

Education Directorate Annual Report

2022-2023

An Excellent Education for all by Working
Together



Cyngor **Abertawe**
Swansea Council

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Foreword

Swansea Council has a strong track record for the delivery of education services. September 2022 saw the publication of a positive Estyn inspection report affirming effective delivery, partnership and planning of education across 94 schools and settings.

Developing sustainable models of education services delivery and maintaining high quality education services continues to be a priority for the Council, particularly in challenging financial times. Core statutory services are delivered by around 70 officers only. Service level agreement staff make up the remainder of education's central staff. Delivering statutory education services provides challenge and opportunity. However, the resources available are shrinking with increased focus on delivering the statutory minimum while delegating available resources to schools.

The new academic year 2022-2023 saw re-engagement with schools on planning for the next chapter of education to align with the Council's new Corporate Plan for 2025-2028. During 2022-2023, a new document called Abertawe 2028 was formulated with schools to consider priorities for the next five years. Abertawe 2028 provides a bridge between the Council's Corporate Plan and the key actions affecting schools. In addition, commissioned Partneriaeth education improvement services commenced fully in September 2023 following the approved Legal Agreement in April 2022. Securing the best outcomes for learners by working together continues to be our mainstay.

The pupil population is expected to fall by 2028 and this reignited the work of planning the *Right Schools in the Right Places*. In addition, 2022-2023 saw strong engagement with schools and clusters of schools to re-design provision for learners with additional learning needs. In order to support sufficient specialist places Cabinet approved a proposal to consult on a new 350 pupil special school in Swansea. Cabinet also approved a consultation to review the operating model for education other than at school (EOTAS). Education services currently provide broad areas of support to schools including additional learning needs, safeguarding, pupil support, school admissions, governor support, catering and cleaning, school improvement, funding, capital plans and education other than at school.

The COVID-19 pandemic did not affect schools directly in 2022-2023. However, the indirect effect on school attendance, wellbeing and learning development remains profound. In response, Cabinet approved a new inclusion strategy to support schools post pandemic.

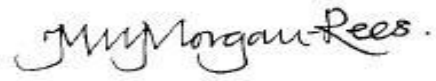
In September 2022 the provision of universal free school meals commenced one year group at a time. By the end of the academic year a roll out to pupils in Reception to Year 3 was realised.

The academic year 2022-2023 saw industrial action for short periods and action short of strike action for many months. An acknowledgement that the sum of all parts of the education system in Wales in creating pressure in schools was inevitable. In May 2023, work commenced to relive pressures locally with the commencement of the Reducing the Burden group to prevent matters getting worse by assessing workload impact on school staff.

The report that follows represents highlights of progress in meeting key objectives and is testimony to the dedication and drive of central and school staff during academic year 2022-2023.



Cllr. Robert Smith
Cabinet Member for Education and Learning



Helen Morgan-Rees
Director of Education

Progress against Estyn inspection recommendations

Two recommendations were made following the Estyn inspection of Local Government Education Services in June 2022. The first was to 'review post-16 provision to ensure that it meets the needs of all learners', and the second was to 'strengthen Welsh-medium provision across all ages and areas of the local authority'.

Review post-16 provision to ensure that it meets the needs of all learners

The three-year post-16 strategy, developed in consultation with key stakeholders for provision in Swansea, is now being delivered. Governance of the strategy and its progress is through the Post-16 Forum.

An extensive learner voice survey and focus groups took place in 2023 with sixth form learners in Swansea. The findings from this work are being used to inform the development of future provision in Swansea, within the available qualifications offer.

The key priorities and progress against the post-16 strategy is as follows:

Priority		Aim	Progress
Provision	Sub-priority one: Local strategic planning of post-16 programmes	To ensure that strategic planning involves all Swansea sixth forms and Gower College through sharing the delivery plan of the planning and funding framework.	Guidance is awaited on joint-planning procedures, which is expected in early 2024.
	Sub-priority two: Models of partnership working	To explore the feasibility of sharing resources across the city through models of partnership working.	A working group has been set up to meet in autumn 2023 to discuss partnership models and challenges.
	Sub-priority three: Online/hybrid models of curriculum delivery at post-16	To explore and implement online/hybrid models of curriculum delivery at post-16.	Discussions with a working group and secondary headteachers have taken place to develop collaborative online delivery for a few minority A-level subjects.
	Sub-priority four: Joint professional learning activities	To ensure there are joint professional learning activities, including post-16 CPD events, networking, and professional dialogue.	Secondary school networks regularly meet. Gower College representatives now sit on all subject network groups.

