



## City and County of Swansea

### Notice of Meeting

You are invited to attend a Meeting of the

## Panel Perfformiad Craffu - Ysgolion

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

**On:** Dydd Mercher, 18 Hydref 2017

**Time:** 4.00 pm

**Convenor:** Councillor Mo Sykes

#### Membership:

Councillors: 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

Co-opted Members: D Anderson-Thomas

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1	Ymddiheuriadau am absenoldeb.	
2	Datgeliadau o fuddiannau personol a rhagfarnol. <a href="http://www.abertawe.gov.uk/DatgeliadauBuddiannau">www.abertawe.gov.uk/DatgeliadauBuddiannau</a>	
3	Nodiadau a llythyr y Cynullydd o gyfarfod y panel 21 09 17	1 - 8
4	Y Diweddaraf ar Berfformiad y Gwasanaeth Gwella Ysgolion Gyda Helen Morgan Rees, Pennaeth Hwb Gwella Ysgolion	9 - 17
5	Addysg o Safon (AoS) a Rhaglen Ysgolion y 21ain Ganrif Gyda Brian Roles (Pennaeth Cynllunio Addysg a'r Gwasanaeth Adnoddau)	18 - 30
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**Next Meeting:** Dydd Iau, 16 Tachwedd 2017 at 2.00 pm

**Huw Evans**  
Head of Democratic Services  
Dydd Mercher, 11 Hydref 2017

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Contact: Scrutiny - 01792 637256



**To/  
Councillor Jen Raynor  
Cabinet Member for Children,  
Education and Lifelong Learning**

*Please ask for:  
Gofynnwch am:*

**Scrutiny**

*Direct Line:  
Llinell Uniongyrochol:*

**01792 637256**

*e-Mail  
e-Bost:*

**scrutiny@swansea.gov.uk**

*Date  
Dyddiad:*

**03 October 2017**

**BY EMAIL**

Summary: This is a letter from the Schools Scrutiny Performance Panel to the Cabinet Member for Children, Education and Lifelong Learning following the meeting of the Panel on 21 September 2017. It is about Education Other Than At School Services.

Dear Councillor Raynor,

## **Schools Scrutiny Performance Panel – 21 September 2017**

The Panel would like to thank you, Mark Sheridan and Amanda Taylor for attending the Schools Scrutiny Performance Panel on 21 September 2017. We wanted to explore the improvements being made in relation to Education Other Than At School Services (EOTAS) and the impact that this is having on improving pupil performance. Thank you for providing a written paper which has given us some detail about this progress.

We are writing to you to reflect on what we learnt from the discussion, share the views of the panel, and, where necessary, raise any issues or recommendations for your consideration and response. The main issues discussed are summarised in the following paragraphs.

We were pleased to hear that there has been good progress with movements to change the accommodation used by the EOTAS service and that the project is now moving forward at a fast pace. We heard that a bespoke plan/design for a new build facility in Cockett was in place and that it will reflect the differing needs of children and young people in Swansea. This includes for example, those with Social, Emotional and Behavioural needs. We also agreed with the Head of the PRU when she said that the new facility must be a bright, welcoming and supportive school environment so we are pleased to hear young people are helping in its design.

**OVERVIEW & SCRUTINY / TROSOLWG A CHRAFFU**

**SWANSEA COUNCIL / CYNGOR ABERTAWE**

**GUILDHALL, SWANSEA, SA1 4PE / NEUADD Y DDINAS, ABERTAWE, SA1 4PE**

[www.swansea.gov.uk](http://www.swansea.gov.uk) / [www.abertawe.gov.uk](http://www.abertawe.gov.uk)

We heard that a Band B submission has been made to Welsh Government to help fund the project and that the Council will hear back formally about this application in October 2017. We were told that if it is accepted the plan is to open to take pupils in September 2019. We were told that the current facilities will be maintained until the new build is ready in 2019. A further report will go to Cabinet post October 2017 with further details. The Panel would like to see this when it is available and the panel are interested in seeing the design proposals if possible.

We were informed that good progress is being made with the proposed new model of delivery. This included the development of a tiered range of online, school based and external training for schools and services in issues related to social, emotional and behavioural difficulties, additional learning needs and well-being.

We accepted that development of the half-way house concept is a longer term part of the new model so were pleased to hear that until this is fully developed, staff are being recruited to start developing that process and to work with schools and pupils where there is risk of EOTAS.

We welcomed the improvements in developing and improving the culture within these services, particularly in the commitment from staff in working together across EOTAS towards a joint vision. The Panel can see how these proposals and the new systems that have been put into place along with enthusiasm of the new Headteacher, officers and staff involved have started to develop a good solid base from which hopefully a direct positive impact will emerge moving forward.

You accepted that there was room for improvement in relation to those children returning to school after a period in EOTAS also known as the revolving door. We heard that progress is gradually being made to ensure that it is much clearer at the outset about a move to a PRU with the originating school; ensuring expectations are shared about the pupil's return back to the school. We were encouraged to hear about the memorandum of understanding that has been agreed with schools detailing the support that will be provided to enable children to return to school.

We were pleased to hear that good progress is being made with leadership, in raising standards and developing the curriculum in the PRU. We heard that the PRU is now providing a good academic and vocational offer and also importantly is including the Digital Competency Framework and the Literacy and Numeracy Framework across the curriculum

The Panel were pleased to hear about the behaviour self-evaluation toolkit for schools that has been designed and that this will form part of the Challenge Advisors visit.

We heard that there is a very real appetite for positive change and working together across all agencies involved in this new model. We therefore felt that from the information provided at the meeting today that the picture for EOTAS and the future services for children with Social, emotional and behavioural issues is looking much improved.

We are interested in hearing any further thoughts you have about the issues raised in our letter and would ask that you keep the Schools Performance Panel updated on further progress particularly when the project moves to the next stage after October.

Yours sincerely,

**COUNCILLOR MO SYKES**

Convener, Schools Scrutiny Performance Panel

✉ [Cllr.mo.sykes@swansea.gov.uk](mailto:Cllr.mo.sykes@swansea.gov.uk)

## Clarifications on Conveners letter from 21 Sep 17 meeting

Please see below extracts from the letter sent. I have highlighted and annotated two areas where there has been a slight misunderstanding.

