



## Report of the Cabinet Member for Education Improvement Learning and Skills

### Education Scrutiny Performance Panel – 9 December 2021

## Performance against Education Objectives

<b>Purpose:</b>	To brief the Panel on 2020-2021 academic year Education Directorate objectives and success in meeting objectives.
<b>Content:</b>	An overview of education objectives at directorate and business unit level.
<b>Councillors are being asked to:</b>	Consider the information provided and give views.
<b>Lead Councillor:</b>	Cabinet Member for Education Improvement Skills and Learning
<b>Lead Officer &amp; Report Author:</b>	Director of Education <a href="mailto:helen.morgan-rees@swansea.gov.uk">helen.morgan-rees@swansea.gov.uk</a>

### 1. Background

- 1.1 The Education Scrutiny Performance Panel normally receives an annual performance report from the statutory chief officer for education. During the pandemic externally verified examinations have ceased and Welsh Government no longer collects end of key stage assessments. In addition, the national categorisation of schools is suspended alongside the inspection of schools by the education inspectorate Estyn. As a result, it is difficult to make comparisons and report on schools' performance.
- 1.2 Education and skills remains to be a key corporate priority and the Education Directorate is committed to taking steps, despite the pandemic, to meet objectives within the corporate plan.
- 1.3 The education and skills objectives can be summarised as follows:
  - we want Swansea to be one of the best places in the world for children and young people to grow up
  - we want every child and young person in Swansea to achieve, to be healthy, to be resilient and to be safe
  - we want children and young people to attend school regularly because they are more likely to achieve the skills and qualifications that they need to go on into further education, higher education, employment or training

- we want children and young people to obtain qualifications and skills that are suited to the economic needs of the future and to be able to contribute positively as active local citizens
- we want to prevent children from becoming disengaged from learning
- as corporate parents of Looked After Children, we want our Looked After Children to succeed in school and to have opportunities for further education, higher education, employment or training
- we acknowledge that a child or young person with additional learning needs requires timely and effective support to allow them to reach their full potential
- we want our children and young people to be aware of their global rights and responsibilities so that they can be active and responsible citizens, fulfil their potential and make a difference to their communities
- we want our children and young people to have good Welsh language skills

## 2. Progress

- 2.1 The Directorate has an overarching plan to address the objectives and reports progress on the plan each academic term to the corporate management committee, formerly named the Chief Executive's Improvement Board. The progress report can be found at **Appendix A**. In nearly all cases, education priorities are underpinned by clear strategic plans. In addition, during the last academic year each business unit within education set out its own team objectives. Team objectives found in **Appendix B** largely feed into directorate priorities and corporate objectives for education and skills. The methods of evaluating performance against objectives have been in place for the last five years and are synchronised to an academic calendar. The frequency of evaluation is six times a year. In future, it is hoped that objectives can be further aligned to corporate expectations. Since 2013 the education department has updated its annual self-evaluation report in line with Estyn's frameworks. In future years it is hoped that the evaluation will focus on the areas requiring most improvement only.
- 2.2 Education has key priorities that are reviewed on an annual basis in consultation with team managers. Since the start of the pandemic priorities have been maintained to reflect that business as usual has slowed down in a few areas. The education Directorate utilises a RAYG rating rather than a RAG rating of performance against objectives. It would make sense in future for RAG to be utilised in line with corporate expectations.
- 2.3 The reporting criteria for reporting on performance against objectives can be found in **Appendix C**.
- 2.4 New emerging priorities are captured in the Achieving Better Together recovery plan for the Council and reports are taken to a monthly board meeting. The priorities for Education for academic year 2020-2021 can be found in **Appendix A** as reported to the corporate management team at the end of the academic year 2021. From April 2022 it is hoped that a quarterly reporting cycle will be implemented for performance against plans. Education revised its performance indicators in readiness for April 2021 but plans were put on hold corporately.

Currently, the key statutory performance indicators relevant to education that are actually reported are attendance percentages for primary and secondary school sectors in Swansea and percentage of statutory additional learning needs (ALN) assessments completed within required timescale. Performance on attendance is negatively impacted by Covid19 so it remains difficult to make comparisons over time. The rate of ALN assessments completed on time has improved significantly during the last academic year.