Transition	Sub -priority five: Advice, information, and guidance for post-16	To ensure advice and guidance to learners is impartial, focused on learners' needs, and informed by the provision, standards, and support available at all local post-16 education and training providers.	Bi-monthly meetings with Careers Wales advisory service have continued to take place in order to provide a platform for issues and risks to be addressed.
	Sub-priority six: Post-18 progression routes	To work together on supporting local post-18 progression routes to higher education and training.	Signposting and support is given where needed for access to post-18 courses in Gower College, University of Wales Trinity St. David (UWTSD) and Swansea University.
Employability	Sub-priority seven: Swansea Bay City Deal and priority skills needs	To ensure a coordinated and coherent approach that addresses the needs of the Swansea Bay City Deal.	Ongoing work takes place with UWTSD and Swansea University to support the Skills and Talent initiative in Health and Wellbeing. This will support post-16 provision and progression opportunities

Strengthen Welsh-medium provision across all ages and areas of the local authority

A year of delivery has taken place against the Welsh in Education Strategic Plan (WESP) since it was approved by Cabinet in July 2022, with a detailed annual progress report submitted to Welsh Government in July 2023. Delivery planning and progress is governed through Partneriaeth Addysg Gymraeg Abertawe (Swansea Welsh Education Partnership).

Progress against the targets set in the plan:

- The number of learners in Welsh-medium nursery and reception classes have exceeded target levels.
- Transition rates from key stage 2 and key stage 3 remain below pre-pandemic levels, a transition working group is in place to support transition from an earlier stage.
- The number of learners registered for GCSE Welsh first and second language is at expected levels towards the 2032 target. Post-16 provision is included as part of the post-16 strategy.

There have been a number of notable achievements in the first year of delivery of the WESP:

- Enhancements to the information available on the Swansea Council website, including information around the benefits to Welsh-medium education on a dedicated page around Welsh-medium education; FAQs page which includes guidance for parents; encouragement

to consider Welsh-medium as part of the admissions application and information pages; pre-school banner updating that all Welsh-medium schools offer nursery provision.

- Good progress has been made across schools towards the Siarter Iaith in 2022-2023. This includes all English-medium primary schools participating in the Cymraeg Campus, with three schools achieving gold, six achieving silver and 45 achieving bronze awards; one English-medium secondary school achieving the gold award, and one secondary school achieving a bronze award; and all Welsh-medium primary and secondary schools participating in the Siarter Iaith Cymraeg, with six achieving silver and six achieving bronze awards this year. Ysgol Pen-y-Bryn special school has achieved the bronze award and is working towards the silver award.
- A successful pilot latecomer project undertaken this year demonstrated a positive impact for learners who attended. However, the sustainability of this model will need to be reviewed in line with refinements to the model considering available resources. Planning has been undertaken for a secondary pilot, which will begin delivery in 2023-2024.
- Provision for learners with Additional Learning Needs (ALN) has a specific workstream as part of the Additional Learning Needs and Supporting Sufficient Specialist Places (SSSP) transformation programmes. One Welsh-medium primary school has benefited from capital enhancements to support this work.
- There is collaborative working with University of Wales Trinity St. David, Partneriaeth and Gower College Swansea to develop Welsh language development opportunities. However, recruitment of suitably qualified Welsh-speaking staff remains a challenge and a concern across all sectors.

Progress against key priorities

During the 2022-2023 academic year, a new Corporate Plan for 2023-2028 was developed. This report covers progress against the objectives of 'Improving Education & Skills' following the end of the previous corporate plan and progress to date against the new corporate plan objectives for Improving Education & Skills.

