



## City and County of Swansea

### Notice of Meeting

You are invited to attend a Meeting of the

## Education & Skills Policy Development and Delivery Committee

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

**On:** Wednesday, 8 November 2017

**Time:** 4.00 pm

**Chair:** Councillor Robert Smith

**Membership:**

Councillors: S E Crouch, F M Gordon, B Hopkins, M H Jones, L R Jones, M A Langstone, M B Lewis, S Pritchard, K M Roberts, M Sykes and D W W Thomas

---

### Agenda

### Page No.

- |          |   |                |
|----------|---|----------------|
| <b>1</b> | <b>Apologies for Absence.</b>   |                |
| <b>2</b> | <b>Disclosures of Personal and Prejudicial Interests.</b><br><a href="http://www.swansea.gov.uk/disclosureofinterests">www.swansea.gov.uk/disclosureofinterests</a> |                |
| <b>3</b> | <b>Minutes.</b><br>To approve and sign the Minutes of the previous meeting(s) as a correct record.  | <b>1 - 3</b>   |
| <b>4</b> | <b>Views from Pioneer Schools.</b>  | <b>4 - 17</b>  |
| <b>5</b> | <b>Children's Views of STEM Subjects.</b><br>Presentation and Interactive Workshop  |                |
| <b>6</b> | <b>Draft Cabinet Report on City Deal Skills Development.</b>  | <b>18 - 23</b> |
| <b>7</b> | <b>Workplan 2017/2018.</b>  | <b>24 - 25</b> |

**Next Meeting:** Wednesday, 13 December 2017 at 4.00 pm

Handwritten signature of Huw Evans in cursive.

**Huw Evans**  
Head of Democratic Services  
Thursday, 2 November 2017

---

**Contact: Democratic Services - 636923**





City and County of Swansea

## Minutes of the **Education & Skills Policy Development and Delivery Committee**

Committee Room 5, Guildhall, Swansea

Wednesday, 11 October 2017 at 4.00 pm

**Present:** Councillor R V Smith (Chair) Presided

**Councillor(s)**

S E Crouch  
S Pritchard

**Councillor(s)**

L R Jones  
K M Roberts

**Councillor(s)**

M A Langstone  
D W W Thomas

**Officer(s)**

Gareth Borsden  
Chris Sivers  
Nick Williams

Democratic Services Officer  
Director of People  
Chief Education Officer

**Also Present:**

Jane Lewis – RLSP Manager  
Judith James – Swansea University

**Apologies for Absence**

Councillor(s): B Hopkins, M H Jones, M B Lewis and M Sykes

---

**17 Disclosures of Personal and Prejudicial Interests.**

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

**18 Minutes.**

**Resolved** that the minutes of the Education & Skills Policy Development & Delivery Committee held on 13 September 2017 be approved as a correct record.

**19 Regional Learning & Skills Partnership (RLSP) and the City Deal.**

Jane Lewis, RLSP Manager for South West & Mid Wales gave a detailed and informative presentation outlining the background details, aims and objectives, and the Local Authority and Welsh Government involvement in the partnership.

As part of the presentation, she outlined and referred to the following areas:

- 3 Partnership groups in Wales, the Mid and South West Wales one is the largest geographical wise,
- Different sectors involved – Post 16, Further Education, Industry etc
- Purposes and potential outcomes,
- Impact of the City Deal,
- The Observatory – what it is and how the data contained in it is utilised,

- Recently launched Regional Skills plan,
- Main priorities – Employability, Learning & Career Choices & Opportunities & Provision,
- Need to increase the amount of apprenticeship schemes available,
- Economic picture of area and need to increase GVA,
- What has been achieved to date,
- RLSP moving forward – revised membership and more industry driven now,
- Regional cluster groups, and their differing geographical and recruitment issues and focus,
- Need to maximise the potential of the City Deal and its 10 main projects,
- City Deal – skills intervention proposals,
- 5 step process for assisting the workforce,
- Potential impact of the Tidal Lagoon.

Members discussed the issues and subject areas raised and highlighted during the presentation above, and asked a series of questions centred around the following areas, the RLSP Manager and Officers responded accordingly:-

Provision for young people with additional learning needs going forward, the need to improve digital, engineering skills and “soft” skills, need for much greater involvement with schools, need for further engagement with successful smaller businesses, lack of IT & engineering graduates in area and lack of software specialists

The Chair thanked the RLSP Manager for her presentation.

## **20 Swansea Learning City.**

Judith James, Swansea University, gave a detailed and informative presentation outlining the background details to the development of Swansea as a Learning City.

As part of the presentation, she outlined and referred to the following areas:

- UNESCO global network of 200 cities in 40 countries,
- Fundamental conditions for the Learning City design,
- Swansea’s involvement in Pilot Scheme since 2012,
- Excellent Exposure for Swansea worldwide because of its involvement in the scheme,
- Global Goals,
- Six main stages in developing a Learning City,
- Importance of recognition of industrial heritage and history,
- Need to improve economic prosperity and increase GVA,
- City of two halves – impact of poverty and deprivation on communities and need to address this, through the Authority’s Anti-Poverty Strategy,
- Pisa results,
- Development of Learning City policies and Welsh Government ambitions,
- Youth Entrepreneurship Strategy success both in primary and secondary schools,
- Further/Higher education initiatives and the “building in” of sustainability by young people to projects and ideas,
- Importance of lifelong learning/continuing adult education,
- Social enterprises and ecosystem for entrepreneurs,

- Impact and effect of the 2<sup>nd</sup> university bay campus,
- Swansea success in achieving 2 awards in 2015,
- Newly opened Swansea University School of Education(SUSE) facility,
- Impact and potential of the City Deal projects,
- Joseph Rowntree Foundation poverty review findings,
- Next Steps – Development of Learning Neighbourhoods project, similar to the Cork model,

Members discussed the issues and subject areas raised and highlighted during the presentation above, and asked a series of questions centred around the following areas, Judith James and Officers responded accordingly:-

Development of the learning neighbourhood's scheme – funding, staffing, which areas would be involved, need for school & industry involvement, liaison with ERW, issues around getting people & communities involved.