### **3. Conclusions and Summary**

- 3.1 Performance against key objectives is good and for a majority of objectives and reflects a status of suitable progress, addressing the priorities in most aspects. Only minor aspects require further attention. However, performance against a few priorities and a few objectives is weaker due to resource issues, the effects of the pandemic or by other external factors. Importantly, the evaluation of progress is honest. Where there are key blockers to performance, matters are reported as part of the corporate risk management process. Overall, the performance against historic key headline indicators is impossible to report. The key assurances for school management, governance and performance are now mainly achieved through monitoring and evaluation by education officers.

### **4. Legal implications**

- 4.1 There are no legal implications within this report.

### **5. Finance Implications**

- 5.1 There are no financial implications within this report.

### **6. Equality & Engagement Implications**

- 6.1 The report is for information and not for decision.

### **Appendices:**

Appendix A: Directorate Objectives Overview for Scrutiny

Appendix B: Business Unit Objectives Overview for Scrutiny

Appendix C: Performance against Objectives Reporting Criteria

## APPENDIX A

### Education Directorate Priorities Review 2020-2021 – Successes and Forward Look

1. Further develop specialist provision and placements to meet current and future demand for severe and complex needs.
- 1a. Continue to plan & maintain the programme of investment to meet current demand for specialist provision, Welsh medium education and address the conditions/ suitability issues in school premises.
- 1b. Continue to develop a sustainable education system.

#### Successes

- An interim strategy for increasing special school places in Swansea has matured and reached statutory notice stage with an expected outcome at Cabinet on 16 September. As a result, 45 additional places in special school and 14 specialist teaching facility places will have been created during an academic year.
- Complex proposals have matured to take forward to the next stage of co-production with schools before starting consultation on a wholesale review for implementation from September 2022 onwards.
- Significant mitigation of the scale of unfunded demand for specialist provision is now underway with 4 plans maturing to alleviate pressures by September 2021 and in full by September 2025.
- Significant progress has been made with early Band B projects completed /on site; the PRU (Maes Derw), 3 Welsh medium projects to build capacity and one secondary school to address condition and suitability, in spite of the additional challenges presented by the current Covid-19 crisis.
- Continuing to effectively press the case with Welsh Government for fairer funding of service pressures and national expectations, with constructive engagement and support of schools.
- Robust budget plan for 2021-2022 and later years, maintaining effective delivery of coherent and consistent long term revenue and capital budget strategy.
- Officer agreement on assumptions, risks and actions for Music SLA within a decision making framework.

Overall RAYG Status

RED

AMBER

YELLOW

GREEN

**Education Department Priorities 2020-2021 Review**

**2. Ensure children and young people’s needs are identified and appropriate provision is available across Swansea in line with the ALNET Act 2018**

**2a. Implement Swansea’s additional learning needs strategy 2019-2022.**

<b>Successes</b>	<ul style="list-style-type: none"> <li>• Capacity building for ALN co-ordinators, educational psychologists (EPs) and wider stakeholders via a comprehensive training programme and active networks (regional lead).</li> <li>• Fresh integrated ALN strategy 2019-2022 (moving forward from awareness raising) to action and engagement via the ALN Strategic Board with enhanced engagement from Swansea Parent Carer Forum.</li> <li>• New ALN Case Worker Team is becoming embedded and having a measurable impact on improved communication with families and decision making in partnership with parent/carers and learners.</li> <li>• Digitalisation project has been finalised which will enhance efficiencies, file security and access to information.</li> <li>• The progress and updates on the Transformation Programme have been shared with CMT, Headteacher groups and ESTYN demonstrating significant, measurable progress and outcomes in preparation for implementation of ALNET from September 2021.</li> <li>• The Thrive programme for emotional well-being has been rolled out to schools during the summer term with high take up of this resource.</li> <li>• Creation and sharing of an ALN Principles Paper to provide a concise and clear position for stakeholders. The paper is currently with schools for consultation.</li> <li>• Provision mapping tool collaboration with Neath Port Talbot (NPT) in place.</li> </ul>
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<b>Overall RAYG Status</b>	<b>RED</b>		<b>AMBER</b>		<b>YELLOW</b>		<b>GREEN</b>	
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## Education Department Priorities 2020-2021 Review

### 3. Improve teaching and learning by developing schools as learning organisations.

#### 3a. Improve researched based teaching and learning alongside blended learning approaches.

#### Successes

- Schools supported well to develop their remote teaching and learning provision. Sharing of practice with schools and between schools has been a strong feature. Swansea Virtual School well used during the lockdowns.
- Despite Covid-19 challenges, officer monitoring indicates schools have managed to maintain a good focus on professional development.
- Secondary Heads of Department networks operating effectively to progress remote learning and new curriculum strategy. In primary schools, the Continuity of Learning Group has provided example policies and shared practice.
- High quality support and professional learning continues to be offered to newly qualified teachers throughout school closure and re-opening period.
- Senior leader and middle networks have continued to keep a focus on teaching and research informed practice. In the last week of term a senior leader network session will focus on leadership, strategies to raise achievement for disadvantage pupils, developing writing, national approach to professional learning and retrieval practice.
- 36 Swansea schools involved in the region's professional learning network as part of the National Professional Enquiry Programme (NPEP).