As part of the annual self-reflection process for the 2022-2023 financial year, the Local Authority rated its progress against the 'Improving Education & Skills' priorities as strong. This means that there is clear evidence of effective use, application or delivery. The Authority rated itself as having embedded use of resources and embedded effectiveness of governance. The embedded rating means that there is clear evidence of effective and embedded use, application or delivery.

Priorities

The priorities for Education & Skills in the 2021-2022 Corporate Plan were:

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.	

The priorities for Education & Skills in the 2023-2028 Corporate Plan are:

We want all children and young people to attend school regularly, to be included, to be resilient and have successful futures.	We want all children and young people to have good Welsh language skills.
We want to support and maintain effective school leadership.	We want to support and maintain excellent teaching.
We want all learners to receive their education in environments that are safe and sustainable communities for learning.	

Progress

This summary details progress against our corporate priorities between September 2022 and August 2023 and have been grouped into areas of delivery across the two corporate plans that were in operation during this academic year.

Inclusion Strategy (promoting attendance, inclusion, wellbeing and Additional Learning Needs (ALN))

Milestone	Progress/RAYG
Develop and consult on an inclusion strategy to articulate vision and strategy	A new Inclusion Strategy for 2023-2028 has been developed to provide an overarching local strategy to pull together a range of activities required to support vulnerable learners, who may require support from one or more areas. The strategy, approved by Cabinet in May 2023 covers promoting attendance; promoting inclusion; embedding effective universal (whole school) provision whilst supporting sufficient specialist places; embedding a shared inclusion ethos; and emotional health and psychological wellbeing (EHPW) whole school approach. Each of the priorities within the strategy has its own detailed actions for delivery.
Secure Cabinet agreement to implement new Inclusion Strategy.	

Promote attendance by delivering the attendance action plan	Learners' attendance remains impacted by a range of factors following the pandemic and continues to be a key priority. Attendance featured in the Education & Skills Corporate Delivery Committee (CDC) where the factors contributing to lower attendance levels was considered alongside the development of an action plan, which identified a change of approach to supporting improvement in this area. A new attendance policy has been developed and published following approval by Cabinet.
Use whole school approaches and data driven targeted approaches to improve attendance across the LA	A new lead officer for attendance and safeguarding has been appointed and detailed analysis has been planned to inform support for schools. Headteacher workshops have taken place with a further working group session planned. All schools have been offered support by the Education Welfare Service to develop work plans tailored to the context of their

	individual setting and new audit arrangements have been developed.
Promote inclusion by continuing the implement the reducing exclusion strategy	<p>This strategy is in place and early indications demonstrate a reduction in permanent exclusions, however fixed-term exclusions remain high in line with national trends.</p> <p>Additional funding was secured from the Shared Prosperity Fund to continue the work to engage learners and support the prevention of them becoming NEET (Not in Education, Training or Employment). A new offer to support these learners is in development and will be in place from September 2023. A NEETs prevention network continues to meet to ensure that partners work closely together to help learners at risk of disengagement from learning.</p> <p>All secondary schools in Swansea have suitable provision to support engagement in learning and the EOTAS offer provides an additional layer of support.</p>
Strengthen the work of the Pupil Support Team to support schools to design bespoke education arrangements for those learners at risk of permanent exclusion	Additional inclusion officers have been appointed to support the offer of bespoke educational arrangements. The number of permanent exclusions have shown a decline, evidencing positive impact. Consideration of further development will be linked to the review of the provision through Maes Derw Pupil Referral Unit.
Undertake a consultation with the Maes Derw Management Committee to consider ways to use the Maes Derw building more flexibly	Arrangements to reflect broader EOTAS provision have been proposed as part of a Cabinet report and consultation is underway.
Implement Virtual school monitoring of all Education Otherwise Than At School (EOTAS) learners	A digital solution has been identified but the outcome of the wider EOTAS consultation is needed before taking the work further forward.
Support schools to embed the requirements of Additional Learning Needs and Education Tribunal (Wales) Act 2018 (ALNET) in line with the ALN strategy for 2023-2027	<p>Work continues to embed the strong progress delivered around the transformation of provision for supporting children with additional learning needs. More places have been created to meet the needs of children in our special school, with planning on the delivery of a new special school underway.</p> <p>Extensive training on universal and enhanced provision has been provided to teachers working with children with additional learning needs. A draft quality assurance document is in place to develop processes and expectations in relation to inclusive practice within schools.</p>
Conclude roll out of training and support for CACI Impulse system (including schools, FEI, central staff, key stakeholders including Health)	Training has taken place throughout the year to support schools with their use of the system to develop and monitor Individual Development Plans (IDPs). Use of the system is increasing; however work remains to ensure all schools use the system to its purpose. Challenges remain with the system functionality that is being worked through with the supplier and the ALN Online Systems Training Officer is working closely with