*You accepted that there was room for improvement in relation to those children returning to school after a period in EOTAS also known as the revolving door. We heard that progress is gradually being made to ensure that it is much clearer at the outset about a move to a PRU with the originating school; ensuring expectations are shared about the pupil's return back to the school. We were encouraged to hear about the memorandum of understanding that has been agreed with schools detailing the support that will be provided to enable children to return to school.*

*There is not as such a memorandum of agreement in place – apologies if this impression was given. There is a clear memorandum of understanding around Managed Moves in Swansea. At present in relation to pupils returning to school, we have started agreeing the expected timescales for re-integration very clear with the individual school and the pupil and family during the admission meeting. We are in the process of firming up documentation to provide greater rigour around this, and this will be in place by the end of October 2017.*

*We were pleased to hear that good progress is being made with leadership, in raising standards and developing the curriculum in the PRU. We heard that the PRU is now providing a good academic and vocational offer and also importantly is including the Digital Competency Framework and the Literacy and Numeracy Framework across the curriculum . The Panel were pleased to hear about the behaviour self-evaluation toolkit for schools that has been designed and that this will form part of the Challenge Advisors visit. The self –evaluation toolkit is in the process of being developed but is not complete at this current time. I would hope that this is complete by the end of the Autumn Term 2017*

I hope that the above helps to clarify the position,

Many thanks,

*Amanda*

Amanda Taylor

Headteacher Swansea PRU and Behaviour Support Unit

Education Department

Room 2.3.20

Civic Centre

Oystermouth Road

Swansea

SA1 3SN

Tel/Ffon: 07976898122

Website: <http://www.swansea.gov.uk/article/1999/Schools-and-learning/>

<http://www.abertawe.gov.uk/ysgolionadysgu>



City and County of Swansea

## Notes of the **Scrutiny Performance Panel – Schools**

Committee Room 3A, Guildhall, Swansea

Thursday, 21 September 2017 at 4.00 pm

**Present:** Councillor M Sykes (Chair) Presided

**Councillor(s)**

C Anderson  
S J Gallagher  
D W Helliwell  
M A Langstone

**Councillor(s)**

A M Day  
L S Gibbard  
L James

**Councillor(s)**

M Durke  
F M Gordon  
L R Jones

**Co-opted Member(s)**

D Anderson-Thomas

**Officer(s)**

Mark Sheridan  
Amanda Taylor  
Michelle Roberts

Senior Education Psychologist, Behaviour and Learning  
Head of the Swansea Pupil Referral Unit  
Scrutiny Officer

**Apologies for Absence**

Councillor(s): B Hopkins, S M Jones and L J Tyler-Lloyd

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**1 Disclosure of Personal and Prejudicial Interests.**

None

**2 Notes from meeting on 31 August 2017**

Notes received by the Panel

Answers to two questions raised at the last panel meeting were answered by the Chief Education Officer by email:

- ***Do all governors have access to HWB and if so, are all schools enabling their governors to use it?*** Yes all schools have access to HWB but not only some schools have provided governors with HWB but not all. It is being recommended as good practice to roll out across Swansea schools. Panel agreed to keep an eye on this aspect and follow up later in the year.
- Concern was raised about funding for Ethic Minority Achievement Unit (EMAU) funding being often being agreed late in the financial year for the next years funding causing potential instability in continuity of service provision and difficulty in planning ahead. Can anything be done to alleviate this? We have no influence over the timing of decisions (taken elsewhere) over future levels of funding and like many councils have seen cuts to their grant funding for these

services. We have responded by developing new ways of working to make the most of the resources available and many of these have been implemented. It is pleasing to note that EAL learners in Swansea are performing well across key indicators with an upward trend. This is an indication that the revised provision is positively supporting ethnic minority learners.

### 3 Education Other Than at School Progress Update

Mark Sheridan and Amanda Taylor presented the Panel with a progress update giving details of the improvements being made to Education Other Than At School Services (EOTAS). The [report](#) covered:

- Proposals/timescale for changes to accommodation for EOTAS
- Progress being made with proposed new model of service delivery
- How have improvements affected the provision of services to pupils directly
- How pupils have been involved in the proposed changes and their involvement moving forward
- How effective the 'revolving door' is for pupils between EOTAS and schools
- How the pupil Referral Unit curriculum meeting the need of pupils
- How schools are progressing with developing in house provision for pupils with behavioural issues
- What the improvements have been to the referral system
- The current staffing structure, whether there are vacancies and how these are being filled/managed

The Panel asked questions and discussed the following points:

- Progress with changes to accommodation are moving at a fast pace now. A bespoke plan and design for a new build that will reflect the needs of Children and Young People and their differing needs including Social, Emotional and Behavioural needs is now in place.
- Panel agreed that it must be bright and welcoming school and a supportive environment and where pleased to hear that it is being designed to fit the needs of the children and young people who will be using it. They heard that the school will not only have curriculum areas but also therapeutic space and nature areas.
- Councillors heard that a Band B submission has been made to Welsh Government to help fund the project and that the Council should hear back formally about this application in October 2017 but signs are positive. If it is accepted it is planned that the facility will be open to take pupils in September 2019. A further report will go to Cabinet post Oct 2017. The Panel were interested in seeing the design proposals, if that is possible.
- The current facilities will be maintained until the new build is ready.
- Good progress is being made with the proposed new model of delivery including excellent progress being made to developing a tiered range of online and school based and external training for schools and services in issues related to social, emotional and behavioural difficulties, additional learning needs and well-being.
- The half-way house concept is a longer term aspect of the new model of service delivery. In the interim staff are being recruited to start developing that process and to work with schools and pupils where there is risk of EOTAS.



- The panel recognise that it is early days for this new model and that little progress has been made in terms of direct impact. The Panel were pleased to hear that there has been huge improvement in developing and improving the culture within the services. Getting commitment from staff to working towards a joint vision with all staff across the service working as one team. The Panel can see how these proposals and the new systems put into place along with enthusiasm of the new Headteacher, officers and staff involved has started to develop a good solid base from which hopefully a direct positive impact will emerge moving forward.
- Revolving door with schools - Work is happening to ensure that it is much clearer at the outset of a move to a PRU with the originating school; ensuring expectations are shared about the pupil's return back to the school (PRU will provide support for this). Staff-swap and sharing skills between PRU and schools is also planned. A memorandum of understanding has been agreed with school detailing support that will be provided to enable children to return to school.
- Layers of consultation is required for this project (required by Welsh Government) including engaging with parents, stakeholders and children and young people. This started at the design stage and will go on through till completion.
- Panel were pleased to hear that good progress is being made with leadership, and in raising standards and developing the curriculum in the PRU. The PRU is now providing a good range of academic and vocational offer and vitally is including the Digital Competency Framework and the Literacy and Numeracy Framework.
- They also heard that a strategy group has been developed which will bring together stakeholders to help move the Behaviour and Well-being Strategy forward. The Panel recognised the need to ensure that this strategy works in synergy with other strategies in existence like for example prevention and early intervention. The strategy must not just look at education but at the overall needs of children and their families.
- The Panel were pleased to hear about the behaviour self-evaluation toolkit for schools that has been designed. It will become part of the Challenge Advisors visit to look at this with schools including a discussion around the schools capacity around behaviour and their referrals to EOTAS.
- The panel heard that there is a very real appetite for change and working together across all agencies involved in this new model.

The Panel agreed the following actions arising from this discussion:

- a) a letter be written to the Cabinet Member outlining the conclusions from the discussion today

The Senior Education Psychologist, Behaviour and Learning, also gave the panel a short update on Child and Adolescent Mental Health Service (CAMHS). The Panel were pleased to hear that progress is being made in this area.

#### **4 Work Programme 2017/2018.**

The Panel noted the work programme.

#### **5 For Information Item**

The Panel received the information attached.

