

Panel Perfformiad Craffu - Ysgolion

Lleoliad: Chamber Meeting Room - Canolfan Ddinesig, Abertawe

Dyddiad: Dydd Iau, 27 Medi 2018

Amser: 4.00 pm

Cynullydd: Y Cynghorydd Mo Sykes

Aelodaeth:

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

Aelodau Cyfetholedig: D Anderson-Thomas, A Roberts a/ac J Meredith

Agenda

Rhif y Dudalen.

- | | | |
|----------|--|----------------|
| 1 | Ymddiheuriadau am absenoldeb. | |
| 2 | Datgeliadau o fuddiannau personol a rhagfarnol.
www.abertawe.gov.uk/DatgeliadauBuddiannau | |
| 3 | Nodiadau a llythyrau cynullyddion
Nodiadau a llythyrau cynullyddion o gyfarfod y panel ar 12 Gorffennaf
and 18 Gorffennaf 2018 | 1 - 13 |
| 4 | Cenhadaeth ein Cenedl a'r diweddaraf am y safonau proffesiynol
newydd i athrawon ac arweinwyr | 14 |
| 5 | Cynllun Gwaith 2018 - 2019. | 15 - 16 |
| 6 | Eitem Er Gwybodaeth
Cyhoeddwyd Arolygiad Estyn diweddar ar gyfer ysgolion unigol | 17 - 18 |

Cyfarfod nesaf: Dydd Mercher, 17 Hydref 2018 ar 1.30 pm



Huw Evans

Pennaeth Gwasanaethau Democrataidd

Dydd Iau, 20 Medi 2018

Cyswllt: Michelle Roberts, Scrutiny Officer Craffu

Councillor Mo Sykes
Convener
Schools Scrutiny Performance Panel

Please ask for: Councillor Jennifer Raynor
Direct Line: 01792 63 7429
E-Mail: cllr.jennifer.raynor@swansea.gov.uk
Our Ref: JR/HS
Your Ref: ref
Date: 26 July 2018

Dear Panel Members

Visit to Foundation Phase at Gowerton Primary School – 12 July 2018

I am glad you enjoyed your visit to Gowerton Primary and saw the new building and the inspiring teaching taking place there. With reference to the questions you asked, please see the response below.

1. **What are we or can we do to address the three key points in the above section regarding promoting, training and funding of the foundation phase in Swansea?**
2. **How the funding to schools is distributed via ERW and what are the costs of this to Swansea?**
3. **Given the focus on improving the foundation phase across Swansea, what is being put into place to ensure ongoing support to schools while the Foundation Phase Advisor is not in situ?**

Promoting the importance of the foundation phase (FP) philosophy is a priority for Swansea Council and is a clear focus within challenge adviser core visits. The local authority (LA) promotes the foundation phase philosophy and its developments. This resulted in the seconded appointment of a strategic lead for foundation phase in September 2017. Her contract was extended for the academic year 2018-2019. Her maternity leave will commence around November 2018. The LA is unable to access maternity cover through insurance, as might be the case in a school. However, the Senior Leadership Board (SLB) has agreed that the LA will invest further finance from the overall education budget by employing an additional teacher as the strategic lead during the absence of the post holder. On the appointment of a replacement, a hand over period has been agreed to ensure smooth transition.

Identified good and excellent practice is shared and celebrated through school to school collaboration, headteachers' meetings, FP co-ordinator networks and the 'Dolen' Hwb site. Collaboration is facilitated through various avenues, including challenge advisers, the FP leader, the curriculum support team and various school networking groups.

Swansea receives a share of Education Improvement Grant, from April 2018 known as the Regional Consortia School Improvement Grant (RCSIG) from ERW. This grant can be used to support the FP amongst other areas, as per the terms and conditions of the grant.

In the financial year 2018-2019 the grant was cut by around 11% but Swansea increased our level of delegation to schools to 95% so that they have protection and the flexibility to spend on the requirements of the grant, including the cost of training and related supply cover.

The RCSIG allocated to all schools via ERW, provides funding to support appropriate adult/pupil ratios. The ratios of staffing are not statutory although the Welsh Government suggests that schools should “work towards” recommended adult ratios to pupils of 1:8 for 3-5 year olds and 1:15 for 5-7 year olds.

The RCSIG does not usually provide enough funding for staff training or resources. In most schools the grant is used primarily to support the foundation phase staffing ratios.

