

Panel Perfformiad Craffu - Ysgolion

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

Dyddiad: Dydd Iau, 21 Medi 2017

Amser: 4.00 pm

Cynullydd: Y Cynghorydd Mo Sykes

Aelodaeth:

Cynghorwyr: C Anderson, A M Day, M Durke, S J Gallagher, L S Gibbard,
F M Gordon, D W Helliwell, B Hopkins, L James, S M Jones, L R Jones,
M A Langstone a/ac L J Tyler-Lloyd

Aelodau Cyfetholedig: D Anderson-Thomas

Agenda

Rhif y Dudalen.

- 1 Ymddiheuriadau am absenoldeb.
- 2 Datgeliadau o fuddiannau personol a rhagfarnol.
www.abertawe.gov.uk/DatgeliadauBuddiannau
- 3 Nodiadau o'r cyfarfod a gynhaliwyd ar 31 08 17 1 - 3
- 4 **Y Diweddaraf am Gynnydd Addysg Heblaw yn yr Ysgol** 4 - 33
Gan gynnwys
 - y diweddaraf am gynnydd gyda newidiadau i'r gwasanaeth a llety
 - y diweddaraf am sut mae ysgolion yn meithrin gallu yn fewnol i reoli ymddygiadCynghorwyr Jennifer Raynor, Mark Sheridan (Uwch-seicolegydd Addysg, Ymddygiad a Dysgu) ac Amanda Taylor (Pennaeth Uned Atgyfeirio Disgyblion Abertawe)
- 5 **Cynllun Gwaith 2017 - 2018.** 34
- 6 **Eitem Er Gwybodaeth** 35 - 37

Cyfarfod nesaf: Dydd Mercher, 18 Hydref 2017 ar 4.00 pm

Steve Evans

Huw Evans
Pennaeth Gwasanaethau Democrataidd
Dydd Iau, 14 Medi 2017

Cyswllt: Scrutiny - 01792 637256

CITY AND COUNTY OF SWANSEA

NOTES OF THE SCRUTINY PERFORMANCE PANEL – SCHOOLS

HELD AT COMMITTEE ROOM 5, GUILDHALL, SWANSEA ON
THURSDAY, 31 AUGUST 2017
AT 4.00 PM

PRESENT: Councillor M Sykes (Chair) Presided

Councillor(s)

C Anderson
L S Gibbard
L R Jones

Councillor(s)

A M Day
F M Gordon
L J Tyler-Lloyd

Councillor(s)

M Durke
L James

Co-opted Member(s)

D Anderson-Thomas

Officer(s)

Katie Spendiff
Beth Thomas
Michelle Roberts

Children's Rights Co-ordinator
Participation and Children's Rights Worker
Scrutiny Officer

Apologies for Absence

Councillor(s): S J Gallagher, S M Jones and S Pritchard
Co-opted Member(s):

1 **APOLOGIES FOR ABSENCE**

Apologies received from: S J Gallagher, D W Helliwell.

2 **DISCLOSURE OF PERSONAL AND PREJUDICIAL INTERESTS.**

None

3 **CONVENERS LETTERS AND ASSOCIATED RESPONSES FROM CABINET**

Funding for Ethnic Minority and Achievement Service was raised by Cllr Lyndon Jones who had concerns that funding for the service was agreed year on year and often funding decisions were made late in the financial year which can cause problems in continuity of service provision. An email question will be send to the Chief Education Officer and the reply will be circulated.

4 **PRESENTATION ON THE PUPIL VOICE IN SWANSEA**

The Panel received a presentation on Pupil Voice in Swansea, from the Children Rights Co-ordinators. It covered the following points:

- Aims of the pupil voice

- Frequency of meetings, attendance and contact and reach
- Expectation of schools
- Partners
- Activities/ topics covered and format of sessions
- Analysis of sessions and outcomes and actions
- Pupil Referral Units and Special Schools
- Plans for next year

Councillors asked questions and discussed the key issues, raising the following points:

- Why pupils younger than 10 at primary school age were not included. The panel heard that this would be desirable but currently the capacity was only there to run the current numbers of forums but would like to extend it further. Year 6 representatives from primaries school are there to represent the full school.
- The Panel were interested to hear that there were 6 pupil voice forums per year. These were held in Secondary Schools and take place outside school hours. The panel asked to be informed of the dates of the activities and will look to send representation from Scrutiny. KS agreed to circulate relevant dates and activities.
- Use of Social Media to promote forums to schools and pupils. Twitter, Facebook are used but most effective is the use of HWB and established contacts within schools both pupils and teaching staff.
- UNICEF contract comes to an end at the end of October. All bar 4 schools are participating which is 95% of schools.
- Agreed that it is very important to feedback to pupils and schools who participate especially to let them know the difference that has been made. HWB good mechanism for this.
- Panel asked if all School Governors had access to HWB whether all schools are enabling this for their governors. This question will be sent to the Chief Education Officer and members informed of the reply by email.
- The Panel asked how we are we ensuring that Schools are getting a wide variety of pupils involved in the process and the opportunity to be involved in being a representative is open to all pupils whatever their circumstances. It is up to each school to put two pupils forward. The panel were interested to find out how they are chosen and plan to look into this a little further.
- The Convener asked how can scrutiny can help? In the role of governors in schools to ask questions and encourage participation in children rights activities and the pupil voice forum, to look at how schools participate in activities and how they choose representative for the forum.

Actions arising from this session:

- How might we be able to engage young people more in the work of the panel and more widely in scrutiny? (Panel to consider)
- Find out more about the capacity and future resourcing of the Children Rights Team now that the contract with UNICEF finishes in Oct. Will this affect resourcing and what are the plans moving forward? (Question to be sent to Chief Education Officer)
- Looking at how schools participate in children's rights activities and the Pupil Voice Forum including how representative are chosen.

- Panel asked if all School Governors had access to HWB whether all schools are enabling this for their governors. This question will be sent to the Chief Education Officer and members informed of the reply by email.

5 **THE ROLE OF THE SCHOOLS SCRUTINY PERFORMANCE PANEL**

The Panel reviewed the Report on the role of the Schools Scrutiny Performance Panel and agreed:

- The work programme for the rest of the municipal year
- To develop questioning strategies prior to key scrutiny sessions
- The set of key questions for Schools Scrutiny Sessions
- To develop effective ways of working through pre meetings, when required.
To have short post/sum up at end of each meeting to agree actions and what they would like to say to the Cabinet member about the session.

The Panel noted the terms of reference and the scrutiny convenor role contained in the Appendices.

6 **FOR INFORMATION ITEM**

The panel noted the school related background information:

- Recently published Estyn Inspections summary (this will be on each agenda)
- Other useful information (relevant useful background reading will be included on agendas or emailed to panel)

Agenda Item 4

Schools Scrutiny Performance Panel - EOTAS update, questions and key issues for 21 September meeting

Panels questions with answers for discussion

- 1. What are the proposals for change to accommodation for EOTAS Services (short, medium and long term) and what progress has been made with this so far (timeline)?**
 - *Please see Briefing Paper for detailed update on accommodation planning, outcomes, timescales and consultations.*

- 2. What progress and improvements have been made with the proposed new model of service delivery?**
 - *Work to develop the build in line with the Behaviour and Well-Being Strategy is detailed above and in the briefing report.*
 - *Excellent progress has been made to develop a tiered range of online and school based and external training for schools and services in issues related to SEBD, ALN and Well-Being. This encompasses universal, targeted and specialised training, and focuses on building the capacity of school based staff and staff working with children and young people. Work to further develop this in terms of on-line access will continue to build, and the use of HWB will allow closer monitoring of what training has been accessed by whom, to inform evaluation and follow up support.*
 - *Work to support schools develop their self-evaluation processes to identify strengths to share with others, in addition to identifying areas of need to support targeted access to training and support as part of a continuum.*
 - *Recruitment/ interviews took place in the Summer Term 2017 to appoint 2 x teaching staff and 2 x support staff to the interim Half-Way House posts. Through this process we were able to appoint 2 x teachers and 1 x support assistant. We will need to go back to advert to fill the unfilled support assistant post. 1 x teacher and 1 x support assistant were able to commence post Sept 2017, whilst the other teacher will be able to commence in November 2017. We are currently working providing the staff who have commenced with opportunities to work in the PRU to gain a better understanding of the needs of the pupils. The plan is to engage them in working with pupils in schools In November 2017. In the first instance we will utilise them to reduce the number of pupils currently in the PRU (particularly primary aged pupils) who with support are ready to return to mainstream. This will then reduce the current high numbers and leave sufficient space for more pupils in need to be admitted to the PRU. They will then be used to support pupils referred via the EOTAS panel to be admitted to the PRU in their mainstream school, with access to PRU resources as required. A memorandum of understanding and clear mode of operation is currently being developed in readiness to go to*

YCA, SCCASH etc. in October 2017 before being signed off. Given that there is no available space at any of the current PRU buildings, there are little options available to work off-site with pupils referred to the interim half way model. As such, the model will need to be delivered at the school that the pupil attends. At this stage, to ensure that support provides genuine quality and intensity, and does not become overly diluted, I propose that we work with 8 pupils at a time, with each pupil being provided with 1 member of staff for 0.4 of a week each i.e. every 4 mornings or 4 afternoons per week. As part of this work, supporting the pupils with their behaviour, building capacity within the school and setting up any other support interventions such as TAF or referrals to BST if not already in place, will be the focus. Every Weds, the staff will return to the Centre to meet with the deputy Headteacher of the PRU to review progress and outcomes, and plan the next steps. At this stage I would suggest that the mechanism for accessing support would need to be decided by EOTAS panel. Depending on the success of the interim model above, we may be able to consider sustaining this at a 'step below', when the full half way house model is centre based at the new PRU. This could possibly be supported from existing PRU staff in a less intensive way.