The Chair thanked Judith James for her presentation.

## **21 Education and Skills Needs Assessment.**

The Chief Education Officer presented a report which outlined the background details to the development of the needs assessment which aims ensure that appropriate arrangements are in place to deliver the City Deal.

He outlined the proposals and work to be undertaken, the anticipated outcomes, the discussions needed with partner organisations and the governance arrangements to be put in place.

The Committee discussed the report and referred to issues around the need to further develop “computing” skills for pupils, teacher training issues, need to promote proposals to Headteachers, School Governors etc, retraining/upskilling of current teachers, promotion of apprenticeships and vocational/trade courses.

**Resolved** that a further report be brought back to the next meeting for approval, prior to its submission to the Cabinet Member.

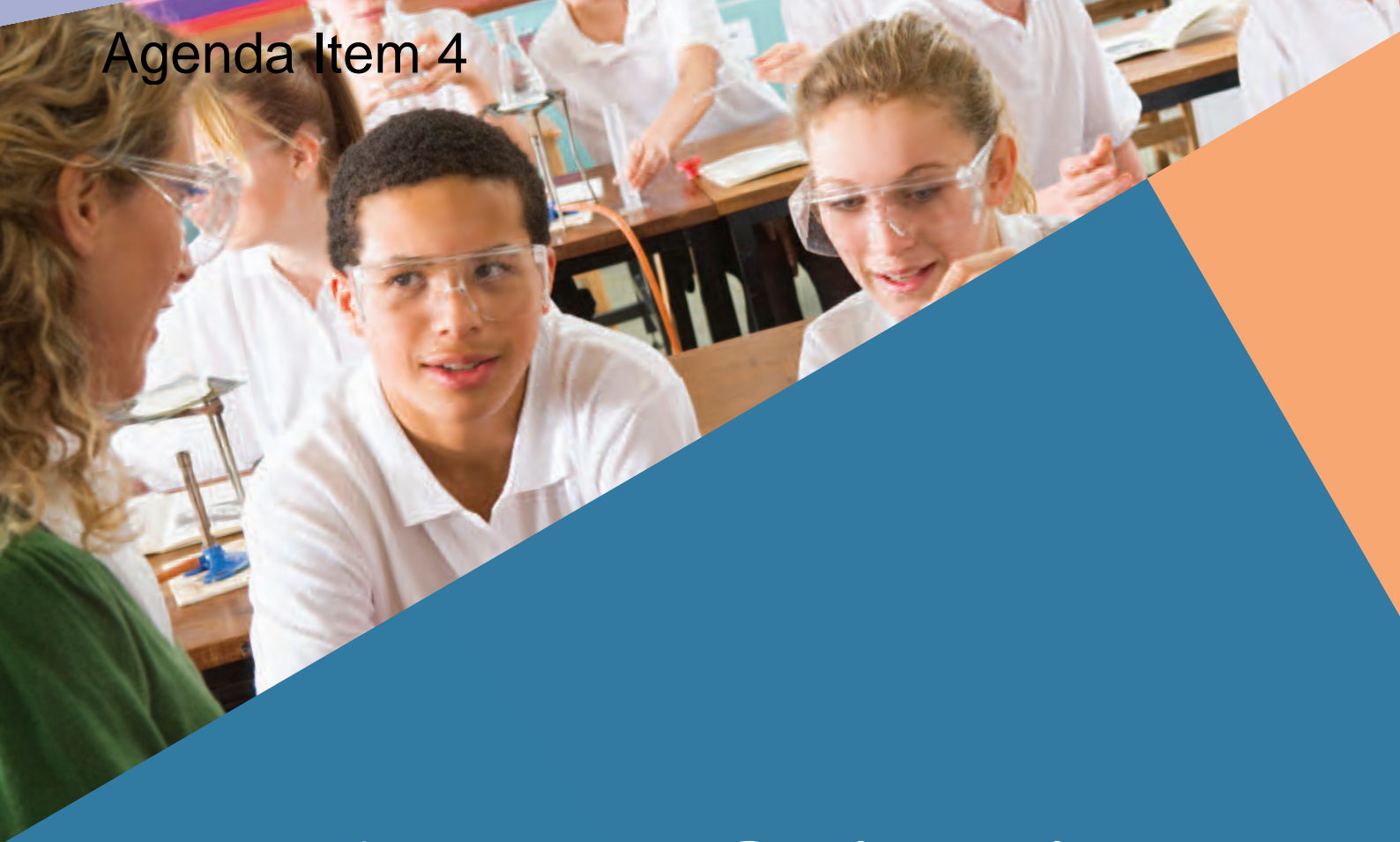
## **22 Workplan 2017/2018.**

The Chair outlined the Workplan for the Committee for the remainder of the Municipal Year 2017/2018.