Overall RAYG Status

RED

AMBER

YELLOW

GREEN

**Education Department Priorities 2020-2021 Review**

**4. Improve leadership of schools by developing partnerships for school improvement**

**Successes**

- Commissioned school improvement advisers (nearly all of whom are continuing to support schools during the summer term) have supported schools well.
- As part of the professional learning offer for NQT induction mentors training was provided by UWTSD and ERW to develop coaching and mentoring skills. Take up from NQT induction mentors in Swansea was particularly high.
- NQT induction external verifier leadership skills are developed through termly workshops led by appropriate body officers.
- Improved consistency of mentoring of new and acting headteachers (primary) prior to national programme enrolment.
- Senior staff are also making contributions to the professional learning seminar programme, therefore encouraging the sharing of expertise across the system.
- Attendance at governor training session has improved since being delivered virtually – recent sessions on the curriculum, assessment and evidence-informed governors have been attend by over 40 governors.
- The Schools Health and Research Network conferences have been well attended by Swansea’s secondary schools in preparation for the autumn term mental health and wellbeing survey.

**Overall RAYG Status**

**RED**

**AMBER**

**YELLOW**

**GREEN**

**Education Department Priorities 2020-2021 Review**

**5. Implement the positive behaviour strategy to focus on prevention and early intervention for schools**

**Successes**

- Strategy approved by corporate management team and positively received
- Strategy shared with a broad range of stakeholders and well received.
- Appointments to the staffing structure to enable the full implementation of the behaviour strategy is nearly finalised and early work has begun building capacity in schools.
- A workshop with secondary headteachers took place to assess Covid-19 / school return related behaviour challenges and approaches to support schools.
- Full move of all PRU sites to the new build and official opening of Maes Derw.
- The hard to place operational group continues to work successfully.

**Overall RAYG Status**

**RED**

**AMBER**

**YELLOW**

**GREEN**



**Education Department Priorities 2020-2021 Review**

**6. Implement the curriculum development strategy 2019-2022.**

<b>Successes</b>	<ul style="list-style-type: none"> <li>• SCTAG – Swansea Curriculum, Teaching and Assessment Group, has worked well in producing a local curriculum implementation plan for schools. Delayed implementation date for secondary school and new curriculum will be helpful.</li> <li>• Autumn support visits considered each school's progress within the phases set out in the WG document 'Journey to 2022'.</li> <li>• The Swansea Curriculum Implementation Plan 2022 was successfully launched in February 2020 at the Headteachers Cross Phase – The Science of Learning.</li> <li>• Initial feedback from schools had been positive with the plan highlighting curriculum review processes, evidenced-based teaching and learning, cluster collaboration and wider stakeholder engagement, Swansea's cultural-capital offer and a wide range of local and national agencies to support pupils' experiences.</li> <li>• Primary and secondary phase teams are developing professional learning seminars that will support schools with curriculum, teaching and learning/ assessment.</li> <li>• WG has announced that secondary schools will have an additional year to prepare for the new curriculum due to the disruption and workload issues related to CDGs.</li> <li>• Swansea is the test local authority for the new RSE (relationships and sexuality education) with fifteen schools engaged.</li> </ul>
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<b>Overall RAYG Status</b>	<b>RED</b>		<b>AMBER</b>		<b>YELLOW</b>		<b>GREEN</b>	
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**Education Department Priorities 2020-2021 Review**

**7. Ensure all learning opportunities take place in safe environments  
7a. Particular emphasis on Covid-19-19 safe schools**

