



## Report of the Cabinet Member for Education & Learning

### Scrutiny Performance Panel

## Update on the Education Directorate

<b>Purpose:</b>	To provide an updated overview of the Education Directorate in Swansea.
<b>Content:</b>	An update on the recent Estyn inspection of Local Government Education Services, the Education Directorate's structure and key priorities, the regional education partnership and Pupil Voice Manifesto.
<b>Councillors are being asked to:</b>	Consider the information provided and give views
<b>Lead Councillor:</b>	Councillor Smith, Cabinet Member for Education Improvement Learning and Skills
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### 1. Estyn Inspection of Local Government Education Services

- 1.1 In June 2022, Estyn inspected Swansea Council under its Local Government Education Services (LGES) framework.
- 1.2 A preliminary visit took place to conduct interviews with a range of stakeholders including headteacher representatives for primary, secondary and special schools; representatives of Chairs of Governors across primary, secondary and special schools; the regional education partnership, Partneriaeth; Gower College Swansea; trade union representatives; diocese; the local health board, Swansea Parent Carer Forum and officers from other Directorates of the Local Authority.
- 1.3 The core inspection consisted of data analysis from learner outcomes, school inspections and stakeholder questionnaires; scrutiny of evidence provided by the local authority including a self-evaluation report; and interviews with a range of Members and officers.

- 1.4 The inspection covered the three LGES inspection framework areas of Outcomes; Education Services; and Leadership and Management. Four local inspection questions were identified for Swansea, which were: Supporting the implementation of the Additional Learning Needs and Education Tribunal Act 2018; Supporting schools to improve; Supporting the Public Services Board; and Support for learners at risk of disengaging and provision for pupils in EOTAS. Audit Wales inspected the Local Authority's use of resources under the inspection area of Leadership and Management.
- 1.5 Estyn provide a single judgement on whether a local authority's education services should be placed into a category of 'causing significant concern'. Estyn judged that education services in Swansea do not fall into this category.
- 1.6 The report was published on 1 September 2022 and identified many strengths and notable features.
- 1.7 The local authority has been invited to submit two case studies on its work in relation to strong support for school improvement and the quality of support in mainstream schools for pupils at risk of disengagement, which will then be published by Estyn.
- 1.8 Two recommendations were made. The first is to 'review post-16 provision to ensure that it meets the needs of all learners', and the second is to 'strengthen Welsh-medium provision across all ages and areas of the local authority'.
- 1.9 Work had begun to address the areas of recommendation prior to the inspection. New strategies for post-16 provision and vocational provision are in development and key stakeholders, including children and young people, sixth forms, further education institutions and work-based learning providers will be involved in the continued development of these strategies.
- 1.10 The Cabinet approved Swansea's Welsh in Education Strategic Plan in July 2022, which has since been approved by the Welsh Government. A ten-year vision for increasing and improving planning for Welsh-medium educational provision in Swansea is included in this plan. A delivery plan will be developed with stakeholders from Partneriaeth Addysg Gymraeg Abertawe (Swansea Welsh Education Partnership) during the autumn term.

## **2. Overview of the structure for Education services in Swansea**

- 2.1 In response to the Council's senior management review and to ensure a fit-for-purpose management structure to support key priorities, the Education Directorate underwent a restructure of its Education Senior Leadership Team (EDSLT) for implementation by 1 September 2022.
- 2.2 As part of the restructure, a third Head of Service was reinstated. The three service areas in the Education Directorate are Vulnerable Learners; Planning and Resources; Achievement and Partnership.
- 2.3 The Vulnerable Learners Service has three Teams. The Pupil Support Team includes the Education Welfare Service, safeguarding, Looked After Children

(LAC), admissions, inclusion and home tuition. The Additional Learning Needs and Inclusion Team includes Additional Learning Needs (ALN) and behaviour support. Maes Derw Pupil Referral Unit is also located under this service.

- 2.4 The Planning and Resources Service has three Teams. The Capital Team includes capital projects, oversight of school condition and maintenance and school business continuity planning. The Funding and Information Team includes Directorate and schools' finance, planning of school places and school organisation. The Catering and Cleaning team, also located under this service, supports nearly all schools with provision of school meals and cleaning.
- 2.5 The Achievement and Partnership Service has three Teams. The School Improvement Team supports school improvement, music, Minority and Ethnic and Gypsy Roma Traveller team and membership of the Standing Advisory Council on Religious Education. The Stakeholder and School Support Team includes school governor support, the Directorate's support team and digital infrastructure in schools. The Education Strategy Team oversees all strategic planning and performance, management systems, links to regulatory activity (Estyn) and Directorate resilience.