**Resolved** that the Work plan as outlined be noted, with the addition of the report back above.

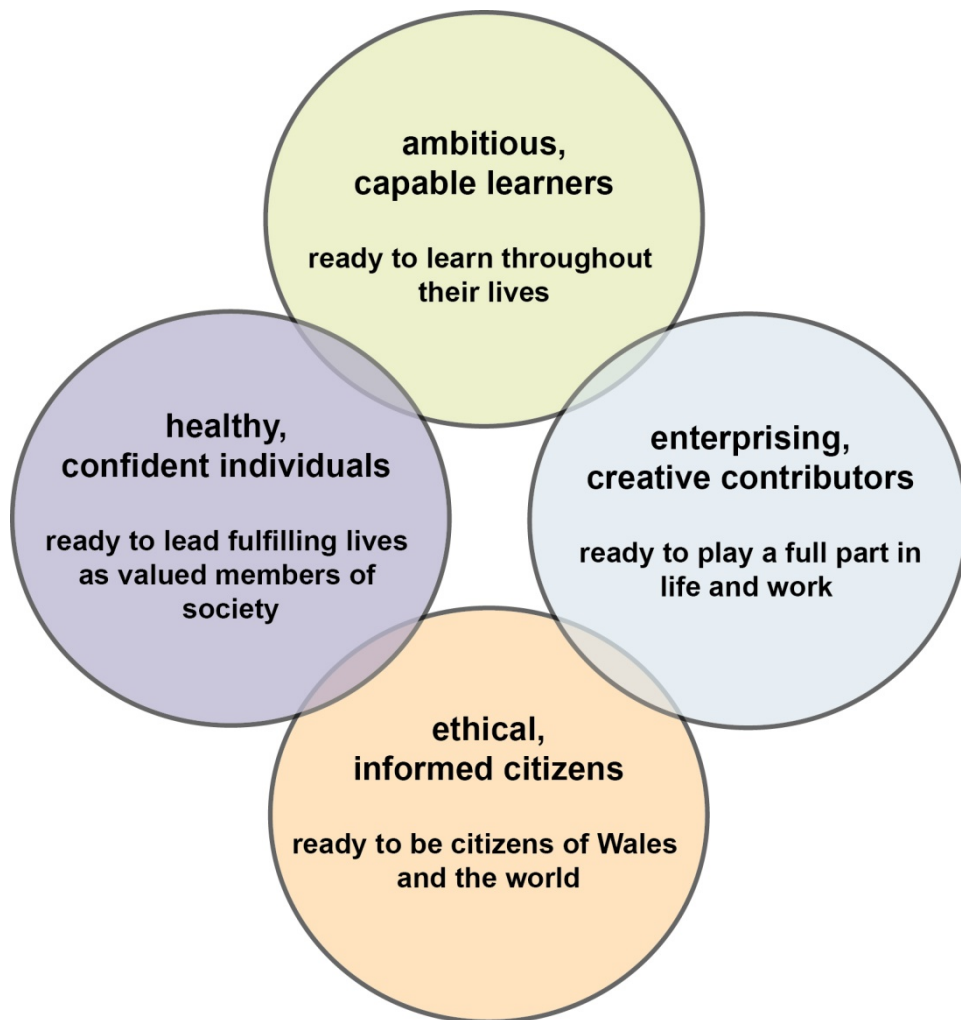
The meeting ended at 5.48 pm

**Chair**



# Pioneer Schools

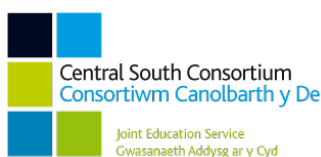




## Welsh Government working in partnership with



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales



## Introduction

On 30 June the Minister for Education and Skills announced that the Welsh Government would accept, in full, all of the recommendations set out in *Successful Futures*, Professor Graham Donaldson's independent review of the curriculum and assessment arrangements in Wales

Building on the Digital Pioneers model announced on 10 June, this document sets out how, working in a new way with schools, local authorities, regional consortia, Estyn, leading academics and employers as well as other key stakeholders we will together build our new curriculum in Wales.

This document invites the regional consortia to identify those practitioners and their schools whom they consider best placed to become Pioneer Schools – charged with building the new curriculum framework and designing and leading the professional development that will support all schools to realise it (i.e. The New Deal for the Education Workforce).

Pioneer Schools represent a critically important and a very exciting opportunity to be part of an all-Wales partnership team that will play a key role in ensuring better learning and higher standards for all of our children and young people and ultimately for Wales itself. It is vital that we get the right practitioners, departments<sup>1</sup> and schools for the role – the capacity to innovate will be as important as the ability to deliver existing curriculum arrangements. Together, we have a real opportunity to create a world class curriculum for Wales.

Our new curriculum must be aspirational but also realistic. To ensure this is the case, Pioneer Schools will work in close partnership with their wider clusters (including the non-maintained sector), networks, and beyond, to ensure that as many of our schools as possible are part of the design and development process.

## Background

Professor Donaldson's report on the curriculum and assessment arrangements in Wales sets out 4 purposes of the curriculum in Wales – that all our children and young people develop as:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society

---

<sup>1</sup> References to 'departments' apply only in the case of secondary schools



The aim of the report is to ensure better teaching and learning in all our schools in Wales, to raise standards and to improve outcomes for all our learners. It includes the recommendations that:

- The school curriculum should be designed to help all children and young people to develop in relation to clear and agreed purposes. The purposes should be constructed so that they can directly influence decisions about curriculum, pedagogy and assessment.
- All teaching and learning should be directed to achieving the four curriculum purposes.