School self-evaluation processes should identify potential priorities relating to the school development, such as FP development, including staff training needs. These priorities would then form part of the school improvement plan, alongside identified costs.

Training for all FP co-ordinators in the autumn and spring terms have been supported by the strategic lead for FP in the academic year 2017–2018. Teachers have been released for cluster moderation training on baseline assessment. Supply costs have been funded to cover this training from the Primary Phase Unit (PPU) budget, approximately £25,000.

During this academic year, the FP strategic lead has supported nearly all schools with a number of training sessions and in-school support, including:

- Foundation Phase - Help me do it by myself (independence and engagement for FP pupils)
- Let's Go Outdoors
- Baseline training for new reception teachers and teaching assistants
- In school support for whole staff and individual teachers to develop their classroom provision
- Whole staff training on the outdoors
- Whole school support for standardisation
- Support on FP data, book scrutiny, developing indoor provision and developing challenges and timetables in line with FP philosophy
- Support on planning
- Learning walks with feedback to staff
- Visits for teachers to exemplar schools
- In-school support for FP Leaders to review challenges
- Support for NQTs

Schools in need of greater support have received bespoke demonstration lessons, training sessions on developing independence, action planning, support for guided reading activities and explanation writing.

Please get back to me if you require further information.

Yours faithfully

A handwritten signature in black ink, appearing to read 'J Raynor', written in a cursive style.

Councillor Jennifer Raynor
CABINET MEMBER FOR EDUCATION IMPROVEMENT, LEARNING & SKILLS

**To/
Councillor Jen Raynor
Cabinet Member for Education
Improvement, Learning and Skills**

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Dyddiad:*

20 July 2018

BY EMAIL

Summary: This is a letter from the Schools Scrutiny Performance Panel to the Cabinet Member for Education Improvement, Learning and Skills following the meeting of the Panel on 12 July 2018. It is regarding a visit to look at and discuss the Foundation Phase at Gowerton Primary School.

Dear Councillor Raynor,

Visit to Foundation Phase at Gowerton Primary School – 12 July 2018

On the 12 July 2018 we visited Gowerton Primary School. After a tour of the facility we met with the Headteacher, Challenge Advisor and the Foundation Phase Advisor for Swansea. We chose to look at a Foundation Phase setting because it has been identified as a challenging area for Swansea and we wanted to understand those challenges and to see what an excellent Foundation Phase setting looks like. After consideration we chose Gowerton Primary School based on the comments highlighted in their recent Estyn Inspection, which said *'Pupils at Gowerton Primary School enjoy imaginative learning experiences planned by their teachers and make good progress as they move through the school. The quality of teaching and learning is consistently good across the school. The vibrant Foundation Phase is a particular strength. It provides pupils with comprehensive skills to make the most of the following stages of their education'*.

From our discussion we found a number of key factors that make a successful foundation phase including for example:

- The importance of school leaders being committed to and having a thorough understanding of child development and the principles that underpin the foundation phase philosophy. An understanding of how children learn and what learning through play means.
- A commitment to funding, as the foundation phase is resource intensive.
- Learning environments that are vibrant and inspire and facilitate learning that promote pupil independence and learning.

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- Excellent staff training and development that is shared and personalised for that schools practice.
- Teamwork and a whole school approach involving teaching assistants in planning meetings and when discussing pupil progress, sharing good practice, resources and ideas.
- Good systems and consistency in using them including class toolkits, learning environments, reading, writing and marking consistency across whole school
- Creative and engaging developmentally appropriate curriculum that is well balanced with basic skills.
- Planning for pupil involvement and participation.

We heard that it is not a quick fix and for Gowerton it has taken time and focus for the school to get to where they are now. It has taken a commitment to strategic sustainable school improvement, with regular meetings to share, review, revise and agree good practice and to ensure consistency. It is clear that staff are valued with a commitment to professional development and data is used to target and drive improvement.

We congratulated the school in their successful use of the outdoor learning environment and the Forest School Programme. We also heard about the partnership working with their cluster of schools, the City Consortium and Swansea Outdoor partnerships.

We discussed the support provided to schools for foundation phase, hearing that there is currently only one Foundation Phase Advisor who will in October be leaving us for a period of time. Given that the Foundation Phase has been identified as an area that needs development we were concerned to hear that there are currently no plans to fill this post therefore reducing specialist support to schools.