**Successes**

- Move to online delivery of safeguarding training for school staff and governors to ensure training programme continues effectively and comprehensively. Comprehensive online safeguarding training programme is now in place for school and education staff and governors including newly developed sessions for Designated Safeguarding Person. Sessions are oversubscribed and mop up sessions arranged.
- Collaboration with social services directorate training to develop the training offer for schools and governor beyond the basic requirement and develop and enhance knowledge and capacity within our schools in relation to child protection, safeguarding, contextualised safeguarding and VAWDASV.
- Comprehensive response and monitoring of vulnerable learners in response to Covid-19 related school closures, reopening and partial openings. This included collaboration with Child and Family Services to ensure joint RAG rating and monitoring of vulnerable learners for clarity and shared understanding which was consistent throughout all phases of school operations.
- Continuing effective team and partnership working with schools and across council services to develop and maintain effective risk assessments and operational guidance in response to changing needs and expectations.
- Estyn letter to Chief Executive describes a strong response by Swansea Education officers to keeping learning going and keeping learners safe during the public health crisis.

**Overall RAYG Status**

**RED**

**AMBER**

**YELLOW**

**GREEN**

## Education Department Priorities 2020-2021 Review

### 8. Overall Response to Covid-19 2020-2021 academic year

#### Successes

- Continued clear communication, advice and guidance to headteachers, trades unions and officers.
- HSE good or better outcomes in co-constructed Swansea risk assessments and operational guidance to schools.
- Decision making flow chart clear on roles and responsibilities for schools on TTP.
- Return to school after Easter has been well-managed.
- Maintained Operation Encompass links with South Wales Police throughout academic year. Positive impact on pupils.
- Positive psychology wellbeing sessions offered to headteachers and Education Support to enhance staff wellbeing communicated well.
- Resources to support families staff and pupils on Swansea's virtual school continues to be updated

Overall RAYG Status

RED

AMBER

YELLOW

GREEN

## APPENDIX B

	<b>Objective</b>	<b>P</b>	<b>IMPACT</b>
1. Primary Phase Team	To support schools and learners throughout the ongoing COVID-19 crisis in terms of wellbeing, continuity of learning and professional development		Achievement of children and young people
	Broker effective support and intervention		School improvement monitoring and evaluation
	Develop school readiness for new curriculum and assessment arrangements		Supporting skills and qualifications
	Develop workforce and leadership in primary schools		Support for school improvement
2. Secondary Phase Team	School improvement recovery		Supporting skills and qualifications
	City skills and partnership working		Supporting skills and qualifications
	Develop leadership capacity within secondary schools		Support for school improvement
3. Swansea Music Team	Further develop and implement the 'PlayAlong' whole class instrumental music and 'SingAlong' whole class scheme		Music provision
	Promote and develop learners' digital music performance opportunities		Music provision
	Develop understanding of the benefits and relationships between Music Education, Health and Wellbeing		Music provision
	Further develop robust digital systems and structures to improve communications and quality assurance for all stakeholders and staff		Music provision
4. Behaviour Support/PRU Team	To facilitate an amalgamation of the existing 3 PRU centres, and a successful transition of staff and pupils from across the PRU, BSU and Home Tuition Service to the new building		Achievement of children and young people
	To implement the Behaviour Strategy in relation to the development of the Prevention and Early Intervention Team (PEIT)		Achievement of vulnerable children and young people

	To develop Support Worker Team to support working through Signs of Well-Being and synergy with Early Help Hubs		Achievement of vulnerable children and young people
	To review the working practices of the Home Tuition to improve provision for learners and decrease over-reliance on agency staff		Achievement of vulnerable children and young people
	Review and revise the KS3/4 curriculum offer in line with pupil needs/engagement and the new curriculum		Achievement of vulnerable children and young people
5. Additional Learning Needs and Inclusion Team	To review and update policies and processes in readiness for the ALNET implementation and EAL school support		Achievement of children and young people
	Further develop specialist provision and placements to meet current and future demand for severe and complex needs		Achievement of children and young people
	To work with key stakeholders to identify and plan to mitigate risks associated with the ALNET Act 2018		Achievement of children and young people
6. School Support Team	Monitor attendance, mid-year admissions, hard to place pupils and those at risk of exclusion		Support for schools and vulnerable learners
	Develop capacity and resilience in the work of the Education Welfare Service and Child Protection and Safeguarding Officer within SPOC and Early Help Hubs		Safeguarding children and young people
	Enhance support for governors and clerking arrangements while also building capacity and developing self-improving school governance		Support for schools and governors
	Build capacity and resilience via high quality support and intervention services to keep learners safe.		Safeguarding children and young people