The meeting ended at 5.25pm



## Report of the Head of the Education Improvement Service 18 October 2017

### Annual Update on Education Improvement Service (EIS) Performance

<b>Purpose:</b>	Annual update on Education Improvement Service.
<b>Content:</b>	Information requested by the panel on performance, priorities and capacity of education improvement service.
<b>Councillors are asked to:</b>	Consider the information provided and make their views known to the Cabinet Member via a Conveners Letter
<b>Lead Councillor:</b>	Councillor Jen Raynor, Cabinet Member for Schools, Education and Lifelong Learning
<b>Lead Officer &amp; Report Author:</b>	Helen Morgan-Rees E-mail: <a href="mailto:Helen.Morgan-Rees@swansea.gov.uk">Helen.Morgan-Rees@swansea.gov.uk</a>

#### Purpose of written submission

Elected members have requested information on the performance, priorities and capacity of the education improvement service.

#### Background and summary

Consortia in Wales currently deliver school improvement services. Swansea Council's school improvement service is integrated within the ERW (Education through Regional Working) consortium. ERW operates as a six local authority alliance in compliance with the National Model for Regional working. ERW has a business plan to deliver school improvement. The latest plan runs from 2017-2020 and is aligned to local priorities in Swansea Council. The ERW business plan contains school improvement actions,

governance arrangements and corporate improvement actions. All priorities are linked to measurable outcomes in schools, where appropriate. In addition, qualitative feedback by service users is considered in order to refine the service provided.

The education improvement service (EIS) in Swansea delivers regional strategies for school improvement and takes account of local priorities, as itemised in the annexe to the ERW business plan and operational plans within the service. School improvement officers in Swansea council have clear priorities for supporting and challenging schools to improve and seek out qualitative feedback from teachers and leaders in order to meet client needs and improve service provision. There is a developing engagement with the Education through Regional Working (ERW) central team in order to maximise professional learning opportunities for staff in schools. However, not all schools have received the support promised in meetings with challenge advisers. A recent headteacher survey shows that not all schools received the right type of support at the right time. It was also reported that the challenge on school performance overbalanced the bespoke offer of support to schools. Further work is required to serve schools sufficiently. The capacity of the school improvement team is suitable but not stable enough. Since November 2015, the education improvement service in Swansea sits within three units. Units consist of the Primary Phase Unit, the Secondary Phase Unit and the Curriculum Phase Unit. Third tier managers are responsible for operations and resource within their units. The Hub Head of Education delivers regional strategies across Neath Port Talbot and Swansea. All units have seen new managers during the last academic year. In addition, there has been considerable staff changes during the same period. All units are working well with ERW to deliver a regional school improvement service on behalf of Swansea Council and each Head of Unit is taking responsibility for working in alliance with the ERW central team. All operational plans for the units in Swansea align to the regional business plan 2016-2019 and 2017-2020.

## **Lines of enquiry**

### **1. What are the key indicators for success in this area? Are you meeting the targets set last year?**

There were ten key objectives across three Education Improvement Service operational plans for 2016-2017. Success is rated in relation to improved outcomes (impact) and qualitative feedback (quality control).

<b>Objective</b>	<b>Outcome</b>	<b>Further Work</b>
Improve outcomes in Foundation Phase (FP)	Slight improvement on FP outcome indicator.	Reduce gap in performance free school meal pupils.
Improve outcomes in mathematics/ numeracy	Improvement seen across all phases apart from key stage 4. Changes in national qualifications has had a similar impact across Wales.	Ensure further support for mathematics at secondary level.
Improve outcomes in English/ literacy	Improvement seen across all phases apart from key stage 4. Changes in national qualifications has had a similar impact across Wales.	Ensure further support for English at secondary level.
Improve outcomes in Welsh/ literacy	Improvement is consistent.	Ensure continued support for Welsh second language at secondary level.
Improve provision for Digital Competence	Build on requirement of new Digital Competence Framework.	Ensure adequate staffing
Provide support for additional learning needs	Good capacity building provision.	Sustain and embed the provision to secure impact
Monitor and evaluate schools effectively	Difficult to get an honest dialogue with a few schools.	Stabilise staff to ensure consistency and explore new methods
Broker support effectively	Disproportionate support in a few cases.	Greater clarity on support available and brokerage power of challenge advisers
Build leadership capacity in schools	Good range of provision afforded to develop staff in schools.	Ensure that provision is in line with new National Academy for Leadership
Facilitate school to school collaboration	Facilitation for all of the objectives above	Continue to promote

## **2. How has the service developed and improved over the past year?**

The service has improved and developed by engaging fully with regional partners to provide a clear professional learning prospectus and menu of support to schools. The breadth of leadership training available to schools has also improved. The strategic opportunities for schools to work with others have increased. Although there is no overall ERW strategy, several methods have been employed to ensure that schools connect for a reason. A greater understanding of the design stages for a Curriculum for Wales: A Curriculum for Life is shared with all schools. A more mature response to support schools with low capacity to self-improve has been co-ordinated in Swansea. An appreciation of the workload of teachers has translated into close monitoring of marking policies. As a result, a better understanding of efficient strategies to provide feedback to children is evolving. Closer monitoring of schools with high support needs has developed to ensure pace of progress. There are clear strategies taking root to increase Welsh speaking in all schools. The use of lead practitioners from schools to provide training to other schools is now a minimum expectation. There is now support for schools to develop self-evaluation of their own special/ additional needs provision. The service has worked with regional partners to ensure that we have support in place for self-evaluation under the new inspection arrangements in schools. As a whole, the service is becoming more agile at delivering national policy at a local level through collaboration, utilising best practitioners and meeting the needs of more vulnerable learners.

## **3. What has been the progress with improving teaching and learning across Swansea?**

The service supports improvement in the teaching of Welsh, English, mathematics, additional learning needs and digital competence. There is also well-co-ordinated support for newly qualified teachers. Additional support at a secondary level is brokered via the ERW central team. Support for science, humanities, attachment awareness and modern foreign languages is also brokered from the central ERW team. All training provided aims to stimulate higher quality teaching and learning. Evaluative summaries of support provided to improve teaching and learning by the service places the overall satisfaction rate for of good or better at around 75%. The target is to achieve a 90% positive feedback on training events provided. However, the impact of the support provided may take longer to measure and realise.

In 2016-2017 challenge, advisers in Swansea monitored a national priority on effective marking and reducing teacher workload. Their work contributed to the development of nationally agreed joint guidance for teachers. The guidance provides a clear rationale for eradicating ineffective assessment techniques.

Good support for leaders in schools to improve key areas of teaching literacy, numeracy, Foundation Phase, foundation subjects in secondary schools, attachment awareness and special needs has been sustained in 2016-2017 through either local delivery or engagement with regional staff.

The use of HWB has been promoted by officers to improve collaboration across schools. As a result, teachers have better access to useful resources, networks and training materials. The ability of practitioners to self-serve has been enhanced. This is part of the capacity building work encouraged across the service area.

Over half of Swansea schools have received valuable support to understand the barriers to learning faced by vulnerable pupils through the regional Attachment Awareness training.

Support for governors with performance management and the recruitment of senior leaders in schools has been useful to governing bodies.

### **3. What has been the progress with improving consistency of teacher assessments across Swansea?**

The consistency of teacher assessment has been facilitated by attendance and guidance from officers at cluster moderation events. Schools have been encouraged to develop electronic learner profiles and there has been continuation in Foundation Phase moderation (although this was not required). There is generally greater consistency and accuracy in teacher assessment. However, the publication of standards groups by Welsh Government appears to drive an increased fixation on end of stage outcomes and less emphasis on the child as an individual. The tension in national policy between standardisation of teacher assessment and the published standards group cannot be underestimated. In 2017-2018, both elements have disappeared as new accountability measures are developed. There is now greater emphasis on the progress of individual pupils and it is likely that future performance measures will place greater emphasis on

children rather than data. It is imperative that the service provides clear guidance on the assessment of children in reception (compact profile).