- There has still been no formal agreement as to what the “ highly effective prevention and early identification processes providing a wrap-around support team for schools and learners enabling an increase in the number of learners being educated in mainstream schools; and a team to work with schools, learners and their families to ensure measurable progress” as stated in the paper approved by cabinet in Dec 2016 will look like in practice. Currently there is very little clarity as to the make-up and role of this team. There is a need for some urgency to clarify the remit of this team in order that the overall behaviour and well-being strategy can be developed, the range of support communicated to schools and partner agencies and posts appointed. Once developed, the mode of operation, and a clear rationale as to how it fits into the overall strategy to support early identification and intervention, build capacity of mainstream providers to meet the needs of pupils with SEBD, and to provide a continuum of support for pupils with SEBD can be clarified.*
- Having given this a lot of thought based on current issues faced by mainstream schools and the PRU, and in the context of the strategic priority of prevention and early identification, I have attached below a comparison of the benefits of how this team could be established, illustrating the two main views of how it is believed it should work by different agencies.*

Model 1

Key features of the proposal:

- The model sits clearly within the WG and LA priorities linked to prevention and early intervention, and is in line with the principles of both the ALN Reform Act and the Well-being Act. It focuses on reducing the number of pupils requiring high levels of additional support or becoming at risk of needing education*

other than at school, whilst supporting schools to build capacity to meet the needs of a wider range of pupils.

- *The model sits as part of a continuum of planned prevention work around training and support for schools, through the provision of a tiered menu of training and support, to include universal training, targeted training and specialised training,*
- *The model allows schools to access support at a much earlier point of need to enable them to build the capacity to prevent issues escalating.*
- *The model brings together health, poverty and prevention and education services to support pupils, families and schools, and provides the opportunity to support clearer identification of need and more focused referrals where necessary to reduce impact and strain on the capacity of specialist assessment and intervention services*
- *The team would be comprised of key personnel to meet current and predicted future needs to prevent pupils from falling into behaviour focused PRU provision. This model would enable us to identify pupils at risk early, and provide an early intervention as a preventative measure. It would also provide some balance in terms of support available to primary schools to maintain placements of pupils who are challenging, in relation to the delegated funds provided to secondary to do the same. The capacity building aspect in this model is the exciting element – which could significantly improve schools’ abilities to meet the needs of challenging pupils, and in turn reduce the number of pupils referred to EOTAS.*

- *Areas currently affecting behaviour leading to exclusions or the pupil/YP needing to access PRU provision are as follows*
 - *ASD*
 - *Speech and Language difficulties*
 - *AD/HD, ODD etc*
 - *Mental health/Emotional issues*
 - *Learning Difficulties*
 - *Family issues*

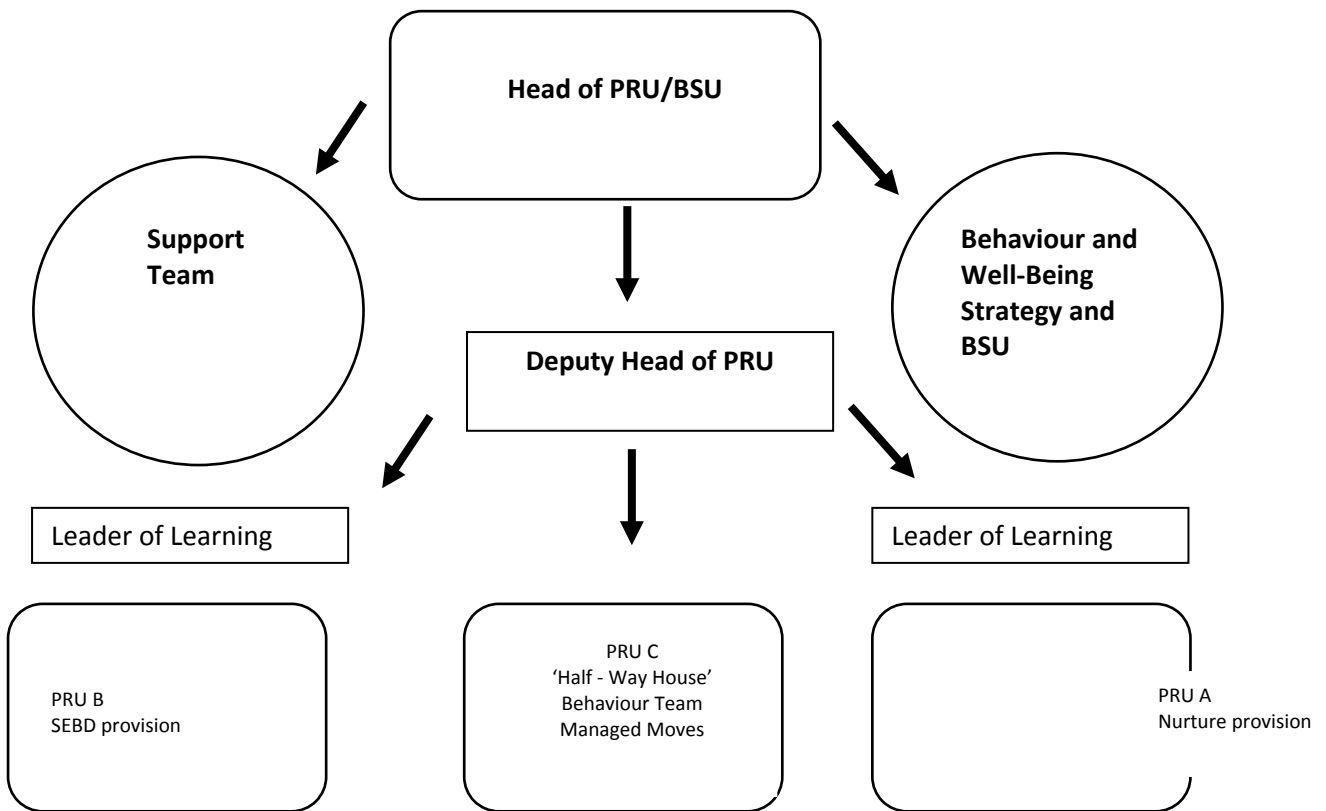
- *In terms of addressing these needs, depending on need, factors that need to be addressed to prevent behaviour from masking the root cause of difficulty are as follows:*
 - *Capacity of mainstream teaching staff to identify the issues/triggers and match teaching to learning needs*
 - *Ensuring the learning environment supports access to the learning for the pupil/YP*
 - *Ensuring that the communication systems used supports access to the learning for the pupil/YP*

- *Building skills/resilience/confidence/internal behaviour management strategies of the pupil/YP*
 - *Support for the pupil/YP in context of the family*
 - *Support to school to access appropriate existing support services*
 - *Support to school to maintain the pupil within mainstream whilst awaiting specialist support*
 - *Signposting to schools and families of existing support available and referral routes*
- *The team would be comprised of key personnel to meet current and predicted future Following a very brief review of needs of schools, and reasons why pupils are referred to PRU, the team would need to comprise of staff with the following expertise:*
 - *ASD/Speech and Language*
 - *ADHD/ODD etc*
 - *Mental health*
 - *TAF/Evolve type working*
- *The team would be comprised of key personnel to meet current and predicted future It is not envisaged that these would all need to be teachers – a mixture of staff which could include well qualified and experienced TAs, mental health workers/youth workers/social service workers etc. would be needed. Neither is it envisaged that these would take the place of the other services eg ALN specialist teachers, SPALT, TAF workers, Trehafod, BST etc. However, many pupils are getting to the point of no return in schools without having accessed any of the above support. Reasons for this can include:*
 - *School's lack of understanding of the underlying cause of presenting behaviours*
 - *Lack of experience/expertise within schools to support pupils with SEBD/ASD/SPALD/issues associated with impact of poverty etc*
 - *Lack of capacity in the various teams to support at a preventative level – eg ASD, Trehafod, SPALT,EP, etc,*
 - *Lack of understanding on the part of the school re the role and remit of different service providers*
 - *Long waiting lists based on prioritisation of need for pupils to be seen*
 - *A team of staff with experience and expertise in the areas of SEBD, mental health, ASD, SPAL and working with families to be appointed: Mental Health Nurse – pay scale approx. £26565 per annum based on NHS Band 6 (this would be pro rata as term time only)
ASD/SPAL specialist teacher - £39523 per annum based on\; UPS2 + SEN allowance of £3000. (This cost will differ depending on experience of teacher appointed)
ASD/SPAL support assistant approx. L4 grade 6 SCP 22 27.5 hours £17111*

TAF support assistant approx. L4 grade 6 SCP 22 27.5 hours £17111
SEBD specialist teacher £39523 per annum based on UPS2 + SEN allowance of £3000. (This cost will differ depending on experience of teacher appointed)
Transport approx. £ 5000per annum
Project Costs £5000 (year 1 would also need to absorb IT agile costs).
Total cost approx. £149,833