Funding of the foundation phase came through strongly in discussions particularly in how resources are prioritised both by the local authority and the monies coming through the regional consortium (ERW). There were concerns raised about the top slicing of funds particularly by ERW. It had been expressed that schools do not understand how funding priorities are agreed and why foundation phase is not one of those priorities.

There are three key things we would like to share with you, that were highlighted by the school, which could help improve the foundation phase across schools in Swansea:

1. Promoting the importance of the Foundation Phase Philosophy and ensuring it is a priority for Swansea (and in whole of Wales in light of the many curriculum changes)
2. Training – identifying good practice that exists across the authority and sharing it effectively. Effective communication systems to address the work/life balance agenda and to develop shared resources. Identify and develop Hwbs of expertise to support and work with other schools in a supportive capacity.

3. Funding – well trained staff and adult/pupil ratios need to be funded appropriately. Current Education Improvement Grant does not meet statutory guidance for staff training or resources. If this funding goes the foundation philosophy will go with it.

Finally, we were inspired and impressed by the school not only the wonderful new build facility which is truly pupil friendly but the commitment, knowledge and dedication of the senior leadership and staff at the school who clearly go above and beyond for their pupils. The panel would like to thank the school for their time and expertise and wish them the very best for the future.

We would welcome your thoughts on any issue within this letter but would particularly like you to give us your views on to the following points:

1. What are we or can we do to address the three key points in the above section regarding promoting, training and funding of the foundation phase in Swansea?
2. How the funding to schools is distributed via ERW and what are the costs of this to Swansea?
3. Given the focus on improving the foundation phase across Swansea, what is being put into place to ensure ongoing support to schools while the Foundation Phase Advisor is not in situ?

Can we please have your written response by 10 August 2018.

Yours sincerely,

COUNCILLOR LYNDON JONES

Convened the Schools Scrutiny Performance Panel

✉ Cllr.lyndon.jones@swansea.gov.uk



City and County of Swansea

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

Site visit Gowerton Primary School

Thursday, 12 July 2018 at 10.30 am

Present: Councillor L R Jones (Chair) Presided

Councillor(s)

S J Gallagher
B Hopkins
L J Tyler-Lloyd

Councillor(s)

L S Gibbard
L James

Councillor(s)

D W Helliwell
S M Jones

Co-opted Member(s)

D Anderson-Thomas

Co-opted Member(s)

A Roberts

Other Attendees

Suzie Ralph
Debbie Roberts

Headteacher, Gowerton Primary School
Deputy Headteacher, Gowerton Primary School

Officers

Michelle Roberts
Rhian Austin Davies
Ann Long

Scrutiny Officer
Foundation Phase Advisor
Challenge Advisor

Apologies for Absence

Councillor(s): C Anderson, A M Day, M Durke, M A Langstone, H M Morris and M Sykes

1 Disclosure of Personal and Prejudicial Interests.

None

2 Site Visit to Foundation Phase at Gowerton Primary School

- On the 12 July 2018 the panel visited Gowerton Primary School. After a tour of the facility we met with the Headteacher, Challenge Advisor and the Foundation Phase Advisor for Swansea.
- Councillors chose to look at a Foundation Phase setting because it has been identified as a challenging area for Swansea and the panel wanted to understand those challenges and to see what an excellent Foundation Phase setting looks like.
- From the discussion the panel found a number of key factors that make a successful foundation phase including for example:
 - The importance of school leaders being committed to and having a thorough understanding of child development and the principles that underpin the

foundation phase philosophy. An understanding of how children learn and what learning through play means.