	Continue to implement and improve transport appeals linking with teams across the Directorate.		Support for learners
7. Funding and Information Team	Planning of School Places		Organisation and access
	Delivery of Grants		Resource management
	School Delegated Budgets		Resource management
	Education Budget Monitoring		Resource management
	Climate Change		Cross cutting
8. Catering and Cleaning Team	Ensure training delivered in both catering and cleaning, meeting statutory requirements as well as business needs		Keeping learners safe and access to school meals
	Continue to develop and increase school meals numbers		Access to school meals
	Managing the cost pressures facing catering and cleaning services to and as far as possible mitigate the impact on the Council budget		Management
9. Performance Team	Directorate and Schools' Compliance with GDPR		Information retention and sharing
	Directorate and Schools' Compliance with Equalities Act 2010		Equalities
	Ensure that all Education Directorate correspondence and commissions, including Operation Encompass, are dealt with via <a href="mailto:education@swansea.gov.uk">education@swansea.gov.uk</a> and that the quality and consistency of responses remains high		Stakeholder engagement, learner well-being
	Develop and deliver the full suite of departmental and corporate communications		Stakeholder engagement
	Deliver digital infrastructure and solutions for the benefit of schools and the directorate		Digital capacity

	Support the Delivery of WESP 2017-2020 and the Planning of WESP 2021-2031		Access, equal opportunity for bi-lingualism and provision
	Support on Resilience		Business continuity
	Improving performance data support and development.		Support to schools and officers
	Improving SIMS support and development		Support to schools
	Improving ONE system support and development		Safeguarding CYP
10. Capital Team	To deliver the next phase of schemes within the approved capital investment programme		Improved learning environments
	To prepare and plan for subsequent phases of the programme including – securing an agreed secondary and special provision strategy, and managing as far as possible the impact of LDP developments		Access, sufficiency and organisation of school/ provider places
	To manage and review Education assets in accordance with Asset Management Plan and in consideration of Corporate Priorities		Resource management
	To maintain and further increase where possible income and commercialism, and streamlining processes /efficiencies where possible		Resource management

**APPENDIX C**

Reporting Criteria	RAYG Rating
<ul style="list-style-type: none"> <li>• Nearly all operational performance objectives, targets, outcomes, timescales are on plan</li> <li>• Professional service delivery for customer/client base is on target, feedback evidence</li> <li>• Budgets and savings targets on plan</li> <li>• Resources in place, no pressure points</li> <li>• Compliance with all statutory and legal requirements</li> <li>• No external challenges and drivers posing risks, no adverse PR anticipated</li> <li>• No health and safety, wellbeing or safeguarding concerns</li> </ul>	<p><b>GREEN</b></p>
<ul style="list-style-type: none"> <li>• Most operational performance objectives, targets, outcomes, timescales are on plan</li> <li>• Professional service delivery for customer/client base is mostly on target, feedback evidence</li> <li>• Budgets and savings targets mostly on plan, no significant issues</li> <li>• Resources mostly in place, minor pressure points</li> <li>• Compliance with all statutory and legal requirements</li> <li>• No external challenges and drivers posing risks, no adverse PR anticipated</li> <li>• No health and safety, wellbeing or safeguarding concerns</li> </ul>	<p><b>YELLOW</b></p>
<ul style="list-style-type: none"> <li>• A majority of operational performance objectives, targets, outcomes, timescales are not on plan</li> <li>• Professional service delivery for customer/client base is not on target, lack of feedback evidence</li> <li>• Budgets and savings targets are not on plan, with key pressures</li> <li>• Resources not in place, key pressure points</li> <li>• Compliance with all statutory and legal requirements</li> <li>• External challenges and drivers posing risks, minor adverse PR anticipated</li> <li>• Minor health and safety, wellbeing or safeguarding concerns, although solution identified</li> </ul>	<p><b>AMBER</b></p>
<ul style="list-style-type: none"> <li>• Few operational performance objectives, targets, outcomes, timescales on plan</li> <li>• Professional service delivery for customer/client base is not on target, with a significant lack of feedback evidence</li> <li>• Significant issues with budgets and savings targets</li> <li>• Few resources in place, significant pressure points</li> <li>• Non-compliance with many statutory and legal requirements</li> <li>• Significant risks around external challenges and drivers, adverse PR anticipated</li> <li>• Health and safety, wellbeing or safeguarding concerns with substantial implications.</li> </ul>	<p><b>RED</b></p>