#### **4. What are the barriers to further improvement?**

In terms of service delivery, barriers include uncertainty and lack of clarity about the role of ERW in delivering a school improvement service on behalf of Swansea. The lack of clarity may create unhelpful tension and misconception for employees and service users.

Unstable staffing levels hamper continuity and progression in the service provided to schools.

The publication of National Categorisation outcomes works against the trust and rapport required for schools and challenge advisers to work in a collaborative way.

The pace of change for schools does not always provide time and space for self-improvement. The effect on the wellbeing of headteachers continues to be a concern.

The over-use of data may be an impediment to schools and challenge advisers in knowing what individual pupils can and cannot do. Too much time analysing the performance of children who have left schools detracts from helpful consideration of the performance children in schools, for example, vulnerable pupils.

The regionally agreed core visits to schools are perceived to be creating a workload issue for headteachers and this is at odds with reducing workload. Schools generally spend too much time preparing for their core visits. There is work to be done to simplify school improvement methods.

The simple act of monitoring a school is becoming less authentic as a result of electronic systems that cannot compete with real time. This will be added to the risk register.

#### **5. How are you working with regional partners to develop and improve the service provided to schools?**

There are clear benefits from working within the ERW alliance, for example shared expertise, a wider range of support available than what Swansea



council could provide alone and higher expectation for school improvement than four years ago. The Chief Education Officer attending the executive board achieves the integration with the central ERW team and then he is represented in all priority board meetings and sub-groups by officers from Swansea. There is regular contact to ensure compliance with the National Model for Regional Working. Lead challenge advisers ensure that teams comply with regional strategies that are agreed by Directors or at strategy group level. Centrally employed consortium staff in ERW deliver support, largely for secondary schools and this has been useful. More importantly, school-to-school support is facilitated to develop a self-improving school system. A teaching and learning network model is emerging in order to help prepare schools for A Curriculum for Wales: A Curriculum for Life 2022. There is also greater co-ordination of professional learning schools so that schools in Swansea can influence in other authorities. Equally, Swansea schools have received support from outside the local authority to help build their capacity to self-improve.

## **7. Is the school improvement service adequately staffed and resourced?**

School improvement officer capacity, including challenge advisers, in Swansea Council is currently at the optimum level of 12 core funded full-time equivalent (FTE) employees. Challenge advisers support, challenge and intervene in schools, according to the national categorisation system. However, not all support is directly delivered by challenge advisers and there is a requirement to broker support. For example, Swansea Council employs performance specialists to deliver support. The capacity of the challenge adviser team has been increased from five FTE in 2013 to 9.8 FTE in 2017. Challenge adviser capacity (quantity) forms part of Swansea Council's minimum contribution of 12 FTE towards regional working as set out in the National Model for Regional Working. The remaining core funded FTEs provide support from the Curriculum Support Unit in Swansea Council.

## **8. How are you progressing with the support and challenge to services for children and young people who are not educated in mainstream school?**

Support and challenge for the pupil referral unit and both special schools in Swansea is progressing well with a dedicated challenge adviser and performance specialist working in this field. Client feedback suggests that

the support and challenge is valued. A good balance of support and challenge is currently available. The challenge adviser has facilitated collaboration between the special schools in order to improve leadership capacity.

## 9. What are your priorities for the coming year?

**The education improvement service has four key priorities for the next year:**

Improve the quality of leadership and its impact on outcomes
Improve the quality of teaching and learning experiences
Reduce the impact of poverty on attainment
Deliver high quality and bespoke support, challenge and intervention to schools

The operational plans for each unit within the Education Improvement Service support the four key priorities for the service. The service will continue to improve the ten objectives set for 2016-2017. There will be additional focus on collaborative work with sixth form providers and increased provision to support better outcomes in science and technology. In addition, an increased focus on vulnerable learners will permeate the work of the service, for example, challenging exclusion and supporting inclusion. Closer monitoring of specialist provision will also be a key focus in 2017-2018.

### **Service Risk Management**

There is a correlation between optimum capacity of challenge advisers and the ERW school improvement risk register for Swansea. For example, if challenge adviser capacity falls below optimum, there is a heightened risk of schools falling into Estyn follow-up categories because of weaker monitoring and evaluation of schools. In turn, this may place greater demand on the service. In addition, the quality of challenge adviser work must be maintained through professional training and regular quality assurance of

their work. All inherent risks are recorded and considered regularly with the Chief Education Officer and Managing Director of ERW, on a six weekly cycle. The Cabinet Member for education is invited to these meetings and is aware of the risk management process.

## **List of Background Papers**

### **ERW Business plan for Education Improvement**

<http://www.erw.wales/about-us/governance/business-plans-and-strategies/>

<http://www.erw.cymru/amdanom-ni/llywodraethu/strategaethau-a-chynlluniau-busnes/>

### **National Model for Regional Working**

<http://gov.wales/topics/educationandskills/publications/guidance/national-model-for-regional-working/?lang=en>

<http://gov.wales/topics/educationandskills/publications/guidance/national-model-for-regional-working/?skip=1&lang=cy>

### **ERW Risk Register for School Improvement (available on request)**

### **Education Improvement Service (EIS) operational plans (available on request)**

[helen.morgan-rees@swansea.gov.uk](mailto:helen.morgan-rees@swansea.gov.uk)

**Hub Head of Education Improvement**

# Agenda Item 5



## Report of the Cabinet Member for Children, Education and Lifelong Learning

Schools Scrutiny Performance Panel – 18 October 2017

### Quality in Education and the 21<sup>st</sup> Century Schools Programme.

<b>Purpose:</b>	To update the scrutiny panel on progress with the 21 <sup>st</sup> Century Schools Programme
<b>Content:</b>	Information on progress with the 21 <sup>st</sup> Century Schools Programme
<b>Councillors are being asked to:</b>	Consider the information provided and make their views known to the Cabinet Member via a Conveners Letter
<b>Lead Councillor:</b>	Councillor Jennifer Raynor Schools Education and Lifelong Learning
<b>Lead Officer &amp; Report Author:</b>	Brian Roles, Head of Education Planning and Resources Tel: 01792 636357 E-mail: <a href="mailto:brian.roles@swansea.gov.uk">brian.roles@swansea.gov.uk</a>

#### 1. Background

1.1 The Panel agreed to include Quality in Education and the 21<sup>st</sup> Century Schools Programme in the work programme for 2017.

#### 2. Quality in Education and the 21<sup>st</sup> Century Schools Programme Update

2.1 The Head of Education Planning and Resources will attend and update the panel on progress and answer any questions the panel may have.

2.2 The most recent Cabinet report (summary and appendix A) has been attached to the agenda for background.

#### Appendices:

Appendix 1 – [Cabinet report 20 July 2017](#) (link to full report) Quality in Education (Qed) - Emerging Proposals and Investment Priorities for the Next Band of the 21st Century Schools Programme.