- The team would be located within the PRU but would follow agile working principles to enable working across all schools. On completion of the new build, this would enable the team to form part of a broader team which could provide support and intervention to schools, pupils and their families from a much earlier point of need, and in doing so, reduce the pressure on other agencies such as EP/CAMHS, SPAL services, Learning Team.
- The team would be managed by the Headteacher of PRU and BSU to ensure a continuum of support and provision in line with the proposed behaviour and well-being strategy. This would also enable a more joined up approach between and across agencies and services and greater synergy across the overall behaviour and well-being strategy.
- This would be a new team created via the additional money given to EOTAS with the stated aim as agreed by Cabinet of providing a wrap-around support team for schools and learners enabling an increase in the number of learners being educated in mainstream schools; and a team to work with schools, learners and their families to ensure measurable progress
- The team would work with all age pupils and across schools in Swansea
- The team would have access to the full package of training available to current staff working in the areas of ASD, SEBD, SPAL, TAF and well-being and mental health, ensuring that the support, advice and guidance provided to schools would be in line with all other agencies working with schools in Swansea.
- Access to the team as part of the prevention and early identification tiers of the Behaviour and Well-Being Strategy would form part of the scrutiny of EOTAS referrals to ensure that all prevention approaches have been exhausted before pupils are brought to panel.
- The team would attend fortnightly group supervision and team meeting with the wider BSU and PRU team.
- The structure of the team would be in line with the model proposed in Aopendix B of the paper previously agreed by cabinet in Dec 2016 and is as follows:

- **Appendix B: Future proposed senior management structure**



This model focuses on prevention and early identification and reducing the number of pupils requiring education other than at school. However, it does not address the issues associated with capacity issues in the provision of ‘Lead Work services’ for pupils already admitted to the PRU. However, the aim of the behaviour and well-being strategy is to reduce the number of pupils attending the PRU, and increase the re-integration rates of pupils who are admitted to the PRU. This would mean that it would reduce the number of pupils in the PRU who would require the Lead Work Model in the PRU.

*Additionally, as part of the restructure of the PRU provision in readiness to move to one Swansea PRU based in one building, it would be possible to review the current mode of operation of the current PRU Lead Workers within the Pathways Team, and provide training to enable them to deliver a hybrid model of Pathways and Evolve across the KS4 PRU provision. Pathways as such would cease to operate in isolation of the rest of the PRU, and all pupils entering KS4 would have a bespoke curriculum to include core provision of maths/numeracy and English/Literacy skills, with a personalised mix of academic and vocational options based on needs. *NB – one of the reasons for pupils leaving PRU, and becoming NEET within 7months is linked to unsatisfactory basic skills. This could be targeted more formally in this model.*

This would still leave a gap in provision for younger pupils attending the PRU in Foundation Phase, KS2 and KS3. However, nearly all of these pupils are dual registered, and the principles around access to support for these pupils is in general linked to their mainstream provision. E.g. EP allowance of pupils in the PRU is linked to their mainstream school, and not to the PRU. To link provision to the PRU for these pupils would cause significant difficulties for pupils returning to school or on a part time school/part time PRU timetable. In line with the CCS approach, Primary aged pupils could be supported through the TAF model. This way, the key links with their primary school could be maintained, and a close handover between school and PRU ensure a smooth transition. This would then leave the pupils in KS3, which is a smaller percentage of the overall PRU cohort. Model 1 costs are less than the total amount allocated as part of this aspect of the Behaviour and Well-Being Strategy, and therefore the surplus spend could be used to fund 1 Lead worker to work on those pupils in KS3 who require this support.

Model 2 – The Evolve Model

2.1 Key features of the proposal as proposed by Gavin Evans:

- *A team of 5 lead workers to be appointed: 1 EOTAS Practice Lead Grade 8 and 4 EOTAS Lead Workers Grade 7 (job descriptions attached)*
- *The team would be located within an EOTAS PRU building (potentially Brondeg) but following agile working principles to enable working across all of the PRU sites. This would help ensure integration into the wider EOTAS teams and enable them to have a presence across the various EOTAS sites until the new single site is completed*
- *The team would be matrix managed between an existing evolve Area Team Leader for practice supervision and deputy head of EOTAS/PRU to ensure synergy between management teams and vision. Please see Fig 1.1 below for proposed structure*
- *This would be a new team created via the additional money given to EOTAS and would work with all age pupils and across Arfryn, Brondeg, Step Ahead and Pathways.*
- *The team would only case load young people and families who are within the EOTAS PRU Settings from any age group. All school support and half way house pupils would receive support from existing evolve lead work teams.*
- *The team would follow all existing guidance and methodologies for lead working within evolve, but relevant aspects would be tailored specifically for the EOTAS cohort (ie co-working with EOTAS Pathways). This would mean that all lead work staff receive monthly professional practice supervision for 2 hours per month and operate under a Signs of Wellbeing Framework.*
- *The team would have access to the full package of lead work and practice lead training via the evolve development manager with evolve covering the costs of this.*
- *The evolve Area Team Leader would attend all relevant EOTAS managers meetings to ensure approach is appropriately tailored to meet service needs*

- The evolve Area Team Leader would sit on EOTAS panel, as is the current arrangement, ensuring that all prevention approaches have been exhausted before pupils are brought to panel.
- The team would attend fortnightly group supervision and team meeting with wider evolve Area Team. The team would also attend the Young People Service monthly development sessions and required EOTAS team meetings
- The team would have full access to all evolve methodologies including, Signs of Wellbeing Framework, Motivational Interviewing, Solution Focussed, Parenting Work and would have leadership from a manager with significant experience of developing and embedding these into lead work practice. (Chris Griffiths would be aligned due to his previous 10 years experience managing alternative curriculum programmes as well as 3 years managing lead work. He would then manage a slightly smaller team of staff across mainstream provision to enable the capacity challenge to be met)
- Additionally the team would have access to all of the wider specialist resources in evolve and established partnerships. ie. Outdoor activities, sexual health, online issues, safeguarding lead (senior social worker), Family Support Continuum Practice Lead, Adolescent Parenting Worker.
- Access to the evolve Duty Phone for out of hours health and safety coverage
- Access via evolve routes to all partner organisations – ie. camhs, eyst, WBYJ&EIS, Choices.
- Integration with SS Area Teams, IAA practice alignment and step up/step down processes and aligning with the agreed processes of the Family Support Continuum.
- Integration with the approach within schools, communication enabling the development of best practice and sector leading work to be seen as emanating from a multi-disciplinary EOTAS Structure
- The team would be subject to the established monthly performance framework which would go the EOTAS management team, enabling transparency and scrutiny of both the quantitative and qualitative performance of the team. This would also provide essential evidence for ESTYN.

Figure 1.1 Structure for the proposed Team

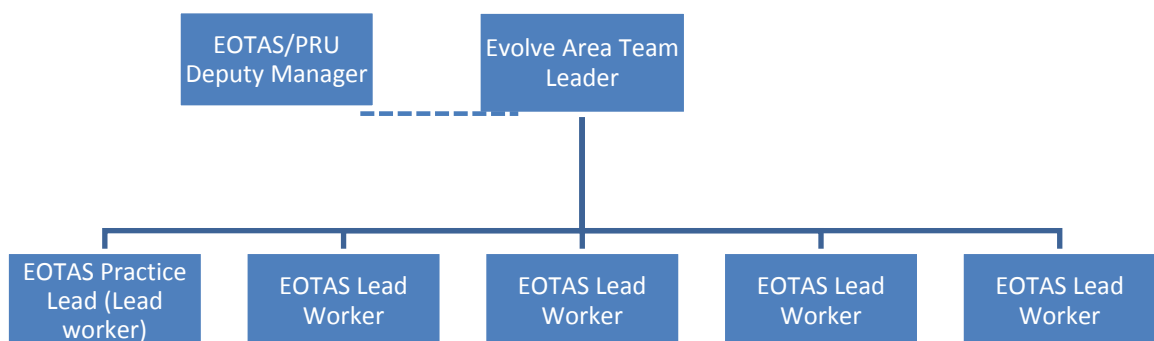


Figure 1.2 Finance table for the proposed team: * inclusive of on-costs

Costs	Grade	Wage Range	Total Costs	
EOTAS Practice Lead (lead worker) x1	Grade 8	*SCP 31 (36,853) *SCP 35 (41,005)	£41,005 (Max)	
EOTAS Lead Worker x4	Grade 7 x (4)	*SCP 26 (124,664) *SCP 30 (142,904)	£142,904 (Max)	
Transport			£ 5000	
Project Costs			£5000 (year 1 would also need to absorb IT agile costs).	
Total costs required			£193,909	

Evolve costs in kind – management time, professional development, performance reporting.

*At this point, if it were agreed to move forward with the Evolve model – we would appoint 5 Lead workers with Youth work background/qualifications to work with young people in the PRU, stepped down from Social Services, or supporting to prevent step up to Social Services. Currently Evolve support is available to all pupils other than those attending the EOTAS Pathways provision. At present pupils in EOTAS Pathways cannot access this support as it is deemed that they already have support. Pathways support is also Lead worker led, with staffing holding youth work qualifications and experience. The focus on their work however is currently more geared to actively supporting young people in accessing education and vocational learning opportunities. ****This could however be reviewed and changed through training***

3. How has this progress affected the provision of services to pupils directly?

Little progress has been in terms of direct impact, due to delays in being able to implement the proposed new model of service delivery. However as can be seen from above, a lot of work has already been implemented to put the proposed new service into action.