	Additional Learning Needs Co-ordinators to gather feedback to further develop system requirements and processes.
Embed delivery of transformation aligned to the requirements of ALNET for early years providers	Work continues to embed transformation in collaboration with Early Years colleagues and early years providers, however progress is slower than planned due to the Early Years Additional Learning Needs Co-ordinator (EYALNCO) being on maternity leave.
Collaboration with multi-agency colleagues, predominantly Health to co-ordinate and secure delivery of commitments in relation to ALNET	There is developing strength in collaboration arrangements, but external pressures mean this is a challenging area with the health board readiness requiring further progress.
Delivery of transformation aligned to the requirements of ALNET for post-16 learners	Dedicated officer time has been funded from ALN grant and this is allowing for increased capacity in this area.

Deliver a review of specialist provision and implement 'Supporting Sufficient Specialist Places (SSSP)' Transformation Programme	<p>A review of specialist provision has been undertaken with a transformational programme of change outlined to ensure that there is sufficient, specialist provision for the future.</p> <p>The SSSP development phase is near completion with four identified clusters. Change Team and project officer continue to track and support progress.</p>
Consider options to develop specialist inreach/outreach provision for learners with longer term ALN	Early thinking has suggested the principle of inreach/outreach is well supported but the practical implementation is more challenging.
Agree new funding model	Agreed model allows for funding arrangements to be agreed now.
Develop, communicate and implement quality assurance processes for targeted and specialist provision aligned to the working group principles	Document detailing provision map is being finalised and will outline processes and expectations in relation to quality assurance.
Pilot minibuss home-to-school transport for small cohort of STF learners	Successful pilot has taken place with Clwyd Primary and Ysgol Penybryn, which has shown benefits to the learners starting their school day in addition to financial savings.
Review of wider ALN transport arrangements	ALN officers attending a review of home-to-school transport processes with Transport Team. Gower College transition officer will work to manage expectations on post-16 travel entitlement.

Embed a whole school approach to emotional health and psychological wellbeing	Swansea schools are supported well to keep learners safe, healthy and resilient through improving curriculum provision, training on safeguarding and through additional counselling services for learners. Quality professional learning supported by the region and the local authority is offered on a range of topics including trauma informed practices and mental health first aid and other offers through the EPHW Forum.
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	<p>Through the whole school approach funding, an additional layer of support is being provided with Emotional Literacy Support Assistant (ELSA) and Emotionally Based School Avoidance (EBSA).</p> <p>The local authority continues in its objective to become an Adverse Childhood Experience (ACE)-informed Council. This includes promoting the mandatory safeguarding training developed by the Social Services Directorate, where an introduction to ACEs is included in the training.</p>
Develop a cohesive, planned approach to the programme of safeguarding audits and the upskilling of peer auditors	Safeguarding peer audits have been introduced and peer auditors have begun shadowing to take this forward.
Reduce peer-on-peer bullying and harassment in schools	An action plan in place and being implemented to support this work. Available data is being analysed to consider approaches to provide guidance and support across schools.

Looked After Children

Milestone	Progress/RAYG
Support for Looked After Children in Education	Support for looked after children in education remains appropriate and improving. An emphasis on listening to young voices supports the provision of looked after children well. An e-PEP (personal education plan) has been developed and a virtual school model IT solution has been sourced. This solution aims to support schools through monitoring progress and encourage close collaboration between all professionals involved in the lives of looked after children and will be rolled out in the autumn term.