**Report of the Cabinet Member for Children, Education & Life Long Learning**

**Cabinet - 20 July 2017**

**QUALITY IN EDUCATION (QEd) – EMERGING PROPOSALS AND INVESTMENT PRIORITIES FOR THE NEXT BAND OF THE 21st CENTURY SCHOOLS PROGRAMME**

<b>Purpose:</b>	To consider and endorse the future proposals and investment priorities for Band B of the 21st Century Schools Programme for submission to the Welsh Government.
<b>Policy Framework:</b>	<ul style="list-style-type: none"><li>• One Swansea Plan</li><li>• QEd 2020 programme</li><li>• Corporate Priority – Safeguarding vulnerable young people</li><li>• Corporate Priority – Improving pupil attainment</li><li>• Corporate Priority – Tackling poverty</li><li>• Corporate Priority – Building sustainable communities</li></ul>
<b>Consultation:</b>	Education, Finance, Legal, Corporate Building and Property Services
<b>Recommendation(s):</b>	<p>It is recommended that Cabinet:</p> <ol style="list-style-type: none"><li>1. Re-affirms the key aims and focus of the Strategic Outline Programme previously supported by the Welsh Government</li><li>2. Endorses the proposed capital investment priorities for Band B of the 21<sup>st</sup> Century Schools Programme</li><li>3. Endorses the proposed funding strategy to meet the Council's local contribution</li><li>4. Notes the proposed commencement of statutory consultation, where appropriate, regarding the next priority proposals, which will be the subject of separate reports</li></ol>
<b>Report Author:</b>	Brian Roles
<b>Finance Officer:</b>	Ben Smith
<b>Legal Officers:</b>	Stephanie Williams/Debbie Smith
<b>Access to Services Officer:</b>	Sherill Hopkins

## **1.0 Background**

- 1.1 The purpose of this paper is to consider and endorse the future proposals and investment priorities for Band B of the 21st Century Schools Programme, for submission to the Welsh Government.
- 1.2 In September 2010 Cabinet endorsed the Council's 21<sup>st</sup> Century Schools Strategic Outline Programme and the proposed capital investment priorities. The total investment included in the Council's Band A programme is £51,310,000, with 50% funding from the Welsh Government. The Council has now completed projects as part of that programme at Newton, Glynollen, Burlais, Gowerton and Pentre'r Graig primary schools and YGG Lonlas, with works at YG Gwyr and Pentrehafof under construction. A separate report is due to be presented to Cabinet in relation to the proposals at Gorseinon Primary School.
- 1.3 Band A ends on the 31 March 2019 and Councils are required to submit their bids to Welsh Government for the next Band (B) of investment on the 31 July 2017. If approved, the delivery of the next phase of investment will commence on 1 April 2019 and must be completed by 31 March 2024.
- 1.4 The submission must include any changes to the strategy previous set out in Swansea's Strategic Outline Programme and the Council's future investment priorities, demonstrating how these link to local and national priorities such as the Wellbeing of Future Generations (Wales) Act, Welsh medium and Childcare strategies.
- 1.5 If approved each of the investment priorities will be subject to detailed business case development, further Welsh Government approvals, together with separate reports to Cabinet for decision. Some of the priorities will require statutory consultation and catchment area reviews. These will be the subject of separate Cabinet reports.
- 1.6 Welsh Government funding for Band B of the 21<sup>st</sup> Century Schools Programme will be provided through £600m capital and £500m revenue funding. The available funding is unlikely to fully support the anticipated scale of bids from local authorities. The revenue funding will be provided through a Mutual Investment Model, a form of private public partnership (PPP). The Mutual Investment Model unlike traditional forms of PPP includes long-term obligations to secure community benefits, create apprenticeships and training places for Welsh workers and for sustainable development, in which the private partner will be required to support delivery of the Well-being of Future Generations Act.
- 1.7 For Band B the grant rate for capital projects remains at 50%. For Voluntary Aided schools it remains at 85%, however, unlike the current arrangements, the 85% will not be subsumed within the overall 50% grant rate for a Local Authority. The grant rate for projects funded through the Mutual Investment Model is 75%.
- 1.8 The report will consider the funding options, and the need to consider the Mutual Investment Model as an option for some projects if the Council wishes to maximise the opportunity to secure funding to meet its aspirations.

## **2.0 A Long Term, Evolving and Flexible Strategy**

2.1 The Council's QEd / 21<sup>st</sup> Century Schools Band A Programme focused on;

- Learning environments for children and young people aged from 3 to 19 that will enable the successful implementation of strategies for school improvement and better educational outcomes;
- Greater economy through better use of resources to improve the efficiency and cost-effectiveness of the education estate and public service provision; and
- A sustainable education system with all schools meeting a 21<sup>st</sup> century schools standard, and reducing the recurrent costs and carbon footprint.

2.2 The priority investment schemes were identified through the following range of complementary objective criteria:

Standards (where there were specific concerns), risk, condition, specific suitability issues, landscape, basic need (where very clear shortfall in places such as Welsh Medium), sufficiency (surplus places), viability (size), sustainability (future demographic trends) and deliverability (how readily it could be achieved).

2.3 Major priority options identified through the extensive stakeholder engagement process have been delivered, and the remaining schemes in Band A are due for completion by 2018/19. The only delivery risk is in relation to the new build for Gorseinon Primary School, approved by Welsh Government and with planning approval, but delayed due to a village green application which has now been rejected following a public inquiry.

2.4 The robust basis of the Council's programme has been repeatedly scrutinised by the Welsh Government and subject to their ultimate approval. As with any plan it is not a static document, and indeed, the whole programme has required successive reviews in the light of the changing timescales and financial parameters for the programme. It has also continued to evolve in the light of changing demands (demographic trends and condition and business continuity issues), political priorities, capital resourcing, and fresh opportunities (such as the LDP).

2.5 The proposed submission to the Welsh Government reflects the natural development of the previously approved long term strategy, but reflects further consideration of changes in demands and priorities. The detail of specific schemes within the programme will be further developed in the light of the level of Welsh Government funding available and more detailed discussions with schools and their governing bodies at that time.

## **3.0 Outline of proposed submission**

3.1 The investment needs reflect the challenges remaining across our schools, in spite of the considerable impact already of the schools investment programme which has seen, for example:

- Transformed learning environments supporting the positive educational standards across Swansea schools
  - A significant reduction in backlog structural maintenance (in excess of £50m) and removal of the worst structural condition needs previously identified
  - Significant additional Welsh-medium places to respond to the continuing growth in demand
  - The removal of significant surplus places to the extent that Swansea is well on track to more than meet national targets
- 3.2 The submission reflects a consistent objective assessment and prioritisation of condition, suitability and sustainability issues as well as areas of basic need for additional provision. Consideration has also been given to the deliverability of potential options, although the need for access to earlier funding to support appropriate feasibility and design works continues to be highlighted with the Welsh Government.
- 3.3 It also remains consistent with local policies, priorities and commitments, as well as the priorities and specific criteria set down by the Welsh Government for Band B as follows:
- 3.3.1 To provide an efficient and effective educational infrastructure that will meet current and future demand for places by 2024
- Ensuring the right size schools in the right location, with enough places to deliver Welsh and English medium education, whilst ensuring effective and efficient use of the educational estate
  - Reducing backlog maintenance costs by at least 50% whilst improving any category C or D condition buildings to A or B
- 3.3.2 To optimise the use of infrastructure and resources to deliver public services for our communities by 2024. This includes:
- Flexibility of assets with the aspiration that all facilities receiving investment commit to making assets available for community use if local demand exists
  - Co-located public services on site if local demand exists
- 3.4 The Council's submission will also need to demonstrate deliverability, particularly the nature of any statutory processes still to be undertaken and / or legal or land ownership complexities to be resolved, which might otherwise significantly delay, or place at risk, delivery of the schemes.
- 3.5 The Council is required to rank in order of priority the investment needs within its submission and the expectation is that this will fit with the aims and objectives of the Welsh Government. Consequently, the first challenge is to develop the strongest possible submission, consistent in both nature and ranking with the Welsh Government criteria, to gain in principle approval to the largest possible (and affordable) share of the available national funding for Band B.
- 3.6 The first two years of the Band B programme (2019-20 and 2020-21) align with potential national capital funding to support the implementation of the Welsh Government childcare offer. This funding could support new build, extension, renovation or refurbishment to deliver childcare



settings, and potentially support co-location of Nursery provision and childcare. The details of the grant are still to be provided by the Welsh Government, however, the childcare pilot will commence in September and patterns of demand will then be used to inform opportunities for co-location of Nursery and childcare provision in Band B proposals and considered as part of the detailed specific business cases.

3.7 The proposed submission includes;

**3.7.1 Transitional spending from Band A:**

The delay in delivery of a new build for Gorseinon Primary School due to the village green application has resulted in an increase in the cost of the scheme and a potential need to include a small sum within Band B for retention payments.

**3.7.2 Education other than at school (EOTAS) review:**

A separate report provides more detail on the developing proposals for enhanced accommodation and facilities as part of a new model of provision for pupils, as a clear local priority. This will address significant condition and deficiencies in the existing accommodation, removing the current backlog maintenance, as well as rationalising the number of sites. It will also meet the basic needs of pupils. Consultation processes have already been undertaken and feasibility and design work underway. Every opportunity will be explored to deliver these urgent needs at the earliest opportunity through access to funding prior to April 2019.

**3.7.3 Delivering commitments within the Welsh Education Strategic Plan (WESP):**

*Welsh-medium primary places* - There are growing pressures on places at a number of schools, particularly YGG Tan-y-lan, YGG Pontybrenin, and YGG Y Login Fach. An analysis of the addresses of pupils would suggest that most schools are broadly of an appropriate size to accommodate those pupils nearest to each school, however, the current lack of a permanent and less constrained site for YGG Tan-y-lan is effectively shifting pressure to YGG Tirdeunaw which should in practice be taking pressure from YGG Pontybrenin. As such, the broad issue of catchment review is a vitally important element of any future strategy to re-balance the demand and availability of places and ensure future sustainability, bringing provision closer to the areas of need. As well as enhanced facilities for YGG Tan-y-lan, additional provision is also required to ease the pressure at YGG Pontybrenin. There is also a strong case for the inclusion of enhanced accommodation and facilities for both YGG Pontybrenin and YGG Tirdeunaw on the basis of condition and suitability issues. The Local Development Plan provides an opportunity to resolve these issues facing YGG Pontybrenin.

*Welsh-medium secondary places* – The increasing demand for places within primary schools will feed through to secondary schools and add to the pressures already apparent. Further enhancement and remodelling of existing accommodation at both schools is required in the medium term, unless a third Welsh-medium secondary school is to be established. There is again an imbalance between the availability and demand for places so a catchment review is also required.

#### **3.7.4 English-medium secondary provision:**

*Condition and Suitability* - A continuing programme of replacement and remodelling works is required to address significant condition and suitability needs, particularly at Gowerton, Olchfa, Bishopston, and Bishop Gore. These needs are consistent with Welsh Government aims and objectives to reduce backlog maintenance and improve schools with condition category C and D accommodation, however, they will need to be phased and prioritised to reflect the areas of greatest need and the available capital investment.

*Priority Area Transformation* – the development of a major strategic LDP site is likely to significantly impact the need (and indeed case) for enhanced provision to serve the needs of the Penderry area although greater clarity is required regarding timescales. Access to funding for appropriate feasibility, design and other site preparatory works and site investigations would facilitate the early delivery of enhanced educational provision within Band C.

#### **3.7.5 English-medium primary provision:**

*Condition and Suitability* - Whilst Band A has delivered a real impact there are still a small number of schools located on inadequate and split sites, presenting potential health and safety issues surrounding movement between sites. There are also a number of primary schools with a clear need for investment to address poor accommodation, both in terms of category C condition rankings as well as poor suitability to support effective learning environments. These needs will again need to be prioritised to reflect the scale of investment funding available.

*Sustainability* - There are a number of potential opportunities to both enhance the quality of facilities available to pupils and address condition issues, as well as supporting future sustainability, through the amalgamation of smaller neighbouring schools, subject to the availability of the necessary scale of capital investment. Further work will be required to prioritise the opportunities.

#### **3.7.6 Aided Sector needs:**

There is a need for a new build school for St Joseph's Cathedral School on an alternative site to address serious deficiencies in the current accommodation and facilities. This could possibly be co-located with Bishop Vaughan on the current, or an alternative site, or indeed offer all age provision. Targeted enhancement and replacement of failing and inadequate accommodation - including entrance to address safeguarding issues, technology block, gym, sixth form and sports facilities is also a significant need, although this might need to be considered for Band C due to funding constraints. The Welsh Government would contribute 85%, with the remaining 15% representing an assumed contribution from the Diocese for these schemes to be deliverable. Delivery would be dependent on the necessary Diocesan contribution.

#### **3.7.7 Special Schools Review:**

There is a growing demand for specialist out of County provision where pupil needs cannot be met within Swansea. These places are costly and there is a strong case to consider enhanced Special school provision within Swansea through a fundamental review of the existing special

schools, building on the current feasibility and design work. This could form part of a developing continuum of provision to as far as possible meet the needs of all pupils within Swansea (complementing developments in Specialist Teaching Facilities and EOTAS). A single enhanced new build school could be considered for delivery through the Mutual Investment Model, however, the complexity and affordability means that it would most likely be delivered towards the end of Band B, possibly with completion and occupation into Band C.

### **3.7.8 Wider Area Transformation:**

There are likely to be changes in population and demand presented by other LDP strategic sites but this will not emerge until the sites are at least partially developed. The difficulty is to demonstrate deliverability without greater certainty regarding the timescales for such sites. Consequently, these would be priority areas within Band C.

### **3.7.9 Indicative Band C and Band D priorities:**

The Council's submission to the Welsh Government will also include an updated indication of the nature and scale of investment priorities for later funding Bands of the 21<sup>st</sup> Century Schools Programme. These will again be totally consistent with local priorities and objective assessment criteria. The scale of the funding accessed from the Welsh Government will determine the scale of the investment priorities that can be delivered through Band B with any unfunded priority needs slipping into Band C. Appendix A provides a broad overview of the longer term Quality in Education strategy and demonstrates the consistent and coherent focus of each strategic priority area across each of the 21<sup>st</sup> Century Schools Programme funding bands.