4. How have pupils been involved in the proposed changes and how is their involvement planned moving forward?

Please see the briefing paper for information on Consultation that has been already carried out, its evaluation and plans for future consultation.

5. How is the move to develop more effective ‘revolving door’ for pupils between EOTAS and schools progressing?

Please see above for details re progress on the implementation of the proposed new service models.

Early informal consultation with schools via YCA and SCCASH has been undertaken, and discussions held to reinforce the responsibility of schools to support re-integration of pupils. This will be more ably supported once the half-way house is in operation.

Amendments to the admission meetings of new pupils have ensured clear timescales for the re-integration of pupils are agreed on entry. Greater focus on caseloads held in the PRU will ensure a higher re-integration rate of pupils into mainstream

2016/17 saw an improved percentage of pupils being re-integrated back into mainstream provision.

Re-integration Data Arfryn Education Centre

2015-16 - Total number of pupils partially reintegrated	KS2	10	KS3	2	Total	12
2015-16 - Total number of pupils fully reintegrated	KS2	1	KS3	2	Total	3
2016-17 - Total number of pupils partially reintegrated	KS2	19	KS3	3	Total	22
2016-17 - Total number of pupils fully reintegrated	KS2	3	KS3	5	Total	8

Re-integration Data Step Ahead Education Centre

2015-16 - Total number of pupils fully Reintegrated	KS3	0	Total	0
2016-17 - Total number of pupils fully Reintegrated	KS3	2	Total	2
2015-2016 - % pupils who successfully move into FE	KS4	15/15 (100%)		
2016-2017 -- % pupils who successfully move into FE	KS4	11/12 (92%)		

6. How well is the Pupil Referral Unit/s curriculum meeting the needs of pupils?

- *The curriculum statement has been revised*
- *Curriculum provision maps have been developed for all centres*
- *Internal and external evaluation of standards of teaching and learning and scrutiny of pupil work indicated an improvement in curriculum development and delivery across the PRU.*

- *Work to revise and improve IEPs have led to general improvement as recognised by Challenge Adviser scrutiny*
- *Informal and formal challenge and support procedures have been implemented to support improved standards of teaching*
- *Work is on-going to develop a robust tracking system to support continued improvements – links and partnerships with mainstream schools and SIMS CCS SIMS team developed to support development*
- *PRU staff working with mainstream staff networks to ensure curriculum knowledge is up to date and mechanisms to learn from identified good practice is in place*
- *Greater collaboration across the different parts of the PRU have resulted in focused working groups being formed to work on specific aspects of curriculum*
- *New appointments have been made to increase subject specialists in the areas required across the PRU*
- *New posts to be advertised Autumn 2017 to fill vacant subject specialist posts in Mathematics and Science*
- *External training, working groups and audits of skills have been undertaken to support the implementation of the DCF across the curriculum*
- *Training provided to all staff on the new curriculum and the 4 core purposes to ensure planning begins to work towards new planned curriculum*
- *Tenders for new external providers to enable access to a broader range of vocational opportunities have been completed*
- *Planning for a more robust use of data to inform planning in the PRUIP for 2017/18*
- *Standards are still not good enough in all aspects of curriculum planning, and the quality of teaching and learning. This forms the key priority for improvement as we move forward.*
- *Resources for the implementation of the curriculum are poor across the PRU provision, and the buildings and grounds do not support aspects of the curriculum well.*

7. How are schools progressing with developing in house provision for pupils with behavioural issues?

- *A few secondary schools have been proactive in undertaking whole school approaches to promoting positive behaviour, buying in PIVOTAL*
- *Many schools have accessed ERW training focused on promoting well-being and supporting pupils with attachment and emotional difficulties. Future training planned for 2017/18*

- *Over 1000 teachers trained across CCS in MAPA or preventative management of challenging behaviours*
- *Headteachers engaging well in discussions to develop menu of support to enable them to build capacity to improve provision for pupils with SEBD*
- *Questionnaire due to go out to all Headteachers to identify training needs to inform work on-going to provide a range of training opportunities as detailed above.*
- *Identified PRU and BSU staff undertaken ADVANTAGE* training to be piloted in mainstream schools Autumn 2017*
- *Plans to build SEBD self-evaluation tool to support schools in identifying need as detailed above.*

8. What have been the improvements to the referral system into EOTAs?

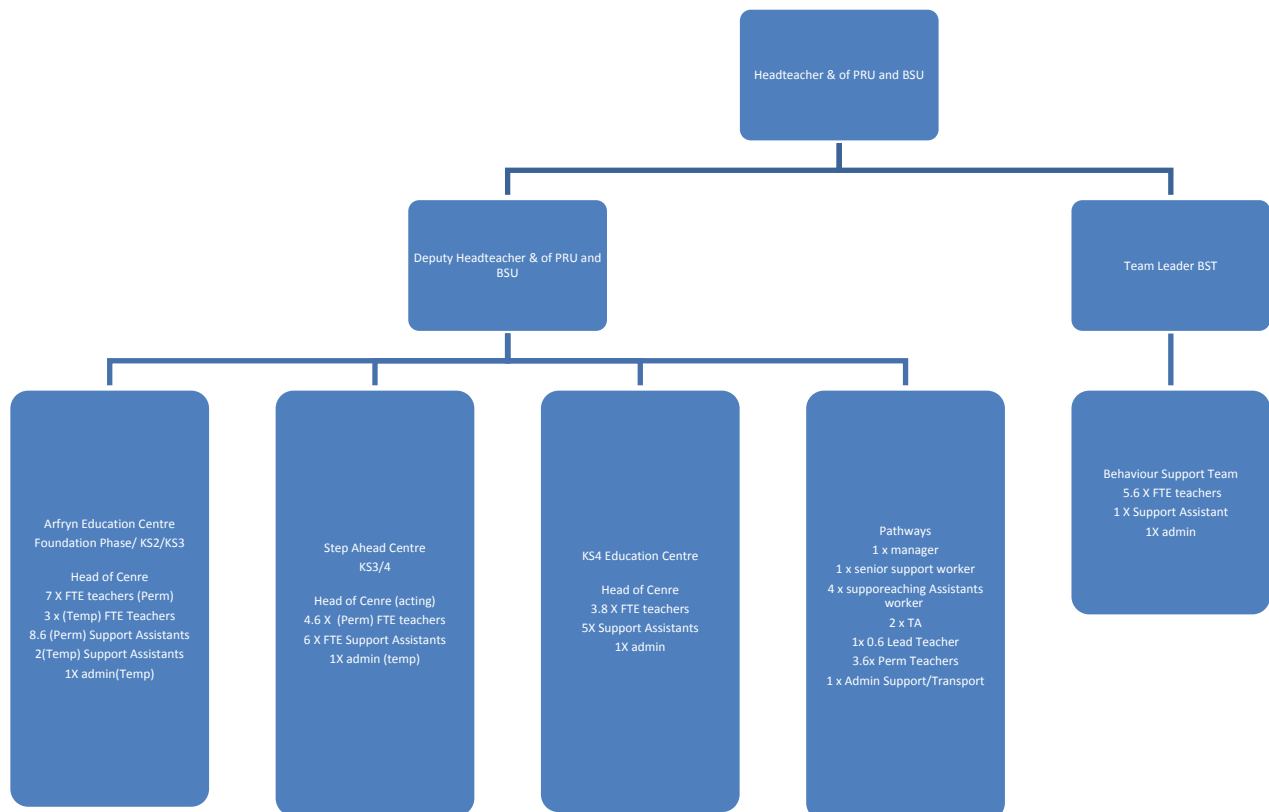
- *Updated form sent to secondary pastoral leads for consultation (still ongoing) to be linked to new referral process for Evolve to ensure referrals have followed the graduated response.*
- *Schools identified by panel as submitting referrals of poor standard are being visited by panel chair to provide support. This has already led to significant improvements in standards of subsequent referrals.*

9. We previously had concerns that decisions were made at the EOTAS panel using written submissions only; verbal dialogue and school representations not allowed?

- We also had concerns about consistency of decision making with some referrals that were refused but later accepted, using the same paperwork?
- Are the PRU and schools collaborating, for example sharing providers, teaching expertise and experience?
 - *New referral form requires pupil and parent/carer 'voice'. Pupils, parents and carers are encouraged to write a supporting statement to accompany the referral. Many schools now discuss cases with panel chair before submission of referrals which leads to less requests rejected by panel.*
 - *Schools whose referral requests are rejected by panel receive detailed feedback on reasons for rejection of requests, with panel chair being available to discuss with schools. Schools are then welcome to resubmit if they are able to provide more supporting information or can carry out more work with pupils so that recommendations by panel, as advised by panel chair, can be addressed.*
 - *It is still not possible for cases to be heard in person as panel usually deals with in excess of 20 referrals each month.*

10. What does the current staffing structure look like and are there any vacancies, if so how are these being filled or managed?