Welsh language skills

Milestone	Progress/RAYG
Develop Swansea's Welsh in Education Strategic Plan (WESP) 2022-2032 and complete activity outlined in year 1 of the delivery plan.	<p>The provision for Welsh across Swansea schools continues to improve. The WESP 2022-2032 is now an active strategy with a five-year delivery plan in place, developed and approved by Partneriaeth Addysg Gymraeg Abertawe (PAGA – the local Welsh in Education partnership with membership of LA officers, Cabinet Member for Education & Skills and other partners including Menter Iaith, Urdd, Mudiad Meithrin, Swansea University and Gower College Swansea). A number of working groups have been established and are meeting regularly to ensure pace of delivery.</p> <p>Delivery of activity outlined within the first year of the plan has gone well with a number of achievements observed to support strengthening the offer around Welsh-medium in Swansea. Further detail around key areas of progress have been outlined under the 'Progress against Estyn recommendations' section of this report.</p>
Develop a strategy that embeds the Siarter Iaith in all schools	Good progress has been made across schools towards the Siarter Iaith. Further detail can be found under the 'Progress against Estyn recommendations' section above. There has been successful recruitment of a teacher to further drive the Siarter Iaith in our Welsh

	second-language schools. Welsh Government's recent re-launch of the Siarter Iaith Framework affirms our good work in this area.
Develop proposals for expanding the number of Welsh-medium places available in the local authority.	Options have been identified for new Welsh-medium provision and will be submitted to Welsh Government as part of the wider Strategic Outline Programme for schools in Swansea.
Deliver a marketing strategy that promotes the benefits of being bilingual and Welsh-medium education.	Updates have been made to enhance the Swansea Council webpages to actively promote Welsh-medium education and answer FAQs. A new leaflet has been published to support parents with children starting Welsh-medium education as latecomers.

Teaching & Learning, skills and qualifications

Milestone	Progress/RAYG
Develop a Teaching Support Strategy to support literacy, numeracy and digital competence to maintain, restore and accelerate learners' skills	<p>The local authority continues to support schools with their preparation of delivery of the new curriculum arrangements through networks; professional learning opportunities; promoting research-informed practices and promoting increased school-to-school support.</p> <p>There were successful temporary appointments to support the improvement of literacy and numeracy skills. For literacy, an audit of provision, strategies and training within Languages, Literacy and Communication was undertaken across Swansea schools. For numeracy, an audit of provision, strategies and training within Mathematics and Numeracy in Swansea schools was undertaken. From the findings of these audits, action plans were developed identifying key target areas, with training and support provided in response to the identified areas of need. Feedback from headteachers has been highly positive around this work, which will continue through to the next academic year.</p> <p>Schools have received support to deliver RSE/RVE through a dedicated officer from Partneriaeth.</p>
Deliver a Digital Strategy and maximise Welsh Government investment in school' infrastructure	<p>Schools continue to benefit from the Welsh Government's Hwb EdTech capital funding programme that provides digital devices and audio-visual solutions across our schools. A new Digital Strategy for 2023-2028 has been drafted and consulted upon, in order to further support the delivery of digital competence for learners.</p>
Promote local and regional opportunities of professional learning to support excellent teaching and learning	<p>Support for schools to improve high quality learning and teaching has continued effectively through networks and training. The journey towards ambitious curriculum provision in Swansea is progressing well with schools embracing changes to ensure that learners are well equipped for future occupations.</p> <p>Opportunities through the Partneriaeth professional learning offer has been developed and delivered across the three regions with feedback from our schools and School Improvement Team shaping the future offer.</p>