## **4.0 What happens next ?**

The Strategic Outline Programmes submitted by the 31<sup>st</sup> July 2017 will be scrutinised by Welsh Government policy teams during August 2017 and then considered by Capital Panel and the Cabinet Secretary during September 2017. It is anticipated that local authorities will be notified of the outcome of these processes in October 2017.

## **5.0 Equality and Engagement Implications**

An Equality Impact Assessment (EIA) screening has been completed. Whilst there are no specific equality or engagement implications at this stage in the process, all projects that would be the result of this submission to Welsh Government would be subject to the EIA process (which incorporates the UNCRC) with the likelihood that a full EIA report would be required for each project.

In addition, all stakeholders would be fully engaged as each project is developed and in a number of cases statutory consultations would be required.

## **6.0 Financial Implications**

- 6.1 The total estimated capital cost of the proposed Band B submission is £141.6m (excluding the potential aided sector scheme which is assumed to require no Council contribution). Of this total, £90.5m is being sought

from traditional capital funding, requiring (after allowance for realisable capital and other receipts) a net local funding requirement of £33.3m. The remaining £51m could be delivered through the Mutual Investment Model, which would require no local capital funding contribution but incur an annual charge once the accommodation and facilities are completed. An equivalent local share of the capital cost would be £12.3m although the 25% local contribution would apply to the annual revenue charge.

- 6.2 Cost estimates are on a current-cost basis, with no allowance for construction inflationary pressures, where there is uncertainty regarding the timing of schemes. However, optimism bias has been applied to each scheme in accordance with the lessons learned from delivery of Band A, and based on assessment of outstanding programme risks / unknowns. If earlier access could be provided to Welsh Government funding towards feasibility and design works, the level of optimism bias could be significantly reduced. Such works would represent a positive investment for the Welsh Government where there is a clear commitment to deliver the scheme in some manner and, as such, the costs would ultimately be incurred to deliver such schemes.
- 6.3 The submission of an updated Strategic Outline Programme does not commit the Authority to the indicative funding contributions set out above since the final approval of any capital allocation from the Welsh Government will be subject to the submission of further detailed business cases in respect of each specific scheme. If the Strategic Outline Programme is approved, the Authority will then have an approved funding envelope within which it can deliver its Band B strategy, subject to further Welsh Government approvals. Further reports will come to Cabinet at each stage of the process, which will include developed cost plans for each scheme following feasibility and detailed design.
- 6.4 Welsh Government funding for Band B of the 21<sup>st</sup> Century Schools Programme will be provided through £600m capital and £500m revenue funding. The revenue funding will be provided through a Mutual Investment Model, a form of private public partnership (PPP). The Mutual Investment Model unlike traditional forms of PPP includes obliging long-term provisions to secure community benefits; create apprenticeships and training places for Welsh workers and for sustainable development, in which the private partner will be required to support delivery of the Well-being of Future Generations Act. For Band B the grant rate for capital projects remains at 50%. For Voluntary Aided schools it remains at 85%, however, unlike the current arrangements, the 85% will not be subsumed within the overall 50% grant rate for a Local Authority. The grant rate for projects funded through the Mutual Investment Model is 75%.
- 6.5 Every opportunity will be taken to realise capital receipts and developer contributions towards the required local capital contribution, however, there will remain a significant local funding requirement which will fall to additional prudential borrowing (estimated at £33.3m should the full submission be approved by the Welsh Government). There will also potentially be a direct revenue contribution through the Council's share of the annual charge in respect of any schemes delivered through the Mutual Investment Model. Clearly, these sums will be lower if the Welsh Government is unable to support the submission in full due to the scale

of bids made across Wales as a whole. The capital funding being sought by the Council represents around 7.5% of the total available nationally for Band B.

- 6.6 The Council has identified three or four schemes which could be considered for funding through the Mutual Investment Model. The most significant by far relates to the Special Schools Review. This funding model might be appropriate for new build schemes where there are no land ownership or other legal complications. The Welsh Government hope to indicate schemes in September / October 2017 with the first tranche of delivery by 2012-22.
- 6.7 The proposed submission, even if curtailed in some way by the level of funding made available to the Council by the Welsh Government, raises expectations as to the scale of the future programme to be delivered and funded. The proposals include explicit assumptions in relation to capital receipts generally and also the potential impact of the LDP. Shortfalls in those receipts or delays in disposal will add to unsupported borrowing at least in the short term. Even if progressed as fully assumed it also raises the expectation of significant future unsupported borrowing which will need to be programmed in and fully factored into future revenue budgets and medium term revenue planning
- 6.8 Some of the priorities will require statutory consultation, and catchment area reviews. These will be the subject of separate Cabinet reports.

## **7.0 Legal Implications**

- 7.1 The various proposals will necessitate the legal implications to be reviewed and updated on a regular basis. Education, Highways, planning property and contracts/procurement legal advice will need to be obtained as the proposals progress and more detail is given.
- 7.2 The establishment, alteration or discontinuance of maintained schools requires consultation and the publication of statutory notices in accordance with Chapter 2 and Schedule 2, of the School Standards and Organisation (Wales) Act 2013 ("the Act") and the Welsh Government's School Organisation Code (Circular 006/2013) (the Code). The Code provides statutory guidance a local authority must follow when seeking to making school organisation proposals to education provision within a local authority area.
- 7.3 Catchment areas form part of the Local Authority's (LA's) admission arrangements. Where a Local Authority (LA) propose to revise the catchment areas for an existing school the LA must publish and consult on those proposals in the same way as any other admission arrangements. The Local Authority must have regard to Section 89 of the School Standards and Framework Act 1998, the Education (Determination of Admission Arrangements) (Wales) Regulations 2006, and the Welsh Government's Admissions Code (Circular 005/2013). These require Admission Authorities to consult and determine school admission arrangements annually. The Regulations set a timescale for the consultation and determination of admission arrangements.

- 7.4 Any offer of grant funding from the Welsh Government will be subject to terms and conditions which will be binding upon the Local Authority.

**Background Papers:**

School Standards and Organisation (Wales) Act 2013;  
The Welsh Government's "School Organisation Code" Circular 006/201; School Standards and Framework Act 1998, the Education (Determination of Admission Arrangements) (Wales) Regulations 2006; Welsh Government's Admissions Code (Circular 005/2013)

**Appendices:**

Appendix A: An overview of the long term Quality in Education strategy.

