

Date of Meeting	Reports
20 October 2015	Corporate Governance Review – Update Chair of Scrutiny Programme Committee Annual Report of School Audits 2014/15 Audit Committee Annual Report 2014/15 – follow up
November 2015	Wales Audit Office Performance Audit – Mid Term Report PwC Controls Report 2014/15 Risk Management Half Yearly Review 2015/16 Housing Benefit Investigation Team Annual Report 2014/15 Internal Audit Monitoring Report Quarter 2 2015/16
15 December 2015	Cabinet Advisory Committees - briefing WLGA Peer Review – Progress Update PwC Annual Audit Letter 2014/15 Recommendations Tracker Report 2014/15 YGG Lon Las Lessons Learned – Referral from Cabinet Audit Committee – Training Programme
16 February 2016	Wales Audit Office Performance Audit Update Internal Audit Monitoring Report Q3 2015/16 Internal Audit Plan 2016/17 - Methodology Audit Committee Review of Performance 2015/16
19 April 2016	External Auditor Annual Financial Audit Outline 2015/16 Internal Audit Charter 2016/17 Internal Audit Annual Plan 2016/17 Risk Management Annual Review 2015/16 Draft Audit Committee Annual Report 2015/16