- A commitment to funding, as the foundation phase is resource intensive.
 - Learning environments that are vibrant and inspire and facilitate learning that promote pupil independence and learning.
 - Excellent staff training and development that is shared and personalised for that schools practice.
 - Teamwork and a whole school approach involving teaching assistants in planning meetings and when discussing pupil progress, sharing good practice, resources and ideas.
 - Good systems and consistency in using them including class toolkits, learning environments, reading, writing and marking consistency across whole school
 - Creative and engaging developmentally appropriate curriculum that is well balanced with basic skills.
 - Planning for pupil involvement and participation.
- They heard that it is not a quick fix and for Gowerton it has taken time and focus for the school to get to where they are now. It has taken a commitment to strategic sustainable school improvement, with regular meetings to share, review, revise and agree good practice and to ensure consistency. It is clear that staff are valued with a commitment to professional development and data is used to target and drive improvement.
 - The panel congratulated the school in their successful use of the outdoor learning environment and the Forest School Programme. They also heard about the partnership working with their cluster of schools, the City Consortium and Swansea Outdoor partnerships.
 - The Panel discussed the support provided to schools for foundation phase, hearing that there is currently only one Foundation Phase Advisor who will in October be leaving us for a period of time. Given that the Foundation Phase has been identified as an area that needs development they were concerned to hear that there are currently no plans to fill this post therefore reducing specialist support to schools.
 - Funding of the foundation phase came through strongly in discussions particularly in how resources are prioritised both by the local authority and the monies coming through the regional consortium (ERW). It had been expressed that schools do not understand how funding priorities are agreed and why foundation phase is not one of those priorities.
 - There are three key things the panel would like to share with the Cabinet Member for Education Improvement, Learning and Skills. These were highlighted by the school and the panel felt could help improve the foundation phase across schools in Swansea:
 1. Promoting the importance of the Foundation Phase Philosophy and ensuring it is a priority for Swansea (and in whole of Wales in light of the many curriculum changes)
 2. Training – identifying good practice that exists across the authority and sharing it effectively. Effective communication systems to address the work/life balance agenda and to develop shared resources. Identify and develop Hwbs of expertise to support and work with other schools in a supportive capacity.

3. Funding – well trained staff and adult/pupil ratios need to be funded appropriately. Current Education Improvement Grant does not meet statutory guidance for staff training or resources. If this funding goes the foundation philosophy will go with it.
- The panel were inspired and impressed by the school, not only the wonderful new build facility which is truly pupil friendly but the commitment, knowledge and dedication of the senior leadership and staff at the school, who clearly go above and beyond for their pupils. The panel would like to thank the school for their time and expertise and wish them the very best for the future.

The Panel will write a letter to the Cabinet Member outlining the visit and will ask for a response on the following two points:

1. What are we or can we do to address the three key points in the above section regarding promoting, training and funding of the foundation phase in Swansea?
2. Given the focus on improving the foundation phase across Swansea, what is being put into place to ensure ongoing support to schools while the Foundation Phase Advisor is not in situ?

The meeting ended at 12.15 pm

**To/
Councillor Jen Raynor
Cabinet Member for Education
Improvement, Learning and Skills**

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*Date
Dyddiad:*

19 July 2018

BY EMAIL

Summary: This is a letter from the Schools Scrutiny Performance Panel to the Cabinet Member for Education Improvement, Learning and Skills following the meeting of the Panel on 18 July 2018. It is about pre decision scrutiny of proposed changes to the Ethnic Minority Achievement Service.

Dear Councillor Raynor,

Schools Scrutiny Performance Panel – 18 July 2018

We thank Cllr Raynor, Nick Williams, Mark Sheridan and Pam Cole for attending the meeting and answering their questions about the options for the future structure and delivery of the Ethnic Minority achievement Service.

As was raised at Cabinet on the 19 July we support the proposed decision and agree that Option 2 should be the preferred way forward for the service. We believe that this model will, given the current financial circumstances, will provide the best balance by retaining a small central team and then devolving the rest of the funds to schools. Given this we would like to highlight the following points:

- That the impact of this on pupil attainment will need to be monitored closely by the local authority and by individual schools.
- That the local authority and schools will, in the future, need to develop much wider working relationships with, for example local communities, community groups and the university in order to provide support and fill some of the language gaps that are identified.
- That an audit of those organisations that currently provide support for, and/or receive a grant for the ethnic minority support needs to be completed. This can then be used to build and develop more resilience and support for those pupils who require it.
- The need to recognise that support goes beyond language needs.

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- We were concerned about the perceived lack of understanding demonstrated by representatives of Welsh Government.
- The potential negative impact on the experiences of our children and young people and their rights as outlined in the Children's Measure and UNCRC is of concern. With our greater understanding of the long term impact of adverse childhood experiences- impact (positive or negative) must be measured/monitored beyond the narrow parameters of what we currently measure as "attainment".
- We were pleased to hear that a similar approach carried out by Cardiff in implementing an Option B type service has shown to be successful.

We would welcome your thoughts on any issue within this letter but as, on this occasion our views were fed directly to Cabinet, we do not require a formal written response.