QUALITY IN EDUCATION - DELIVERING THE LONG TERM STRATEGY - AN OVERVIEW (APPENDIX A)			
STRATEGIC PRIORITY AREA	BAND B	BAND C	BAND D
<b>ENHANCING THE CONTINUUM OF PROVISION WITHIN SWANSEA TO MEET THE NEEDS OF ALL PUPILS</b>			
Enhancing the continuum of provision within Swansea to meet the needs of all pupils through a coherent development of mainstream provision within schools, specialist teaching facilities, pupil referral units and special schools provision	Pupil Referral Units - enhanced facilities on new site to replace existing assets to complement new model of EOTAS provision Detailed business case finalised for Special Schools Review to deliver through Mutual Investment Model funding in Band B - possibly with completion in Band C	If necessary completion of enhanced facilities at existing Special Schools - New build facility - ideally construction later in Band B through Mutual Investment Model funding	Review of impact of strategy in terms of out of County placements and costs
<b>DELIVERING SWANSEA'S WELSH EDUCATION STRATEGIC PLAN PRIORITIES TO MEET THE INCREASING DEMAND FOR WELSH MEDIUM PLACES</b>			
Responding effectively to the continuing increase in demand for Welsh medium primary and secondary places as set out in the approved Welsh Medium Strategic Plan	Further expand capacity and facilities at existing primary and secondary schools facing the greatest pressures (with review of catchment areas to better match the location of places to the need to minimise transport costs) New build and enhanced capacity and facilities for YGG Tan y lan, YGG Tirdeunaw and YGG Pontybrenin (linked with LDP site as below) with review of sustainability of YGG Felindre (with catchment area review). Additional capacity, facilities and replacement / remodelling at both secondary schools.	Further expand capacity and facilities at existing primary schools to maintain a balance of places and demand in the light of the development of LDP strategic sites - where viable including the establishment of an additional primary school(s).	Further expand capacity and facilities at existing primary schools to maintain a balance of places and demand in the light of the development of LDP strategic sites. Consideration of the business case for establishing a third Welsh medium secondary school.
<b>CONTINUING PHASED PROGRAMME OF REPLACEMENT AND REMODELLING WORKS AT ENGLISH MEDIUM SECONDARY SCHOOLS TO MEET GREATEST CONDITION AND SUITABILITY NEEDS</b>			
Continue to improve the suitability of the learning environment with particular emphasis condition and suitability needs, removal of serious deficiencies in the current facilities, and the removal of business continuity risks - through a phased programme of replacement and remodelling works to address the areas of greatest need.	Phased works to significantly reduce the backlog structural maintenance needs at remaining condition category C schools on the basis of an objective risk assessment - could include priority works at Gowerton, Olchfa, Bishopston and Bishop Gore.	Further phase(s) of works to significantly reduce the backlog structural maintenance needs at remaining condition category C schools on the basis of an objective risk assessment - could include priority works at Gowerton, Olchfa, Bishopston and Bishop Gore.	Wider investment to address remaining needs across secondary schools - could include Dylan Thomas, Pontarddulais and Penyrheol and also address sufficiency issues to ensure the appropriate nature and spread of places and the sustainability of the quality of educational provision.
<b>PRIORITY AREA TRANSFORMATION - ADDRESSING PRIORITY CONDITION, SUITABILITY AND SUFFICIENCY NEEDS THROUGH THE DELIVERY OF LDP STRATEGIC SITES</b>			
Responding to the challenges and opportunities presented by the Local Development Plan strategy and demographic trends and ensuring appropriate nature and scale of educational provision across Swansea, particularly reflecting the impact of the major strategic sites with significant potential housing dwellings.	Responding to the LDP strategic sites which appear to be most advanced namely the Garden Village and Penderry areas. The Garden Village strategic site is likely to provide an opportunity to address the current urgent need for enhanced accommodation and facilities at YGG Pontybrenin as well as enhancing facilities for Pontybrenin Primary. Access to appropriate capital funding would also allow feasibility, design and other site preparatory works and site investigations to respond to the need for enhanced provision to serve pupils in the Penderry area - enabling early delivery of new build facilities in Band C.	Early delivery of new build / enhanced accommodation and facilities to better serve the needs of pupils in the Penderry area. This will allow a further development of vocational training opportunities to complement more academic provision as part of a wider review of post 16 provision and sustainability. Secondary English medium catchment review(s) will be required as part of developments to ensure an appropriate balance between the nature and location of provision and the demand.	Continuing to monitor the impact of demographic trends and the strategic LDP site developments on the need for school places. Continuing to address wider condition and suitability needs across schools.
<b>CONTINUING PROGRAMME OF RATIONALISATION, REPLACEMENT AND REMODELLING WORKS AT ENGLISH MEDIUM PRIMARY SCHOOLS TO ADDRESS GREATEST CONDITION, SUITABILITY AND SUSTAINABILITY ISSUES</b>			
Continue to build on the significant impact of Band A investment to focus on schools with particular condition and suitability deficiencies including split sites, priority category C condition needs and sustainability and sufficiency issues. These needs will be prioritised to reflect the scale of investment funding available and focus on the areas of greatest need.	Priority investment needs focussing on condition and suitability deficiencies, particularly split sites, significant category C condition needs and rationalisation opportunities to enhance future sustainability.	Addressing those priority investment needs which could not be funded in Band B, again focussing on schools with condition and suitability deficiencies, potentially including split sites, priority category C condition needs and sustainability and sufficiency issues. Major LDP strategic site developments will offer the potential to enhance and transform educational facilities for both primary and secondary schools.	Continuing respond to demographic trends and the development of major LDP strategic sites.

QUALITY IN EDUCATION - DELIVERING THE LONG TERM STRATEGY - AN OVERVIEW (APPENDIX A)			
STRATEGIC PRIORITY AREA	BAND B	BAND C	BAND D
<b>AIDED SECTOR PRIORITIES TO ADDRESS GREATEST CONDITION AND SUITABILITY ISSUES - DEPENDENT ON DIOCESAN 15% CONTRIBUTION OR DELIVERY THROUGH MUTUAL INVESTMENT MODEL</b>			
Continuing to work with the RC Diocese to address priority condition and suitability issues - particularly in relation to site deficiencies at St Joseph's Cathedral School,	Relocation of St Joseph's Cathedral School to the Bishop Vaughan site with new build accommodation and facilities - dependent on the availability of the 15% Diocesan contribution or delivery through a Mutual Investment Model.	Rebuilding, remodelling and refurbishment of areas of greatest need at Bishop Vaughan addressing condition and suitability issues - dependent on the availability of the 15% Diocesan contribution and potential capacity review.	Completion of outstanding condition and suitability issues.
<b>WIDER AREA TRANSFORMATION - ADDRESSING CONDITION, SUITABILITY AND SUFFICIENCY NEEDS THROUGH THE DELIVERY OF OTHER LDP STRATEGIC SITES</b>			
Responding to the challenges and opportunities presented by the wider Local Development Plan strategy and demographic trends and ensuring appropriate nature and scale of educational provision across Swansea, particularly reflecting the impact of the major strategic sites with significant potential housing dwellings.	Continuing support for the developing Local Development Plan strategy to ensure that future Educational needs are recognised and reflected in strategic site developments - this will provide a robust foundation to deliver new build / enhanced educational facilities in Band C.	Other major LDP strategic site developments will offer the potential to enhance and transform educational facilities for both primary and secondary schools.	Continuing respond to demographic trends and the development of major LDP strategic sites.
<b>FLEXIBILITY OF ASSETS</b>			
Continuing to develop wider use of school assets and facilities to maximise the benefits of capital investment.	As with Band A, new build accommodation and facilities will incorporate community rooms and wider facilities for the community where there is a sustainable business case and need. A working group of the School Budget Forum will specifically consider how best to address issues in relation to health and safety, insurance and other practical aspects as well as opportunities for greater school collaboration and potential area management of sites to ease the burden of premises matters on headteachers. There is also a Council "Services in the Community" project which will complement the work of the School Budget Forum working group.	Continue to build on the development strategy.	Continue to build on the development strategy.



# Agenda Item 6

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

\*Core annual items