*Qualified for Life* - sets out our vision that all our children and young people benefit from excellent teaching and learning in the context of a continuously self-improving system. We are now at a seminal point on this education journey. Taken together, *Qualified for Life*, *Successful Futures*, the New Deal for the Education Workforce and the recommendations in Professor Furlong's review of Initial Teacher Training provide us with the foundations on which to build a world class, self-improving system.

To achieve this, we will need to work together to establish the collaborative culture that characterises excellent education systems.

The Minister for Education and Skills has already announced his intention to fast track the development of a cross curriculum Digital Competence Framework that will be available to schools from September 2016. We have asked our regional consortia to identify a small group of Digital Pioneers – who are already leading this agenda in Wales – to come together with experts from industry and HE to design and develop the framework – drawing on their own experiences and international best practice.

Building on this model, this document sets out a new way of thinking and working together to build our new curriculum and assessment arrangements in Wales, underpinned by the New Deal for the education workforce and the National Model for regional working. The proposals included here represent emerging thinking. Going forward – we will work with the consortia, supported through the local authorities, and with Pioneer Schools themselves to determine the best approach.

To underpin this work we have identified 4 key principles for realisation of the new curriculum - to which the proposals contained in this document adhere and to which we will return at regular intervals. Realisation of the new curriculum will be:

- Evidence led, and based on subsidiarity
- Ambitious and inclusive
- Manageable, with pace, passion and professionalism
- Unified

## Role and purpose of Pioneer Schools

In line with these principles, we are inviting the consortia to work with us to identify a network of innovative Pioneer practitioners, their departments and schools across Wales who will play a pivotal role in developing and realising the new curriculum and key elements of the New Deal. All Pioneer Schools will work with each other, with other schools, the consortia, Welsh Government and wider stakeholders as part of an all-Wales partnership.

In discussion with regional consortia we have agreed that, in the first instance, Pioneer Schools will be asked to focus on either one or both of the following:

- the design and development of the curriculum framework – including content of the new Areas of Learning and Experience, progression steps and achievement outcomes and associated assessment arrangements (Curriculum Pioneers); and/ or
- laying the foundations for change by ensuring all practitioners have access to effective professional learning – enabling them to continuously develop and enhance leadership and pedagogy in practice, and supporting them to realise the new curriculum (New Deal Pioneers).

All Pioneer Schools, regardless of their initial focus (Digital, Curriculum and/ or New Deal), will need to work closely together to challenge and learn from each other. Together, they will provide a vehicle to realise the new curriculum across Wales, including ongoing, high quality support in developing their skills in pedagogy and leadership.

## How will we identify Pioneer Schools?

Identifying the right practitioners and schools is central to our shared success. The following criteria have been developed to help in the process of identifying the best possible candidates for Pioneer Schools status. **They are for guidance only and should *not* preclude schools with particular departmental or other expertise from being included in the shortlist presented to the national panel.** As stated above, capacity for creativity and innovation is as important in these roles as ability to deliver the existing curriculum.

➤ **Criteria for the identification and selection of Pioneer Schools**

<b>What are we seeking to achieve?</b>	<b>What are we assessing?</b>	<b>How will we assess it?</b>
A rolling start to the engagement programme	Familiarity with, and understanding of, the underpinning principles of Professor Donaldson's report, <i>Successful Futures</i>	A statement, signed off by the CA, on the degree to which the principles are already embedded in practice or planning
Confidence that the practitioner/dept/school/cluster has embedded excellence in the existing range of approaches as a platform for innovation	A proven track record in curriculum and/or assessment practice at practitioner or departmental level.	Already available: Estyn report, SER, CA report, Categorisation report
Confidence that the lessons learned from the R+D and innovation phases will pass through into learning across the system	A commitment to professional learning at all levels within the school and their partnerships/networks	A statement, signed off by the CA, of track record
Commitment to the element of risk taking inherent in an R+D and innovation programme	A passion for innovation and creativity	A statement of commitment, based on at least one exemplar case study, signed off by the CA
Assurance that the leadership of the engaged setting is able to manage the risks and maximise the benefits of the process in the setting itself	Excellent leadership – including dispersed leadership	Already available: Estyn report, SER, CA report, Categorisation report
Confidence that cluster arrangements will support the effectiveness of the process	How the cluster will work as an effective team to lead on key activities – including a clear understanding of the strengths of each member of the cluster	A summary of cluster working arrangements
Confidence that the practitioner/dept/school/cluster is in a robust position as regards current practice	Performance data at individual or department level	Data available from the region
	Relative performance of FSM pupils at individual or department level.	
Confidence that there are no factors in the context of the practitioner/dept/school/cluster that will bring undue risk to the process or to learner and other stakeholders in the process	Estyn, Challenge adviser and other external challenge	Confidence statement signed off by the CA

More detailed specifications for Curriculum and New Deal Pioneer Schools are set-out below.

# CURRICULUM PIONEER SCHOOLS

## How will the model work?

The Curriculum Pioneer model is predicated on the basis that Pioneer Practitioners – and their departments, schools and settings will work together as part of an all-Wales partnership team to design and develop the new curriculum. They will be charged with designing the new curriculum framework. This partnership team will need to work closely with those focusing on the New Deal, as well as more broadly with their own clusters (including the non-maintained sector), networks and beyond.