### **3. Key priorities for the Education Directorate**

- 3.1 The Education Directorate delivers against the key priorities outlined in the Corporate Plan, particularly those outlined under the Education & Skills priority. These priorities can be viewed at [www.swansea.gov.uk/corporateplan](http://www.swansea.gov.uk/corporateplan).
- 3.2 The Directorate also delivers against priorities outlined in Abertawe 2023, a plan co-produced with headteacher representatives. These priorities can be viewed at [www.swansea.gov.uk/abertawe2023](http://www.swansea.gov.uk/abertawe2023). A new plan, Abertawe 2027, will now be developed to identify new priorities for the medium-term, alongside the development of the new Corporate Plan and ensuring stakeholder contribution including headteachers and the Pupil Voice Manifesto.
- 3.3 As part of Swansea Council's Achieving Better Together plan, an Education Recovery Plan was developed to support learners and schools in a range of areas, with workstreams to:
- build upon the development of blended learning opportunities.
  - develop and support provision for additional learning needs (ALN) learners.
  - support safeguarding and wellbeing for all learners, particularly vulnerable children.
  - build upon attainment levels to support quality of skills for the future labour force.
  - support cross-cutting themes across the local authority's work including supporting those who are black, Asian and minority ethnic, decarbonisation and climate change.
  - support the wellbeing of practitioners and leaders.
  - support learner progression through good teaching and an engaging curriculum.
  - ensure foundations for learning are restored.

- monitor the support needs across schools for a range of functions.
- manage the impact of external cost pressures on school meal prices.

3.4 The key priorities for the Education Directorate for 2021-2022 was to deliver the objectives of the Council's recovery plan and also to:

- ensure learning opportunities take place in safe environments, particularly considering Covid-19.
- continue to plan and maintain the programme of investment to meet current and future demand for places, including for specialist provision and Welsh-medium education, and address condition and suitability issues.
- implement Swansea's Additional Learning Needs Strategy 2019-2022.
- improve research-based learning, and learning alongside blended learning.
- implement the Curriculum Development Strategy 2019-2022.
- implement the Positive Behaviour Strategy to focus on prevention and early intervention for schools.
- improve leadership of schools by continuing to develop partnerships for school improvement.

3.5 Annually, performance against priorities is reviewed alongside a self-evaluation exercise using the Estyn Common Inspection Framework. Service and team plans outline actions that specify how key priorities will be delivered. Following a review of improvement planning, the Directorate will streamline the number of plans it produces to ensure key priorities are clear and visible for all stakeholders.

#### **4. Briefing and Position Update for Partneriaeth Regional Education Partnership**

4.1 Partneriaeth became a legal entity in April 2022 and services three Local Authorities in South-West Wales – Swansea, Carmarthenshire and Pembrokeshire. This new partnership is a regional collaborative arrangement designed to promote excellence in all of our schools and settings.

4.2 Partneriaeth's senior leadership team comprises of a Lead Officer (Ian Altman) and three Senior Strategic Advisers (Cressy Morgan, Greg Morgan and Gwennan Schiavone). Each Senior Strategic Adviser (SSA) has responsibility for two priority areas in the Business Plan which was written in partnership with Local Authority Senior School Improvement Officers from each of the Counties. In addition, the SSAs are each allocated to a Local Authority and work closely with key LA officers as well as school leaders. Cressy Morgan is the link for Swansea and has responsibility for Curriculum & Assessment and Strong Inclusive Schools within the Business Plan. Cressy meets regularly with David Thomas, Principal School Improvement Adviser and Rhodri Jones, Head of Achievement and Partnership Service as well as other local authority groups. This model has addressed previous concerns about communication and strong relationships across the region are developing as a result.

4.3 Partneriaeth strives to deliver a professional learning service, focused on challenge and support strategies that improve teaching and learning in classrooms and lead to improved pupil attainment and progress in all schools. The Partneriaeth Professional Learning offer is focussed on a range of priorities and has been developed with leaders to ensure that it is meeting their needs. It is designed to allow easy access to schools and is developed under the following areas:

- Curriculum for Wales
- Equity and Well-being
- Cross-curricular skills
- Cymraeg
- Research and Enquiry
- Pedagogy
- Secondary Subject Support
- National Career Pathways

4.4 In addition to this universal offer Partneriaeth officers can provide bespoke support brokered directly either by school leaders or school improvement partners.