- *Current vacancies are being managed through the use of agency staff and temporary contracts. The reason behind this is that we currently have more staff than would be required to meet the needs of the reduced number of pupils it is proposed to admit over the next 5 years. Therefore, the higher number of pupils currently on roll require us to have a higher number of staff than is proposed in the new structure.*
- *Staffing issues linked to a small number of staff having been on extended career breaks or on long term sick leave have also resulted in the use of temporary posts being required to cover positions. Action has and continues to be taken to address these issues to bring greater stability and consistency to the staffing across all centres.*
- *See below for current structure.*



Report of the Director of People

Cabinet 20 July 2017

Progress update on the implementation of the new model of provision for Education Other Than At School (EOTAS) and feedback from the recent stakeholder consultation

Purpose:	To provide an update on the implementation of the new model of provision for Education Other Than At School (EOTAS) and feedback from the recent stakeholder consultation
Policy Framework:	<ul style="list-style-type: none">• Corporate Priority• Improving pupil attainment
Consultation:	<ul style="list-style-type: none">• Parent / Carer/ Learner engagement sessions April 2016• Stakeholder workshop May 2016• Access to Services• Finance• Legal• Corporate Property Services
Recommendation(s):	It is recommended that: <ol style="list-style-type: none">1) The feedback from the consultation and mitigation measures are noted.2) The proposals for the interim Halfway House are noted.3) The progress towards the long term accommodation is noted, and a further report is back to Cabinet once the design is finalised and cost certainty achieved.
Report Author:	Nick Williams, Chief Education Officer
Finance Officer:	Pini Patel, Principal Accountant Jayne James, Principal Accountant Capital
Legal Officer:	Stephanie Williams
Access to Services Officer:	Sherill Hopkins

1. Introduction

- 1.1 Cabinet on 15 December 2016 gave their approval for the City and County of Swansea to extensively overhaul its entire EOTAS service to provide a sector leading practice. The objective is to reconfigure the service to build on existing good practice, transforming the provision to support vulnerable children and their families and to meet the requirement to provide suitable full time education, in a timely manner, to those children and young people who need to be educated other than at school. This must also be seen in the context of emerging national policy, including the recent report from Estyn (June 2016) as well as the continuing national and local budget pressures.
- 1.2 Recommendations presented in December 2016 included the proposed restructure of Swansea PRU into three strands (ABC), educated in a fit – for-purpose learning environment.
- 1.3 PRU A: a nurture provision for young people with significant mental health difficulties encompassing the provision currently available through the Step-Ahead Centre.
- 1.4 PRU B: a provision for young people with social, emotional and behavioural difficulties (SEBD) encompassing the key stage 4 Education Centre, Brondeg House and the Education Centre at Afryn.
- 1.5 It was also agreed that this new environment should also include PRU C a ‘halfway’ house model and a multi-agency approach so that the needs of the majority of learners with social, emotional and behavioural difficulties (SEBD) are met through mainstream education with central provision only being made for those learners with the most severe SEBD needs.

2. Consultation Feedback

- 2.1 Consultation sessions were held with stakeholder groups early in the spring term in order to obtain their opinions on the proposed future direction of travel as agreed by Cabinet in December 2016. The Head of Learner Support Services gave presentations to stakeholder groups and all feedback was recorded.
- 2.2 Consultation sessions were held with the following groups:

Date	Groups	Centre Base
16 February 2017	Pupils, parents and carers	Afryn Education Centre
15 February 2017	Pupils, parents and carers	Key Stage 4 Education Centre and EOTAS Pathways
15 February 2017	PRU Staff	All
17 February 2017	Pupils (no	Step-Ahead Education Centre

	parents or carers attended)	
17 February 2017	Cross –phase head-teachers	

2.3 Stakeholder feedback to the development of a new behaviour and wellbeing strategy with an overhaul of current systems and practice in dealing with vulnerable pupils was well received and generally positive.

2.4 Themes emerging focused primarily on staffing, teaching approaches and the suitability and sufficiency of the new accommodation. This information is provided in the tables below.

- Table 1 Outlines the positive feedback received
- Table 2 Outlines the issues raised and how the key objectives of the new strategy addresses these concerns
- Table 3 Pupil feedback
- Table 4 Head-teachers' feedback

Table 1

Positive feedback in relation to the new model
The proposed new model of service delivery is a good strategy.
The move to the proposed new site is a good strategy.
The proposed half-way house is a positive addition.
The proposed new model of service delivery and proposed new site would be a significant improvement on the current model and accommodation.
The development of a new behaviour and wellbeing strategy with an overhaul of current systems and practice in dealing with vulnerable pupils is a good strategy.

Table 2

Issues raised in relation to the new model	Proposed action/ resolution
Concerns that accommodating all current groups of PRU pupils with a wide range of ages and emotional difficulties on one site could be problematic.	This issue is being dealt with in the design of the building. It is proposed that while there will be one building this will be designed, operate and feel like distinct units both internally and ensuring that all learners feel safe in their environments. The design of the building ensure appropriate delineation of the different areas which ensures that only staff can move between them
Concerns that the proximity of an existing comprehensive school to the proposed new site could be problematic.	We see this as being beneficial and we will be keen to work collaboratively with the school going forward.

What happens if the PRU is over-subscribed?	The introduction of the half-way house, the multi-agency team and a new behaviour strategy is likely to reduce demand for the PRU. In addition, funding is being devolved to schools at key stage 3 to assist with in-house provision.
There is a lack of clarity as to the structure and role of the new support team in the new model of service delivery.	The structure and role of the team is being developed in line with the needs of the learners.
There is a lack of clarity around the future of the current Pathways service and the role of current staff in the future model of operation.	Any changes will be in line with ensuring that learners have the best possible educational opportunities.
Concerns around the delay in implementing a new staffing structure and move to a new site with unresolved issues with current accommodation and uncertainty for staff.	Progression towards a final plan for the accommodation should allow for early identification of the future staffing structure – some recruitment is due to start shortly.
Where will the multi-agency team be located?	The design of the building has dedicated space for support staff, including the newly formed support team, the Behaviour Support Team and Home Tuition Team to work from. Additional space in the form of meeting rooms and a community room will allow for greater flexibility in how teams work, providing the best possible service to the pupils and schools.
What is the future role of Pathways lead workers	The role of the lead workers will be in line with ensuring that all learners have the best possible educational opportunities.
Concerns around the ability for schools to be able to manage pupils in mainstream in order to reduce planned places at the PRU.	The introduction of the half-way house, the multi-agency support team and a new behaviour strategy is likely to reduce demand for the PRU. In addition, funding is being devolved to schools at key stage 3 to assist with in-house provision.

Table 3

Key Stage 4/ EOTAS Pupil feedback	Proposed action/ resolution
More outdoor facilities for recreation and sport with opportunities for gardening are required.	The proposed design incorporates separate bespoke outdoor space for each phase. Doors from the classrooms will open directly out onto this space. In addition, there will be two large courtyards within the proposed building to allow easy

	access to safe outdoor areas in addition to providing light and a direct view into the courtyards from the interior. A large additional ecology area will also provide significant outdoor space. A large hall is proposed in order that more sporting opportunities can be provided internally.
Better provision for vocational activities (workshops beauty room and a garage) is required.	Whilst it has not been possible to provide capacity for these options to be delivered within the proposed building, links with external providers will continue to be sought to ensure that we build on the current broad range of vocational opportunities already offered. The proposed building also offers specialist teaching areas where more vocational skills such as cookery and design and technology could be delivered in-house.
Better catering and a proper canteen are required.	The proposed building has full catering facilities in order that meals can be cooked on site. Two halls, in addition to potential break-out areas provide a range of options for pupils to eat lunch.
Quiet spaces/ chill out rooms are needed.	Each phase will have its own dedicated break-out rooms, therapy rooms and quiet areas for pupils to use.
They would like to introduce animals and animal care on site.	This is something that could be considered in the future, in addition to developing the ecology area to attract wildlife. In addition, the proposed site is very close to the City Farm, which could offer exciting links for working in partnership.
Arfryn Education Centre Pupil feedback	
They would like better sporting, leisure and recreational equipment and provision.	The proposed design incorporates separate bespoke outdoor space for each phase. Doors from the classrooms will open directly out onto this space. In addition to this, there will be two large courtyards within the proposed building to allow easy access to safe outdoor areas in addition to providing light and a direct view into the courtyards from the interior. A large additional ecology area will also provide significant outdoor space. A large hall is proposed in order that more sporting opportunities can be provided internally
They wanted specialist	The proposed building offers specialist

curricular facilities such as design and technology workshop, science laboratories, and food technology / kitchen facilities.	teaching areas where provision for design and technology, science, and food technology could be delivered.
They wanted improved quality of lunches with on-site catering.	The proposed building has full catering facilities in order that meals can be cooked on site.
They felt there should be more expert teachers able to manage challenging behaviour.	There will be on-going recruitment and training plans to ensure that we continue to build on the capacity of all staff to promote positive behaviour and manage challenging behaviour.
They would like a school crossing patrol.	There are currently pedestrian crossing options on the roads directly leading to the proposed site for the new build, limiting the need for a school crossing patrol.
They would like quiet, de-escalation and a soft sensory room.	Each phase has their own dedicated break-out rooms, therapy rooms and quiet areas for pupils to use.
Step-Ahead Centre Pupil feedback	
They would like to keep the number of pupils in the centre to 30.	The maximum number planned for this phase is 35, which is only slightly bigger than the current number who attend the Step-Ahead Centre.
They would like Staff to have a better understanding of autism, depression and anxiety.	Staff currently have a very good understanding of these issues, but are always looking to build on this through relevant training, and working in partnership with pupils and their families.
They would like to do the same work as in mainstream.	The proposed new building allows greater options for staff to share their curricular expertise and provide a greater range of curriculum opportunities for pupils.
Quiet spaces/ chill out rooms are needed.	Each phase has their own dedicated break-out rooms, therapy rooms and quiet areas for pupils to use.
They would like a wider set of option choices.	The proposed new building allows greater options for staff to share their curricular expertise and provide a greater range of curriculum opportunities for pupils.
They would like to introduce animals and animal care on site.	This is something that could be considered in the future, in addition to developing the ecology area to attract wildlife. In addition, the proposed site is very close to the City Farm, which could offer exciting links for working in partnership.