The all-Wales partnership team, drawn from across Wales, will need to be inclusive and representative of all of our schools – including Welsh medium schools, special schools and PRUs. It will need to include, as a minimum, Pioneer Practitioners, facilitators, expertise (technical/content/design) as appropriate, Welsh Government and Estyn representation. Welsh Government will also put in place appropriate research arrangements to underpin and inform development of the new curriculum framework. The emerging model will be subject to robust quality assurance arrangements - designed to ensure that it is ambitious and of the necessary high, internationally comparable standard. We will also put in place, from the outset, evaluation arrangements which will be key to informing design and development.

The all-Wales partnership team will be charged with designing the new Areas of Learning and Experience (AoLE), including progression steps, achievement outcomes, and assessment and reporting arrangements. The 6 new AoLE will also need to reflect the 3 cross-curriculum responsibilities - literacy, numeracy and digital competence, 'wider skills', and include both a Welsh and an international dimension. As a consequence, we envisage that the all-Wales partnership team will include around 70 Pioneer Practitioners, working from 70 Curriculum Pioneer Schools across Wales. This would include the following practitioners:

- 7 x AoL at current Foundation Phase
- 12 x subjects at current KS2
- 13 x subjects at current KS3
- 13 x subjects at current KS4
- literacy, numeracy, digital competence and wider skills expertise for each AoLE -
- expertise in relation to the various frameworks – including PSE
- assessment expertise

It is envisaged that Pioneer Practitioners will form smaller teams focusing on design and development of one of the six AoLE. So, for example, the team charged with developing the new Humanities AoLE will include Pioneer Practitioners of history, geography and RE from KS2-4 as well as experts from the Foundation Phase. The resulting AoLE will then be subject to robust quality assurance at key stages throughout the process

As well as working as part of the all-Wales partnership team to design and develop the new curriculum framework, the Pioneer Practitioners will be expected to draw on the knowledge, skills and experience of their wider networks – including their departments, schools and wider clusters - to design, develop and test thinking on the emerging model.

In terms of time commitment, it is envisaged at this stage that Pioneer Practitioners will need to be available for a minimum of 2 consecutive days in the early autumn - and up to 2 days a week from January 2016. Some of this time will be spent working as part of the all-Wales partnership team, some with their local networks to share and refine the emerging model. Once in place, the all-Wales partnership team will be expected to develop and agree its forward work plan – including preferred approaches to the task.

Going forward, Pioneer Schools will play a key role as pathfinders for the new curriculum, supporting, leading and embedding realisation of the new curriculum framework both locally and nationally - sharing our vision, knowledge, understanding and experience of the new curriculum with their cluster schools and settings and beyond. Pioneer Schools and their Pioneer Practitioners will also have a key role in developing materials and guidance to support the new curriculum framework. The all-Wales partnership team will also be responsible for developing plans for how to achieve this.

Pioneer Practitioners' schools will be ascribed Curriculum and/or New Deal Pioneer status. These schools will be funded to enable their Pioneers Practitioners to engage fully with the all-Wales partnership team. In the first instance, funding will be provided at the rate of up to £7,500 per practitioner from January to end March 2016 (the equivalent of £30k per annum). Funding thereafter will be determined in the light of Welsh Government budget decisions.

A summary of the activities which Pioneer Practitioners and their Pioneers Schools will be expected to undertake is set out in the following table:

Activity	Detail
Provide curriculum expertise;	Pioneer Schools to release Pioneer Practitioners to be part of the all-Wales partnership team, in particular the design and development of the AoLE and/ or the new Digital Competence Framework
And/or: Provide assessment expertise	Pioneer Schools to release Pioneer Practitioners to be part of the all-Wales partnership team, in particular the design and development of achievement outcomes as part of the progression steps
And: Provide pedagogical expertise	Through testing thinking on aspects of the new curriculum and assessment arrangements, to provide advice and support on pedagogical practices to support curriculum realisation
And: Local, regional and national leadership	Act as champion for the curriculum and assessment changes locally, regionally and nationally
And: Pathfinder	Test thinking and trial aspects of the new curriculum, including assessment arrangements and feedback to the all-Wales partnership team. Monitor and review and feed into evaluation process – longer term

## Timeline

In July 2015, you (consortia) will be invited to nominate those practitioners and their schools in your area which you consider best placed for Pioneer School status – with proposals submitted in the early autumn.

Pioneer Schools and their Pioneer Practitioners will be announced in the early autumn of this year. Work on building the new curriculum framework together will start in the autumn with an introductory event and induction programme that all Pioneer Practitioners/ schools will be required to attend ahead of embarking on the design phase from January 2016.

Development of the new curriculum will be an iterative process and will take time. We envisage that the initial development phase will take until at least December 2016 with iterative trialing and testing of thinking thereafter.

Further details of plans for full realisation of the new curriculum across all schools in Wales will be announced in the autumn.



### **How will we identify Curriculum Pioneer Schools?**

Identification of the right practitioners and schools is central to our shared success. You as consortia are therefore being invited to nominate those practitioners and their schools in your area which you consider best placed for Pioneer status. Using the criteria for Pioneer Schools, set-out on page 4 above, you will use your local knowledge and evidence to determine a shortlist for discussion with a national panel of experts including Estyn, the consortia and Welsh Government. In drawing up your shortlist you will need to be mindful of being inclusive and representative of your area.