Yours sincerely,

COUNCILLOR MO SYKES

Convener, Schools Scrutiny Performance Panel

✉ Cllr.mo.sykes@swansea.gov.uk



City and County of Swansea

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

Committee Room 3A - Guildhall, Swansea

Wednesday, 18 July 2018 at 2.00 pm

Present: Councillor M Sykes (Convener) Presided

Councillor(s)

M Durke
D W Helliwell

Councillor(s)

S J Gallagher
S M Jones

Councillor(s)

L S Gibbard

Co-opted Member(s)

D Anderson-Thomas

Co-opted Member(s)

A Roberts

Other Attendees

Cllr Jen Raynor

Cabinet Member for Education Improvement, Learning and Skills

Officer(s)

Nick Williams
Mark Sheridan
Pam Cole
Michelle Roberts

Chief Education Officer
Head of Vulnerable Learner Service
Head of EMAU
Scrutiny Officer

Apologies for Absence

Councillor(s): C Anderson, A M Day, B Hopkins, L James, L R Jones, M A Langstone, H M Morris and L J Tyler-Lloyd

1 Disclosure of Personal and Prejudicial Interests.

Personal Interest: Cllrs Susan Jones, David Helliwell, Steven Gallagher and Louise Gibbard

2 Notes and Conveners Letters

The letters and notes were received by the Panel

3 Pre-decision Scrutiny of the Future Structure and Delivery of the Ethnic Minority Achievement Unit (EMAU)

The Panel thanked Cllr Raynor, Nick Williams, Mark Sheridan and Pam Cole for attending and answering their questions on the future structure and delivery of the Ethnic Minority Achievement Service (EMAU).

The Panel support the proposed decision and agree that Option 2 should be the preferred way forward for the service. They believe that this model will, given the current financial circumstances, provide the best balance by retaining a small central team and then devolving the rest of the funds to schools. Given this they would like to stress the following points:

- That the impact of this on pupil attainment will need to be monitored closely by the local authority and by individual schools.
- That the local authority and schools will, in the future, need to develop much wider working relationships with, for example local communities, community groups and the university in order to provide support and fill some of the language gaps that are identified.
- That an audit of those organisations that currently provide support for, and/or receive a grant for the ethnic minority support needs to be completed. This can then be used to build and develop more resilience and support for those pupils who require it.
- The need to recognise that support goes beyond language needs
- The committee is concerned about the perceived lack of understanding demonstrated by reps of WG
- The potential negative impact on the experiences of our children and young people and their rights as outlined in the Children's Measure and UNCRC is of concern. With our greater understanding of the long term impact of adverse childhood experiences- impact (positive or negative) must be measured/monitored beyond the narrow parameters of what we currently measure as "attainment".
- We were pleased to hear that a similar approach carried out by Cardiff in implementing an Option B type service has shown to be successful.

The Panels views will be reported to the Cabinet meeting on the 19 July 2018 with a letter to the Cabinet Member to follow.

4 Work Programme 2018/2019.

The work programme was received by the Panel

The meeting ended at 2.50 pm



Report of the Convener of the Schools Performance Scrutiny Panel

Schools Scrutiny Performance Panel
27 September 2018

Briefing

Wales National Mission and an update on the new professional standards for teachers and school leaders

Purpose:	To look at the National Mission in Wales
Content:	Briefing on the National Mission in Wales
Councillors are being asked to:	Consider and discuss the information provided

1. Background

- 1.1 At the Work Planning meeting in May 2018 the panel asked for a briefing on the national mission in Wales and the new professional standards for all school practitioners on teaching and leadership to be scheduled in the panels work programme.

2. New professional standards for all school practitioners in teaching and school leaders

- 2.1 In attendance to discuss this with the panel will be Janet Waldron, Challenge Advisor.
- 2.3 Also more background information can be found on the Welsh Government website at <https://beta.gov.wales/education-our-national-mission>