Table 4

Head-teachers' feedback	Service delivery aims and objectives
There should be provision for more vocational provision for PRU pupils with more emphasis on practical and life skills needed and less emphasis on academic outcomes?	Pupils who are in KS4 are currently referred to either the KS4 Education Centre or EOTAS Pathways. Pupils who are referred to Pathways currently already follow a mainly vocational pathway. As we move forward, it is planned to merge the 2 provisions for KS4, and offer a bespoke package of academic and vocational provision based on individual needs
More planning for curriculum reform (Successful Futures) is required and a more pupil centred curriculum should be developed.	This is already underway, with staff working on key areas of implementation of the DCF, in addition to work to refine planning across the PRU to begin the process to align teaching and learning with 'Successful Futures.
Improved links with local businesses and organisations are needed.	There are already many operational links with local businesses and organisations, but work will continue to build on this to benefit our pupils.
There is a need for more training for mainstream staff in identifying and managing the needs of pupils at risk of needing EOTAS services.	Work to provide relevant and meaningful training, in addition to support, is being undertaken as part of the development of an overall Behaviour and Well-Being Strategy
There is a need for greater collaboration between PRU and mainstream staff .	Work to support this is being undertaken as part of the development of an overall Behaviour and Well-Being Strategy
There is a need to raise the status of the PRU in order to attract and retain high quality staff.	Work to achieve this, including work to recruit and appoint new highly skilled staff to build PRU capacity is being undertaken as part of the development of an overall Behaviour and Well-Being Strategy
Improved tracking of pupil progress is required.	Work is currently underway to develop this area
Better record keeping is required in mainstream schools.	This is something that we would encourage all schools to do
The use of pastoral support programmes needs to be improved.	This is something that we would encourage all schools to do
Earlier intervention and improved links to Child and Adolescent Mental Health Services (CAHMS) is necessary.	Early intervention will form the bedrock of the Behaviour and Well Being Strategy
There is a need to develop a core set of values and principles.	Work to do this will be part of the development of the Behaviour and Well

	Being Strategy
Currently there is inconsistent use of behaviour and tracking systems in schools.	Work to do this will be part of the development of the Behaviour and Well Being Strategy
Improved entry and exit strategy to the PRU with better reintegration is required.	Work to do this will be part of the development of the Behaviour and Well Being Strategy
The pupil voice should be developed.	Work to do this will be part of the development of the Behaviour and Well Being Strategy
Capacity with parents needs improving upon.	Work to do this will be part of the development of the Behaviour and Well Being Strategy

3. **New Accommodation and Business Case Development**

3.1 **Design Brief**

3.1.1 Cabinet in December approved additional funding to undertake a feasibility study for new accommodation at the Cockett House site. This report has now been received and additional funding secured to progress the design development to enable a planning application to be submitted.

3.2 **Design Progress**

3.2.1 Following the appointment of the consultants; Aecom and the sub-consultants Architects Powell Dobson Partnership, there have been several workshops / review meetings internally, including those with the appointed Head of Swansea PRU and with the consultants' team to refine the brief.

3.2.2 The initial feedback from the consultants was that it was not feasible to remodel the existing buildings to accommodate the entire PRU service.

3.2.3. At the time that the original review of available site options was undertaken, it was with the expectation that a remodel / refurbish / extension of existing premises could be feasible. In view of the fact that the consultants were advising that this was not feasible a further review of alternative sites has been undertaken which has confirmed that the Cockett House site is still the preferred option / best fit.

3.2.4 An options appraisal for the development of the Cockett site itself has now been completed and Aecom have produced their RIBA (Royal Institute of British Architects) Stage 1 report which contains indicative costs for the preferred way forward; that being the demolition of buildings to the rear part of the site, the redevelopment of the area and

building of a new facility which should have limited impact on the immediate land surrounding Cockett House.

- 3.2.5 The proposed new facility would be accommodated within one building which has distinct provision for each PRU with appropriate separation from each other with suitable access to inner courtyards. Externally each will have access to its dedicated recreational space, with sufficient vehicular pick up and drop off points. Within the building there will also be suitable agile working office accommodation for the Behaviour Support and Home Tuition teams thus providing more effective on site support.
- 3.2.6 The facility is being designed in accordance Building Bulletin 104(BB104) (SEND special education needs and disability) and alternative provision: area guidelines, but also considering the ability to future proof it, so that if required it can be provide the flexibility to meet the changing needs.
- 3.2.7 The design is now being progressed to the point that a planning application can be submitted, and wherever possible tasks are being progressed in parallel to minimise the timescales involved.
- 3.2.8 Further stakeholder engagement sessions have been held with staff, pupils and the PRU management committee to gain their views on the current concept design layout.
- 3.2.9 The findings of the first stage report will be incorporated in the business case to Welsh Government, and that process will run alongside the development of the proposal.
- 3.2.10 The initial concept plan is attached at Appendix A.

4. Financial implications

4.1 Capital

- 4.1.1 The December 2016 Cabinet report indicated a rough indicative estimate of £6.5 million.
- 4.1.2 The report stressed that the £6.5m figure was a very rough estimate as no feasibility had been undertaken at the time, and before a more accurate cost estimate could be provided an appropriate RIBA stage 1 master plan options report would be required. This is a unique facility and so, unlike a new build for a school, does not make for easy benchmarking in terms of cost planning without having undertaken the more detailed feasibility that has now been completed.
- 4.1.3 The accommodation brief on which that indicative budget was based was drafted in September 2016, and was based on the requirements identified by the Service at that time. This was mindful of the need to consider the option to remodel the existing buildings on the preferred

Cockett House site, and also intended to reflect building bulletin requirements. However this was without having undertaken a full feasibility assessment.

- 4.1.4 The SOP is to be submitted to Welsh Government by the 31 July 2017 and it is anticipated that all authorities will receive feedback in the Autumn. Once the SOP has been approved the Outline Business Case for the EOTAS proposal can be submitted for consideration by Welsh Government (WG) with the objective that we receive an approval in principle to proceed to tender stage.
- 4.1.5 If WG approve the EOTAS proposal, it is expected that this would be on the basis of 50% capital funding, so that the cost would be funded 50% by the authority and 50% by WG.
- 4.1.6 As part of the financial approval processes both prior to the contractor's appointment and construction stage, the final costs for the development will then form part of the second iteration of the business case process and submission (FBC) to WG and will feature within a further FPR7 report to Cabinet in planned for June 2018.

4.2 Planned capital expenditure up to and including a planning application

- 4.2.1 Consultants fees, site appraisals, ground investigations, ecology survey, planning application and internal fees equate to the sum of £189k.

4.3. Development stages and forecast capital cost plan

Stage	£m estimate
December 2016 Indicative estimate	£6.5m
RIBA Stage 1 (Aecom estimate)	£11.2m
21 Century Schools Band B submission (including all costed risks and internal fees and decant costs)	£11.831m
Outline Business Case (OBC)	£11.831m
Final Business Case (FBC)	TBC

- 4.3.1 Factors which have impacted on the cost include an increase in the size of the building to take account of BB104 (in full), to provide suitably sized classrooms, adequate classrooms for the required pupil ratios and appropriate hall provision taking account of the fact that there are in fact four PRUs operating in one building. Furthermore, the design responds to the suitable arrangement and separation of internal rooms and external space in order to co-locate all four PRUs.
- 4.3.2 Within the cost-plan produced for the 21st Century Schools Strategic Outline Programme (SOP) Band B proposals a revised sum of £11.83M is contained for the EOTAS proposal.

- 4.3.3 To ensure that funds are distributed fairly and that schools offer a consistent standard across Wales, WG advise that schools are designed according to the maximum of BB98 (secondary) and BB99 (primary). For a PRU, we are advised by WG that we should refer to BB104.
- 4.3.4 An analysis of the proposed design has been undertaken and this shows that it is larger than a single provision for 135 pupils based on BB104 guidance. However, although the four PRUs are being located on one site and in one building each does require certain distinct facilities, whilst some aspects can be shared such as the office areas and hall provision for example where appropriate. This co-located solution is therefore 650m² smaller than the area which would be required for four separate provisions based on BB104.
- 4.3.5 Furthermore, once the size of a school is established, WG requires that standardised costs are to be applied to as many of the elements of the build as possible. This results in a maximum value for a school that can be benchmarked and inflated year on year to provide a maximum funding envelope.