# NEW DEAL PIONEER SCHOOLS

## How will the model work?

This work forms a key part of the “*The New Deal for Education Practitioners*” where we are committed to encouraging effective professional learning which is developed and delivered through collaboration between practitioners.

The New Deal aims to maintain the focus on improving teaching and learning by ensuring all practitioners have access to effective professional learning – enabling them to continuously develop and enhance leadership and pedagogy in current practice, and preparing for the future by supporting them to realise the new curriculum.

We want, therefore, to build upon and help to accelerate the work that consortia and schools have started by building additional school-based capacity for delivery of professional learning and support for schools. We also want to work in partnership with schools and consortia to deliver our key national programmes (such as statutory induction and NPQH) through this network of schools.

We are therefore inviting the consortia to work with us to identify a network of innovative Pioneer Schools within each consortium with a focus on the New Deal. These schools will work with other schools, consortia, and with stakeholders as part of a regional and national network to design and deliver a range of professional learning opportunities and support for practitioners and schools across Wales. In drawing up their shortlist, consortia will wish to consider applications from both individual schools and partnerships of schools. Across Wales, we will be keen to identify a geographic spread of schools to include a mix of primary, secondary (or all-through (3-16/18)), Welsh medium, English medium and special schools. Links with FE and PRUs would also be welcomed. This mix will be essential so that there is sufficient capacity across all regions.

During the first phase of this programme, funding will be allocated to enable schools to free the time of key members of staff to work within their own setting, with other schools, the consortia and with the Welsh Government. This time will be used to develop plans which identify opportunities to deliver professional learning and support for other practitioners and schools and to work in partnership to design, develop and trial these programmes. This will include designing quality assurance and sustainable funding mechanisms. The types of programmes that we are planning to deliver in partnership with Pioneer Schools are set out in the table below. The list is not comprehensive so we can retain maximum flexibility for the development stage of this work where more opportunities may emerge.

The second phase of the programme will move to delivery of these programmes as part of a national network of schools working in partnership with the Consortia. The timing of the start of the second phase of the work will also be flexible so that it can be negotiated in collaboration with schools and consortia.



Alongside the work to improve current pedagogy and leadership practice the New Deal Pioneer Schools will be asked to work closely with the Curriculum Pioneer Schools to:-

- provide expertise and challenge on the development and delivery of professional learning to support the realisation of the new Curriculum
- provide leadership for the new Curriculum by acting as champions for the curriculum and assessment changes locally, regionally and nationally
- act as Pathfinders to test thinking and trial aspects of the new curriculum, including assessment arrangements and feedback to the all-Wales partnership team.
- monitor and review and feed into evaluation process in the longer term

### **Funding**

Pioneer Practitioners' schools will be ascribed Curriculum and/or New Deal Pioneer School status. From September 2015 to March 2016, these schools will be funded to enable their staff to engage in the process of designing and collaborating with consortia and Welsh Government to develop an offer of professional learning in their area. In the first instance, funding will be provided at the rate of up to £7,500 per term. Funding thereafter will be determined in the light of Welsh Government budget decisions

## Timeline

In July 2015, you (consortia) will be invited to nominate schools in your area which you consider best placed for Pioneer School status – with proposals submitted in the early autumn and further developed in collaboration during the Autumn term.

Activity	Detail (plus and minimum requirements)
Trainee Teachers	Support the initial training and development of trainee teachers.
Induction of NQTs	Provide mentoring and support to NQTs to support them through their statutory induction period, including regular observation and assessment of their teaching and performance
Leadership development and support	Providing mentoring, development opportunities and support for aspiring head teachers or senior leaders – including supporting them in response to their feedback from NPQH assessment. Offer specific programmes of leadership development for teachers at all career stages who aspire to leadership roles
Action based research	Work with HE providers and other schools to lead practical research projects on the impact of different approaches on teaching and learning
'Improving teaching' and 'Outstanding Teaching'	Provide programmes to support teachers to improve their practice through a range of coaching, observation and professional support.
Masters in Continuing Educational Practice and Masters in Educational Leadership	Support the development of the Masters programme and support participants during the programme in partnership with HE provider and consortia.

## **How will we identify New Deal Pioneer Schools?**

Identification of the right practitioners and schools is central to our shared success. You as consortia are therefore being invited to nominate those practitioners and their schools in your area which you consider best placed for Pioneer status. Using the criteria for Pioneer Schools, set-out on page 4 above, you will use your local knowledge and evidence to determine a shortlist for discussion with a national panel of experts including Estyn, the consortia and Welsh Government. In drawing up your shortlist you will need to be mindful of being inclusive and representative of your area.

# Agenda Item 6



## Draft Report of the Education & Skills Policy Development and Delivery Committee

Cabinet - 14 December 2017

### City Deal Skills

<b>Purpose:</b>	To provide feedback on progress to date in developing policy on education and skills to meet the challenges of the City Deal
<b>Policy Framework:</b>	Education & Skills corporate priority; City Deal
<b>Consultation:</b>	Access to Services, Finance, Legal.
<b>Recommendation(s):</b>	<p>It is recommended that:</p> <ol style="list-style-type: none"><li>1) Cabinet consider the feedback provided to date in developing policy on education and skills to meet the challenges of the City Deal and consider and endorse the conclusions identified in this report.</li><li>2) The Leader, Cabinet Member, Chief Executive and senior officers raise the matters highlighted in this report in the relevant partnership arrangements that are in place and seek to introduce the governance arrangements outlined in this report when these are agreed as a way forward for the City Deal.</li></ol>
<b>Report Author:</b>	Chris Sivers
<b>Finance Officer:</b>	Sarah Willis
<b>Legal Officer:</b>	Stephanie Williams
<b>Access to Services Officer:</b>	Catherine Window