4.5 Each cluster has been allocated a Partneriaeth link officer to ensure consistency of approach and support the cluster through a range of priorities. The link officer is able to broker support in from Partneriaeth to meet the needs of the cluster/school and also share practice from schools and clusters from across the region. For example, the Pontarddulais cluster have accessed support from Partneriaeth officers to work on developing a shared understanding of progression in 2 Areas of Learning and Experience: Humanities and Health and Well-being

4.6 Whilst core school improvement remains as part of Local Authority provision and Partneriaeth officers supplement when appropriate. This arrangement avoids duplication of support and adds value for money.

## **5. Swansea Pupil Voice Manifesto**

5.1 A Pupil Voice Professional Learning Community (of secondary school teachers and pupils) has come together to develop 'A pupil voice manifesto' for Swansea.

5.2 Learners have been working hard to determine issues important to them and produce a manifesto for Swansea Council to respond to and act upon. This culminated in a presentation to Council on 7<sup>th</sup> July 2022: [Agenda for Council on Thursday, 7 July 2022, 5.00 pm - Swansea](#).

5.3 Thirty-two pupil representatives from secondary schools throughout Swansea gave a presentation outlining the "Swansea Pupil Voice Manifesto 2022 – What Matters to us!"

5.4 They outlined a range of innovative and positive ideas that Swansea Council should consider as a means to help improve the communities of Swansea.

These ideas formed their “Pupil Voice Manifesto”. The Manifesto covered these areas:

- Safety & Feeling Safe in our Community
- Improved Sports, Equality & Facilities
- Mental Health
- Climate Change & Environmental Awareness
- Black, Asian, Minority, Ethnic – Equality
- LGBTQ+
- Substance Abuse & Vaping
- Visible & Invisible Disability Awareness & Equality

5.5 During their presentation to Council the learners asked for feedback on these key areas with a response in the form of “You Said; We Did” to be prepared to feedback to the learners during the autumn term.

5.6 An event is being arranged for 18<sup>th</sup> November 2022 to mark Universal Children’s Day. This will provide an opportunity to bring school representatives together to, amongst other things, received this feedback.

5.7 It is also our intention for the Pupil Voice Manifesto to feed into the planning/consultation process for the new Corporate Plan and for a revision of [Abertawe 2023 - Swansea](#).

## **6. Legal Implications**

6.1 There are no legal implications from this report. It is for an update only.

## **7. Finance Implications**

7.1 There are no financial implications from this report. It is for an update only.

## **8. Integrated Assessment Implications**

8.1 The Council is subject to the Equality Act (Public Sector Equality Duty and the socio-economic duty), the Well-being of Future Generations (Wales) Act 2015 and the Welsh Language (Wales) Measure, and must in the exercise of their functions, have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Acts.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.
- Deliver better outcomes for those people who experience socio-economic disadvantage
- Consider opportunities for people to use the Welsh language
- Treat the Welsh language no less favourably than English.
- Ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.

- 8.2 The Well-being of Future Generations (Wales) Act 2015 mandates that public bodies in Wales must carry out sustainable development. Sustainable development means the process of improving the economic, social, environmental and cultural well-being of Wales by taking action, in accordance with the sustainable development principle, aimed at achieving the 'well-being goals'.
- 8.3 Our Integrated Impact Assessment (IIA) process ensures we have paid due regard to the above. It also takes into account other key issues and priorities, such as poverty and social exclusion, community cohesion, carers, the United Nations Convention on the Rights of the Child (UNCRC) and Welsh language.
- 8.4 An IIA Screening Form has been completed with the agreed outcome that a full IIA report was not required for the following reasons:
- This is a report to share information. The summary of impacts is low. No mitigation is required.
  - This is a report to share information regarding the implementation of the Curriculum for Wales, which is linked to the corporate objective of improving education and skills.
  - This is a report to share information. No risks have been identified and no impact is envisaged.

**Background papers:** [Estyn Inspection Report 2022](#)

**Appendices:**

Appendix A – IIA Screening Form