There are a number of different elements to this:

- Proposed standard price per m²
- Furniture, fitting and Equipment
- ICT

- 4.3.6 Using construction price indices, the all in construction cost is £2,500 per m² in 2016 and £2,775 per m² for the start of Band B in 2019. In practice, where a project exceeds this value, the Welsh Government grant would be capped at the threshold indicated above. However, it may be that there are 'abnormal' costs which may cause the cost / m² to be higher which may not result in such a cap provided that they are appropriately justified.
- 4.3.7 In this case the costs for the construction element alone equate to £3,097 per m² and the overall cost for the project which includes ICT, off-site highways alterations and internal fees equates to £3,380.31 per m². This is in line with the recent Band A new school builds, and reflects anticipated 'abnormal' costs such as demolition of the existing building including asbestos removal, possible substructure and drainage issues, the additional costs of the enhanced design, specification and security measures relating to the client group and the additional "one-way" road layout.

4.4 Revenue

- 4.4.1 The range of options and revenue implications for the new service delivery were reported to Cabinet in December 2016. The preferred model would continue to require the existing revenue costs and also additional revenue costs.
- 4.4.2 This would equate to revenue costs of £4.71m in FY2017-2018, costs of £5.08m in FY2018-2019, over 5 years to £23m and over 10 years to £44.5m.
- 4.4.3 It is estimated that the maximum additional revenue required for FY2017-2018 will be in the region of £1.9m.
- 4.4.4 The preferred model would ensure children and young people who still need to be educated in EOTAS settings will be accommodated in a high-quality learning environment, taught by a well-qualified, highly-skilled workforce with support from a multi -agency team to ensure the highest academic and wellbeing outcomes for children, young people and their families.

5 Risks

The following key risks and mitigation measures have been identified

- 5.1 If the agreed funding path is via Band B programme and Welsh Government do not approve the Outline Business Case in December this year then the project may not be delivered by September 2019

Mitigation measure- Maintain regular dialogue with Welsh Government to determine the outcome of the Strategic Outline Programme which is to be submitted by the 31 July 2017.

- 5.2 The ground investigations are yet to be carried out and the outcome may require expensive remedial measures which will impact on the current cost plan.

Mitigation measure – The cost plan already contains a provisional sum to carry out an element of civil engineering work to effectively deal with any potential ground issues; optimism bias has been applied at a rate of 5%.

- 5.3 There are pre-existing traffic issues in the locality of the development. Consequently, there may be additional highways measures required which would also be likely to be a condition of any planning approval. Unexpected additional work may have a financial impact on the project.

Mitigation measure – There has been early dialogue with Highways to determine any potential implication, a provisional sum is included within the current cost plan; optimism bias has been applied at a rate of 5 %

6. Business continuity issues

- 6.1 The KS4 provision operating out of Brondeg House is not sustainable given the current teaching capacity and pupil numbers, the building requires significant investment, suitable adaptations for KS4 only would not be economically viable; The 2015/16 summary of backlog maintenance for this building alone was £2,139,918.00.
- 6.2 The Step-Ahead building at the Gors Primary School site is not fit for purpose and likely to have a detrimental impact on attendance and engagement of pupils; additionally, the present setting is restricting curriculum opportunities which could be afforded to pupils if they were to be educated in a more suitable building; the 2016/16 backlog maintenance summary for the education centre building was £138,603.00
- 6.3 Should either centre close temporarily or permanently then the City and County of Swansea would not be able to fulfil their Statutory Obligations short to medium term.

7. Timescales

Key Milestones

Key Milestones	Date / Month	Year
Cabinet report	15 December	2016
Service consultation feedback period	February	2017
Concept design complete	July /August	2017
Cabinet	20 July	2017
21c Schools Band B submission	July	2017
21C Schools Band B feedback	October	2017
Business case submission	October / November	2017
Formal planning application submission	September	2017
Business case approvals	December	2017
Formal planning consent received	January	2018
Tender period (single stage)	January - March	2018
Cost certainty report & business case preparation	April	2018
FPR7 cabinet approval	June	2018
Final business case submission & WG Scrutiny Panel	June	2018
WG Capital Panel approval	July	2018
Technical design stage	August	2018
WG Award of Funding	August	2018
Construction start	September	2018
Construction completion	September	2019
Set up period	September/ October	2019

Facility opens to pupils	October	2019
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8. Procurement Process

The current commission with AECOM and their appointed sub-consultants will allow for the scheme to be developed to enable a planning application to be submitted. Following the submission of a planning application an appropriate procurement process will be sought via the South West Wales contractor framework. Once the successful contractor has been established, the project/design development to date can then be progressed to full design proposal.

9. Halfway House

9.1 The implementation date for the new service model for EOTAS is September 2017.

A review of possible options has been undertaken, however none of the options that provide accommodation are now likely to be capable of delivery by September 2017, and will require capital investment.

The preferred option is therefore to establish a Mobile Interim Support Team. This would;

- support building capacity/expertise within mainstream
- not require any additional capital costs
- could reduce the need for transport costs.
- the costs of the interim mobile support team will be fully met from within the additional revenue funding approved within the base budget for 2017-18.

9.2 Proposed operation of mobile Halfway House Support

- The model will need to be delivered at the school that the pupil attends.
- The proposal is for the team to work with 8 pupils at a time, with each pupil being provided with 1 member of staff for 0.4 of a week this will deliver intensive support, which is what makes it very different from the support that can be delivered via the Behaviour Support Team (BST)
- As part of this work, supporting the pupils with their behaviour, building capacity within the school and setting up any other support interventions such as Team around the Family (TAF) or referrals to the BST if not already in place, will be the focus.
- Every Wednesday, the staff will return to the Centre to meet with the deputy Head-teacher of the PRU to review progress and outcomes, and plan the next steps
- The mechanism for accessing support would need to be decided by EOTAS panel.
- The Head-teacher and Deputy Head-teacher of the PRU will work together on development of protocols, criteria and Memorandum of Understanding in readiness to present to the July Steering Group. Based

on feedback, a revised proposal will be able to go to the September Steering Group, and if agreed can be shared with Head-teachers through Ysgolion Cynradd Abertawe (YCA) and Swansea City and County Association of Secondary Head teachers (SCCASH) in either September or October 2017.

- 9.3 It should be noted that there are risk factors to this being implemented to the planned timescale, which is dependent upon the ability to recruit suitably experienced and skilled staff.

10. **Corporate Asset Management**

- 10.1 The current Cockett Campus site is occupied by a number of different services, namely Social Services Training, SQU, elements of Home Tuition and the supervised contact facility in a separate building.
- 10.2 As part of the previous Asset Management strategy, which released this site for potential development, proposals have been under consideration for some time to identify alternatives for these specific activities within the existing Council estate. This would be on the basis that it would not be at an additional cost to the wider authority with regards to ongoing running costs and unlimited capital investment.
- 10.3 The current proposals as presented would add urgency and specific timelines which would potentially have to accelerate any discussions and these are currently ongoing. It does need to be made clear that these discussions will have to ensure that there is a mitigation of any risk to the current occupation of Social Services Training, Supervised Contact and Service Quality Unit (SQU) to ensure minimal service disruption. If, in order to mitigate any risk, there are additional financial implications these would have to be considered as a cost to this project.
- 10.4 More widely consideration will have to be given to any revenue and capital implications as a result of these moves and the current position with regards to existing premises budgets and how they are managed by the Corporate Landlord function.

11. **Equality and Engagement Implications**

- 11.1 An Equality Impact Assessment (EIA) screening form has been completed with the agreed outcome that a full EIA report was required. The full EIA report attached at Appendix B has now been drafted and the proposals are found to be relevant to the following characteristics:
- *Children/Young People* - The proposed changes will see the quality of the provision improved. The proposed new setting will provide learners with a fit for purpose environment and the introduction of a half-way house will make it easier for learners to return to their designated school as soon as possible.

- *Any other age group* - The proposed changes will provide staff with a fit for purpose environment to deliver these much needed services. The new management structure will also allow staff to develop to provide the best possible service to their learners.
- *Disability (Additional Learning Needs)* – 41 of the current cohort of EOTAS pupils have a statement of special educational needs. Once again the proposed provision of new fit for purpose buildings will ensure that every learner receives the service in a fit for purpose location under the leadership of an improved team.
- *Pregnancy and maternity* - This group is currently catered for by the EOTAS service. The change will provide this group of young people with a safer more inclusive environment.
- *Sex* - The proposed changes will see the quality of provisions for both boys and girls maintained if not improved.
- *Welsh Language* - Welsh speaking pupils are not a big user of this service currently. Individual arrangements have been made in the past and will continue to be made should the need arise.
- *Carers* - All young carers will continue to have the same access to this service as they have done in the past.

In April 2016 engagement sessions were held with parents, carers and learners at all the various settings. Discussions were held on what kind of provision they would like to see under the EOTAS service. Following these sessions a visioning workshop was held in May 2016 with a wide range of stakeholders to start shaping what the future service could look like.

Following the approval by Cabinet (January 2017) of the direction of travel further sessions were held with parents, carers and learners (February 2017) before delivering the agreed action plan.

The views expressed during these sessions can be seen in Section 2.

All stakeholders will continue to be involved as plans are developed for the new setting and as the wider plans for the service are delivered.