## **1. Introduction**

- 1.1 The Education & Skills Policy Development and Delivery Committee (PDDC) has been meeting regularly since July 2017. It has cross-party membership and is a forum for Council Members and officers to work together to form policy.
- 1.2 This PDDC determined that its work programme would focus on the implications and opportunities represented by the City Deal and the implications for Swansea. Members have particularly been concerned about issues of pace and scale, as well as ensuring that disadvantaged people are able to benefit from the jobs and growth that the initiative represents.
- 1.3 The Committee has had presentations and discussions about the City Deal itself, overview of the local authority role, regional bodies' roles, curriculum changes, Learning City initiatives and also the Regional Learning and Skills Partnership (RLSP).
- 1.4 Future work programme items include: Pioneer Schools update, views of children and young people on STEM subjects and teacher training implications.
- 1.5 The purpose of this paper is to outline expectations from Swansea of what an optimal delivery vehicle would be for ensuring we have arrangements in place to meet the skills needs to effectively deliver the City Deal, and to ensure that local people are given every opportunity to be a part of those changes.

## **2. Opportunity**

- 2.1 From the discussions amongst Committee members awareness has been raised, as well as questions about how to best manage the future arrangements for the City Deal.
- 2.2 We believe that the optimal delivery model would have the following functions:
  - Undertake needs analysis on a regular basis, working with the business communities involved in future growth
  - Balance the needs analysis for the City Deal alongside existing analysis of needs for skills more widely
  - Undertake predictive modelling for future education and skills needs across the curriculum
  - Liaise with regional education provision to ensure aspirations for quality education delivery and any curriculum changes are managed effectively in a collaborative manner
  - Manage relationships and funding contracts with Welsh Government effectively

- Identify, develop and apply for additional funding to address skills needs
  - Coordinate actions at a local level to raise aspirations for skills needed in the businesses of the future (e.g. especially STEM subjects) to parents, schools and children
  - Ensuring liaison and coordination with local arrangements through Wellbeing Assessments, Wellbeing Plans and other local partnerships
  - Oversee the effective alignment of school curriculum options and skills needs, ensuring pathways to employment are outlined for every age group
  - Ensure there are options for individuals to upskill and take their learning and qualifications to the next level, at all ages
  - Oversee the alignment of new apprenticeships to future skills needs
  - Identify options and liaise with providers to further enhance teaching and learning capability in education settings at all levels
  - Commission providers to deliver responses to meet needs
  - Create and ensure alignment with City of Learning initiatives
  - Monitor performance of progress to meeting needs, and to ensure effective outcomes for learners, identifying areas for improvement
  - Involve children and young people in the development of new initiatives and ensuring they are able to exercise their right to have a say in decisions that affect them.
- 2.3 The key points here are about effective overall pathways starting in early years' provision, and the wider needs analysis. The current remit of the RLSP is very narrow – based around skills delivery for 16-19 year olds, and with the scale and pace of change needed to deliver City Deal, a wider focus will be required.
- 2.4 If the above are agreed as the functions that need to be carried out, then the form can follow. It is suggested that given the need for both an overarching strategy and coordination function between businesses and learning providers as well as a detailed operational function to commission responses and monitor their outcomes, two types of body may be appropriate – a strategic coordination group and a commissioning group.
- 2.5 Given that the overriding concern is ensuring effective educational pathways from the start of children's education, and that the concerns outlined here relate to whole populations, the lead organisations with responsibility for overseeing outcomes for populations are local authorities and with the high profile nature of these sets of initiatives, a democratic mandate and Council Member involvement is highly appropriate.
- 2.6 Whilst it is recognised that there is limited involvement by senior Council officers in the RLSP (one for the six authority areas), we believe this inadequately reflects the need to ensure whole Council approach to

supporting and changing the skills base to meet the challenges of the City Deal. Greater representation of all four Councils will be essential, and given the governance role of Cabinet Members, it is appropriate that they take on a similar role with the RLSP, democratising the work of this partnership in a very visible fashion.

2.7 Current RLSP arrangements are on the basis of the six local authorities in South West Wales: Neath Port Talbot, Swansea, Carmarthenshire, Pembrokeshire, Ceredigion and Powys. However, the Joint Committee that has been established to oversee the development of the City Deal is on the basis of the four local authorities that are signatories to that: Neath Port Talbot, Swansea, Carmarthenshire and Pembrokeshire. Ceredigion and Powys have a separate regeneration partnership arrangement via the different governance arrangements for these two regeneration partnerships, it will be important to ensure that the boundaries for skills partnerships are coterminous. Recently it has been agreed that the RLSP will have separation in its working arrangements to ensure coherence with the two different regeneration partnerships.

2.8 Therefore, there could be two bodies to oversee this work – a commissioning group reporting to a strategic skills board that reports to the City Deal Joint Committee. They could be based on a footprint of the four authority signatures to the City Deal and could have Terms of Reference that include the following.