<p>Develop a Designing Destinations Strategy that will support vocational learning, post-16 curriculum collaboration, careers and work-related education.</p>	<p>New strategies for vocational and post-16 pathways (including apprenticeships) have been developed to identify the provision of different pathways for learners.</p> <p>A detailed overview of progress can be found under the 'Progress against Estyn recommendations' section of this report. Post-16 and Vocational strategies have been developed and delivery underway. Initial meeting held with sixth forms to discuss partnership working.</p> <p>A Careers and Work-Related Experiences (CWRE) network has been established with representation from all secondary schools. A number of schools have engaged with training opportunities through a City Deal project on Health and Wellbeing, involving employer engagement.</p> <p>Most secondary schools have been linked with an employer as their valued business partner.</p>
<p>Strengthen partnerships with FE, HE, Careers Wales and industry to inspire successful futures for learners</p>	<p>A range of mechanisms including Partneriaeth Sgiliau Abertawe (Swansea Skills Partnership), Gower College Business School Board and the Regional Learning and Skills Partnership continue to meet to strengthen partnerships across Education sectors and identify workstreams to ensure that the local skills offer supports those required to meet the challenge of the Swansea Bay City Deal.</p>
<p>Explore digital platform (similar to Cardiff Commitment) that could be developed with partners</p>	<p>An audit is being drafted to bring together what is currently happening in this space, identify gaps and link to current strategies (local and national). It will be sent to schools by the end of the autumn term 2023 in order to inform a menu of partner offers that schools can utilise.</p>

Learner Voice, Rights and responsibilities

Milestone	Progress/RAYG
<p>Improve the co-ordination and planning of Pupil Voice activities and ensuring that it feeds into corporate planning and processes</p>	<p>The Pupil Voice Manifesto developed by secondary schools in 2022 and other mechanisms for hearing learner voice informs planning and delivery of services. The Education Directorate has worked with other areas of the authority including the Partnership & Involvement team in the Social Services Directorate to ensure the voices of children and young people are heard.</p> <p>In November 2022, a Universal Children's Day event was held at the Waterfront Museum to provide feedback to learners on their priorities and suggestions and to identify ways of engaging with them in future. Another event is planned for November 2023.</p> <p>The priorities and suggestions shared by Children's Rights events, Human Rights City events and the Manifesto were collated and shared with managers across all Directorates in order to respond to children and young people. This work will continue in 2023-2024, including ensuring that there is a range of approaches to enable children and young people to have their voices heard, including those with quieter voices.</p>
<p>Review post-16 learner voice and choice</p>	<p>An extensive learner voice survey and focus groups took place in 2023 with sixth form learners in Swansea. The findings from this work are being used to inform the development of future provision in Swansea, within the available qualifications offer.</p>

School leadership

Milestone	Progress/RAYG
<p>Deliver a Leadership Support Strategy to maintain and support effective leadership, including governance, across all schools</p>	<p>The Education Directorate provided a comprehensive overview of support for school leadership to the Education & Skills Corporate Delivery Committee. This included school support visits by School Improvement Advisers (SIAs); the opportunities to develop leaders at all levels through distributed leadership; the middle and senior leadership programmes utilising excellent links with Partneriaeth; secondment opportunities between schools; mentoring scheme; consultative pool; peer reviews; support and induction for new teachers.</p> <p>A handbook for school leaders was developed during the year in order to provide a range of useful information for new, acting and experienced headteachers and senior leaders. This handbook is a live document to ensure schools only need to visit one up-to-date area for information to save on time and workload to find what they need. The handbook was approved by Cabinet in summer 2023.</p> <p>Dedicated resources and support are in place to support wellbeing for school leaders and practitioners, through the stress management and counselling service.</p> <p>A refreshed plan for school governance was developed in close discussion with the Education & Skills CDC. This included considering what was needed to support strengthened and effective school governance moving forward, considering the significantly changed context since the last review in 2016. The action plan will be fully implemented during 2023-2024 academic year.</p>
<p>Deliver training and mentoring for leaders at all levels</p>	<p>Leadership development opportunities are promoted widely across schools.</p>
<p>Provide consistency and quality of school improvement advisers to support schools well</p>	<p>Quality assurance is undertaken of reports at a strategic level and used to inform design of future agendas. The intended impact is to have more accurate evaluations of school progress towards priorities. Inspection outcomes have been in line with expectation, with only one school out of 15 inspected in a statutory category. There is a proportionate response to supporting and monitoring schools (needs based) with 12% of schools requiring intense support.</p> <p>A school profiler maintained to identify support needs, holistically. A model for 2023-2024 has been agreed with a new three-tier approach to school visits by school improvement advisers. However, the industrial action (action short of strike action) continues to impact on our ability to get into all schools. If this continues, it gives us less visibility on the performance/support needs of our schools.</p>
<p>Further develop the Arweinwyr platform to support our governing bodies and potentially offer the platform to other LAs</p>	<p>Further adaptations made to give further functionality at a school/clerk to governors level and to support self-management e.g. of membership and mandatory training.</p>