Schools Scrutiny Performance Panel Work Programme 2018/2019

Date	Items to be discussed
Meeting 1 17 May 18	<ol style="list-style-type: none"> 1. Key issues for Education/Schools over coming year (Helen Morgan Rees) 2. Panel discuss and agree work programme for coming year
Meeting 2 7 Jun 18	Session around Science in Schools <ul style="list-style-type: none"> • Performance of schools in Science and comparisons with others • Speak to 2 Headteacher of schools who excel in Science • Leaders of Learning for Science (ERW)
Meeting 3 12 July 18 10.30am	Visit - Gowerton Primary School Green School – Foundation Phase (panel agreed to visit a school that is doing particularly well in this area)
Meeting 4 18 Jul 18 2.00pm	Pre-decision Scrutiny on the Future Structure and Delivery of the Ethnic Minority Achievement Unit (EMAU) report to Cabinet on 21 June 2018
Meeting 5 27 Sep 18 4.00pm	<ol style="list-style-type: none"> 1. Briefing on new standards for teachers and school leaders – implications/progress 2. School Improvement Service Performance update (Annual) 3. ERW Progress against Business Plan priorities locally and regionally
Meeting 6 17 Oct 18 2.00pm	School 1 – Ysgol Crug Glas Special School Amber: visit school and meet with Headteacher and Chair of Governors School include the Challenge Advisor
Meeting 7 15 Nov 18 4.00pm	<ol style="list-style-type: none"> 1. Public Questions 2. Education Other Than at School (EOTAS) - Update on progress with changes to service and accommodation 3. New Wellbeing and Behaviour Strategy
Meeting 8 11 Dec18 4pm	<ol style="list-style-type: none"> 1. Public Questions 2. Briefing on Looked After Children Educational Outcomes 3. Briefing on the Pupil Deprivation Grant spend 4. Briefing on the availability and quality of after school/homework clubs 5. Annual Audit report (for information)

Meeting 9 18 Jan 19 4pm	1. Public Questions 2. Annual Education Performance (incl. verified data) and School Categorisation
Meeting 10 20 Feb 19 2pm	School 2 – Visit to Morriston Primary School Revisit Morriston Primary School progress and following up on the embedding of improvements (<i>as you agreed on 15 Feb</i>)
Meeting 11 21 Mar 19 4pm	School 3 – to be agreed Amber: Speak to Head and Chair of Governors of a School including preparation session with the challenge advisor
Meeting 12 2 May 19 4pm	1. Readiness for School, follow up on outstanding issues resulting from a scrutiny inquiry (<i>referred to the panel on 27 Mar 18</i>) 2. Review of the year and planning for the year ahead

In addition dates to be arranged for:

Date TBA	Items referred to the Panel from Scrutiny Work Planning Conference on 11 June – Special Education Needs (concern about increase in no. of cases going to tribunal) – School Transport ✓ Free School Meals / LAC attainment (already scheduled on panel work programme – Dec/Jan) ✓ Pupil Development Grant (already scheduled on panel work programme - Dec)
Date TBA (<i>awaiting a cabinet date</i>)	Pre-decision Scrutiny Alternative Learning Needs Reform Commissioning Review and/or ALN report legislation and implications/preparations
Date TBA – Jan/Feb	Development session to look at Draft New Curriculum
Early Feb 19	Scrutiny of Annual Budget as it relates to education matters
Date TBA	Post 16 – Pupil performance at sixth form and colleges

For Information

A. Estyn Inspections Summaries
(Published since your last update in 18 July 2018)

For Information

School Inspection Outcomes

Published today, 24 July 2018

Terrace Road Primary School

<https://www.estyn.gov.wales/sites/default/files/documents/Terrace%20Road%20Primary%20School.pdf>

New Inspection Arrangements:

Standards	G
Wellbeing and attitudes to learning	E
Teaching and learning experiences	G
Care, support and guidance	G
Leadership and management	G

Published today, 24 July 2018

Pennard Road Primary School

<https://www.estyn.gov.wales/sites/default/files/documents/Pennard%20Primary%20School.pdf>

New Inspection Arrangements:

Standards	G
Wellbeing and attitudes to learning	G
Teaching and learning experiences	G
Care, support and guidance	G
Leadership and management	G

Published today, 13 August 2018

Pentre'r Graig Primary School

<https://www.estyn.gov.wales/sites/default/files/documents/Pentre%27r%20Graig%20Primary%20School.pdf>

New Inspection Arrangements:

Standards	G
Wellbeing and attitudes to learning	G
Teaching and learning experiences	G
Care, support and guidance	G
Leadership and management	G

Published today, 20 August 2018

Pontarddulais Primary School

<https://www.estyn.gov.wales/sites/default/files/documents/Pontarddulais%20Primary%20School.pdf>

New Inspection Arrangements:

Standards	G
Wellbeing and attitudes to learning	G
Teaching and learning experiences	G
Care, support and guidance	G
Leadership and management	G