12. Legal Implications

- 12.1 The various permutations will necessitate the legal implications to be reviewed and updated on a regular basis. Highways, planning property and contracts/procurement legal advice will need to be obtained as the proposals progress.
- 12.2 The Education (Pupil Referral Units) Application of Enactments) (Wales) Regulations of 2007 and 2015 stipulate what aspects of primary and secondary legislation which exist in relation to mainstream schools are also applicable to pupil referral units. These statutory requirements will need to be in place whichever future iteration of provision is established and should be in place for the current pupil referral unit provision. Examples include the need for a school development plan, a written

statement in relation to sex education and policies to promote good discipline and behaviour on the part of its pupils.

- 12.3 Part 1 of the Staffing of Maintained Schools (Wales) Regulations 2006 applies (subject to modifications) to pupil referral units as it would to mainstream schools. Should the proposals involve the appointment of new staff then legal advice should be sought as to the applicability of these regulations. Legal advice should be sought on an on-going basis in relation to the employment law implications should the proposals being developed include a restructure of staff resources.
- 12.4 The Education (Pupil Referral Unit) (Management Committees etc.) (Wales) Regulations 2014 and the accompanying guidance will need to be followed to ensure that any future provision has an appropriately constituted management committee and instrument of government. Advice should be sought on the implication of these Regulations when the future provision is identified.
- 12.5 It is a requirement for pupil referral units to be registered with Welsh Government. Depending on the model and site preferred, this registration may require updating or resubmitting to ensure ongoing compliance.
- 12.6 While not directly applicable to pupil referral units, the School Organisation Code 2013 provides guidance as to the considerations to be had when making changes to school organisation. It is recommended that if there is a significant change proposed such as a change to the school site or a reduction in school places then the guidance in the Code is considered. The Code also provides guidance in relation to ensuring quality and standards in education and assessing the impact of proposals on quality and standards which would provide officers with a helpful benchmark for deliberations.

Background Papers: Cabinet Report 15 December 2016

Appendices: as below;

- Appendix A** Concept design layout plan
- Appendix B** Equality Impact Assessment

Agenda Item 5

Work Programme for Schools Performance Panel

This is the Work Programme Timetable for 2017/2018. Meetings will start at 4pm unless otherwise stated. Pre-meetings will be arranged as required by the Panel.

Meeting date	Items to be discussed
Briefing 6 Jul 17	<ol style="list-style-type: none"> 1. Education Scrutiny Workshop (Overview of Education, School Improvement Service and ERW) 2. Planning the year in Education Scrutiny
Meeting 1 31 Aug 17 CR5	<ol style="list-style-type: none"> 1. Agreeing the Scrutiny Work Programme 2. Discuss how you wish the panel to operate (pre-meeting, questioning) 3. Developing key questions for school scrutiny sessions* 4. Information on the Pupil Voice in Swansea
Meeting 2 21 Sep 17 CR3a	<ol style="list-style-type: none"> 1. Education Other Than at School (EOTAS) - Update on progress with changes to service and accommodation 2. How Schools are building capacity to manage behaviour internally
Meeting 3 18 Oct 17 CR5	<ol style="list-style-type: none"> 1. *School Improvement Service Performance update (Annual) 2. Quality in Education (QED) and 21st Century Schools Programme 3. Annual Audit report (for information)
Extra Meeting Date TBA	Pre-decision Scrutiny Alternative Learning Needs Reform Commissioning Review (awaiting a cabinet date)
Meeting 4 16 Nov 17 <i>2pm?</i> <i>Olchfa School?</i>	*School 1 – a Pioneer School (Green/excellent School) Olchfa Secondary School and Parklands Primary School Collaboration Site Visit – invite and speak to Head and Chair of Governors from both schools along with the challenge advisor
Meeting 5 12 Dec 17 CR5	<ol style="list-style-type: none"> 1. Looked After Children Educational Outcomes 2. Pupil Deprivation Grant spend and support for vulnerable pupils
Meeting 6 18 Jan 18 CR5	*Annual Education Performance (incl. verified data) and *School Categorisation
Extra Meeting Date TBA	*Scrutiny of Annual Budget as it relates to education matters (when Budget Cabinet date is arranged early Feb 18)
Meeting 7 15 Feb 18 CR5	*School 2 – Morriston Primary School Amber: Speaking to Head and Chair of Governors of a School including preparation session with the challenge advisor
Meeting 8 15 Mar 18 CR5	*School 3 – Bishop Vaughan Catholic Secondary School Amber: Speaking to Head and Chair of Governors of a School including preparation session with the challenge advisor
Meeting 19 12 Apr 18 CR5	<ol style="list-style-type: none"> 1. School to School Collaboration, and/or 2. Science in Schools in Swansea, or 3. Meeting with the Association of School Governors
Meeting 10 10 May 18 CR5	Review of the year and planning for the year ahead

*Core annual items

For Information

A. Estyn Inspections Summary
(Published since your update on 20 September 2017)

For Information

School	Date published	Schools Current Perf. and prospects for improvement	Previous Estyn Inspection outcome	Estyn Recommendations
YGG Pontybrenin Link to Estyn Report	Jul 17	Good / Good	Mainly grade 2's in old inspection regime (2010)	R1 Ensure consistent and systematic opportunities to develop pupils' numeracy skills across the curriculum R2 Strengthen teachers' use of summative data in order to plan purposefully for individuals and specific groups of pupils
Burlais Primary School Link to Estyn Report	Aug 18	Adequate / Adequate	School newly formed in 2012	R1 Raise standards of pupils' writing R2 Improve pupils' ability to apply their literacy, numeracy and ICT skills across the curriculum R3 Improve pupil attendance R4 Improve the quality of teaching and teachers' use of assessment to meet the needs of all pupils R5 Focus senior leadership roles and performance management procedures on improving teaching and learning R6 Ensure that the processes for self-evaluation and improvement planning focus robustly on raising pupils' standards
Llanrhidian Primary School Link	Sep 18	Excellent / Excellent	Mainly grade 2's in old inspection regime (2010)	R1 Share the best practice in teaching and learning across the school to improve standards further R2 Expand the opportunities to improve pupils' oracy skills in Welsh

Useful Information / Background Reading

Schools should provide more opportunities for pupils to develop and use their financial skills (Estyn July 2017)

A minority of primary schools and a majority of secondary schools do not provide pupils with enough opportunities to develop and apply their financial skills in challenging and relevant activities across the curriculum.

A report published today by Estyn on financial education in primary and secondary schools in Wales found that recent changes to the curriculum have helped most schools identify opportunities for pupils to develop their financial skills in mathematics lessons and in other subjects. In the best schools, teachers plan a variety of activities that match pupils' age and ability and challenge them to develop their financial skills across the curriculum. For example, in one primary school, pupils attend a weekly savings club where they bank and keep track of their savings and play games that develop their skills with money.

Meilyr Rowlands, Chief Inspector, says,

“Schools have a responsibility to ensure that pupils develop the knowledge, skills and attitudes to be able to manage money confidently. To do this, they should provide enough opportunities for pupils to develop and apply their financial skills across the curriculum. For example, in primary school geography pupils could compare different websites to plan a holiday and learn about budgeting and value for money.”

The report also found that, while the majority of schools assess numeracy skills, very few focus specifically on financial skills. The report recommends that schools should monitor and evaluate the quality of teaching and learning in this area more closely.

Some of the Schools that participated in the telephone survey:

- Bishop Hedley Catholic High School, Merthyr Tydfil
- Blackwood Primary School, Caerphilly
- Fitzalan High School, Cardiff
- Kymin View Primary School, Monmouth
- Pontarddulais Comprehensive School, Swansea
- Ysgol Golwg y Cwm, Powys
- Ysgol Gyfun Gymraeg Glantaf, Cardiff

Link to report: [Managing money: Financial education in primary and secondary schools in Wales](#)

Primary schools need to identify their strengths and weaknesses better in science and in design and technology – Estyn July 2017

By the end of primary school, many pupils across Wales have developed a good understanding of basic science concepts such as gravity and magnetism. Nearly all pupils understand the importance of undertaking investigations carefully, and many pupils develop their thinking skills well in science. However, according to a report published today by Estyn, primary schools should ensure that science lessons challenge all pupils, particularly the more able, and reduce the achievement gap between pupils eligible for free school meals and their classmates.

Estyn's report, *Science and design and technology at key stage 2*, focuses on standards, provision and leadership in science and in design and technology in primary schools in Wales. It recommends that schools should make sure that they teach all areas of the design and technology curriculum. The report found that the schools that do not, tend to leave out the 'systems and control' area of the curriculum, where pupils use computer-controlled items, such as programmable toys, and control them by creating instructions.

Meilyr Rowlands, Chief Inspector, says,

"In order for schools to identify where their strengths and weaknesses lie in science and in design and technology, they must have strong self-evaluation processes in place. Our report includes fourteen self-evaluation questions that schools can use as a starting point for reviewing their current practice."

According to the report, schools should also ensure that pupils know and understand what they need to do to improve. In an example of best practice at Ysgol Gynradd Castell Nedd in Neath, a teacher's evaluation found that the majority of pupils had difficulty in deciding the best type of graph to use to present different types of science data. This led to a series of lessons to address the issue and nearly all pupils became confident in drawing the right graph when they carried out their next investigation.

The report also recommends that local authorities and consortia should provide more training opportunities for teachers to improve their teaching and assessment in science and in design and technology and facilitate sharing good practice.

The [Report](#) was published on 13 July 2017.