### 2.9 **Strategic Board**

- Ensures democratic oversight and accountability
- Is held accountable by the Joint Committee for ensuring delivery of education and skills to meet the needs of the City Deal arrangements
- Holds commissioners accountable for delivery of these arrangements
- Involves businesses, learning providers and elected Members in developing the strategy for education pathways and directing commissioners about appropriate responses
- Includes key policy makers from Welsh Government in this field
- Ensures learning at all ages is considered as part of the processes, including learning for higher level skills
- Provides effective oversight for use of the apprenticeship levy funds
- Ensures effective voice of children is considered as part of decision making, and in keeping the UN Convention on the Rights of the Child
- Is accountable through local authority scrutiny arrangements
- Has the authority to direct learning organisations, schools and local authorities to carry out the functions necessary to deliver the aspirations.

### 2.10 **Commissioning Group**

- Delivers according to an established commissioning cycle, commissioning for outcomes
- Ensures effective involvement of providers in a Forum but not on the commissioning group, to maintain transparency in decision making

- Ensures children and young people are able to exercise their right to be heard in decision making as part of the commissioning cycle
- Considers innovative routes to investment, including social investment as well as grant funding and sponsorship
- Ensures value for money in commissioning arrangements
- Delivers needs analysis and predictive modelling for future skills needs, on a short, medium and long term basis
- Identifies appropriate opportunities to build capacity of learning providers across the age ranges
- Ensures effective liaison with regional educational improvement initiatives
- Coordinates with local groups awareness raising on City Deal and skills initiatives, particularly promoting options to underrepresented groups.

### **3. Conclusions**

- 3.1 The Regional Learning & Skills Partnership has been providing a role coordinating post-compulsory and tertiary education for many years and covers the six local authority areas, as well as involving businesses and learning providers. There is little involvement of education professionals, with a single representative from one authority representing all the schools in the six authority areas. This will be inadequate to undertake the role outlined above. The focus has been as a delivery body on behalf of Welsh Government, and has insufficient accountability locally, seeming distant to local arrangements. In some cases, local learning partnerships have been put in place to address this gap. There is no wider strategic function, for example, in promoting to children and young people and there is little or no involvement of children and young people in their work.
- 3.2 The RLSP has good business representation and many businesses are involved either on the Board itself or in the industry cluster groups and this can be built on to ensure that the growth industries contained in the City Deal are well represented. The Partnership has also undertaken to raise awareness amongst primary and secondary schools and headteachers alongside Swansea staff.
- 3.3 The RSLP also shows good data capacity and capability, which can also be built upon as well as the established mechanisms for developing skills needs assessments.
- 3.4 The precise methodology by which the Strategic Board and Commissioning Group will undertake the needs assessment is to be determined in future. However, it is expected that they will engage with members of the business community, including those involved in growth areas such as the digital sector and use their skills and knowledge through consultation, secondment, etc. This would support identification of needs and capacity building among providers.



3.5 Therefore, the current arrangements provide capacity and capability to build upon, but will need to be reformed to meet future needs.

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

4.1 None arising from this report. If Cabinet choose to progress with the model outlined, then the Council's EIA process will be applied. We hope that the enhanced involvement and engagement of children and young people will have a positive impact on decision-making and supports this Council's commitment to Children's Rights.

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

5.1 None arising from this report. However, if Cabinet choose to progress with a different model for the RLSP arrangements, there could be resource implications at that point. Due to the challenging financial outlook, it must be assumed that any additional costs incurred as a result of these proposals will be met through existing resources, or through the introduction of additional savings proposals.

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

6.1 None arising from this report. However, if a different governance set up is agreed going forward, legal advice should be sought at this stage as to the detail of how this will operate.

**Background Papers:** None

**Appendices:** None



## Education Policy Development & Delivery Committee – 8 November 2017

### Work Plan 2017/2018

Date of meeting	Agenda items and Format
9 August	Presentation to introduce City Deal
13 September	<p>All meetings to be schedules for two hours, including this one and then for the remainder of the year</p> <ol style="list-style-type: none"> <li>1. Outline the current landscape for the agenda, including:               <ul style="list-style-type: none"> <li>• Role of the Local Authority</li> <li>• Role of ERW</li> <li>• Estyn</li> <li>• Learning City</li> <li>• New curriculum</li> </ul> </li> </ol>
11 October	<ol style="list-style-type: none"> <li>1. Regional Learning &amp; Skills Partnership and the City Deal               <ul style="list-style-type: none"> <li>• Role of the Partnership</li> <li>• Commission for the needs assessment</li> </ul> </li> <li>2. Swansea Learning City               <ul style="list-style-type: none"> <li>• Outline what it is and feedback from the UNESCO conference</li> </ul> </li> <li>3. Education and Skills Needs Assessment</li> </ol>
8	<ol style="list-style-type: none"> <li>1. Children's Views of STEM subjects</li> </ol>

November	<ul style="list-style-type: none"> <li>• Presentation and interactive workshop</li> </ul> <ol style="list-style-type: none"> <li>2. Views from Pioneer Schools</li> <li>3. Education and Skills Needs Assessment</li> </ol>
13 December	<ol style="list-style-type: none"> <li>1. Aligning post-16 provision – challenges and opportunities</li> <li>2. Impacts on Teacher Training</li> </ol>
10 January 2018	<ol style="list-style-type: none"> <li>1. How can the Council use its resources and capacity to improve the offer to young people? <ul style="list-style-type: none"> <li>• Workshop style discussion</li> </ul> </li> </ol>
14 February	<ol style="list-style-type: none"> <li>1. Regional Skills Needs Assessment update</li> <li>2. Research from other authorities on STEM take up</li> </ol>
14 March	<ol style="list-style-type: none"> <li>1. Presentation of draft report</li> </ol>