Environments

Milestone	Progress/RAYG
Produce a draft Strategic Outline Plan for Cabinet consideration	Work is in progress to develop the new rolling programme for the Sustainable Communities for Learning Programme (ScFL) programme for the next 9 years. This is on target for reporting to Cabinet in February 2024, prior to the submission deadline of March 2024.
Capital delivery in accordance with project plan for Sustainable Communities for Learning	<p>Work to improve the school estate is ongoing with the delivery of the strategic ScFL, other smaller capital grants and the annual capital maintenance programme. Smaller capital grants include Community Focussed Schools, Additional Learning Needs and Universal Free School Meals.</p> <p>SCfL projects completed in the period include a new block, and remodelling and refurbishment of Bishopston Comprehensive School, and a new block and some remodelling and refurbishment at YGG Gwyr. Cefn Hengoed Community Hub; a development of the sports and community facilities to benefit the school population and local community is underway and due to be completed early in Spring 2024. A number of all-weather pitches have been completed at Pontarddulais and Olchfa comprehensive schools.</p> <p>A carbon reduction strategy is in development to capture a range of workstreams aimed to ensure the schools' estate is more environmentally friendly. The School Climate Change Forum shares information, and all schools have access to energy analysis tools. All capital building works undertaken over the period of this report were required to achieve Building Research Establishment Environmental Assessment Method (BREEAM) Good or Excellent and/or an Energy Performance Certificates (EPC) 'A' rating. A range of other capital maintenance works have been undertaken to support carbon efficiency.</p>
Commence plans to deliver a new special school, including the submission of a Strategic Outline Case (SOC) to Welsh Government	A report to seek approval to consult on future plans for special schools in Swansea will be taken to Cabinet in September 2023.
Roll out Universal Free School Meals (uFSM) programme to year 2 before September 2023 and to years 3, 4, 5 and 6 in 2024.	Universal Free School Meals are in place for reception to year 2 age groups, which mean that all children in these age groups are offered a free school meal. Temporary mitigation measures (staffing and menu choice) were implemented in schools where the accommodation and equipment installations were incomplete, to prevent delay in accessing the offer. Parents advised that Year 3 will be available from September 2023.
Implementation of a new system for catering for secondary schools, including online payments	A procurement tender process has been completed and awarded to new provider.
Publish a new Accessibility Strategy	A new Accessibility Strategy is in development. This strategy has been co-constructed with key stakeholders including the Swansea Parent Carer Forum. This will be published in the 2023-2024 academic year

Data Summary

Key Stage 4 Results

	2021	2022	2023*
Capped 9 Points	390	377	372
Literacy Measure	42.5	42.4	41.2
Numeracy Measure	42.1	39.7	39.0
Science Measure	40.3	39.6	38.3
Skills Measure	36.4	34.6	37.0

* Provisional data

Advanced Level (A2) Results (% of entries)

	2021	2022	2023*
A*-A grades	50.6%	48.7%	34.0%
A*-C grades	90.2%	90.3%	77.7%
A*-E grades	99.9%	99.9%	97.7%

* Provisional data

2023 results should not be compared with previous years. This is due to changes to examinations due to the Covid-19 pandemic in 2020 and 2021, with 2022 results managed by Qualifications Wales as a transition between pre- and post-pandemic points.

A range of indicators are considered when evaluating results locally. These look at pupils' best grades at the end of Year 11:

Indicator	Definition
Capped 9	Average point score per pupil based on the best 9 qualifications attained, including literacy, numeracy and science scores as defined below, plus the best 6 remaining subjects.
Literacy measure	Average point score per pupil based on the best grade attained in English Language, English Literature, Welsh First Language and Welsh Literature GCSEs.
Numeracy measure	Average point score per pupil based on the best grade attained in Mathematics and Mathematics-Numeracy GCSEs.
Science Measure	Average point score per pupil based on the best grade attained in any Science GCSEs.
Skills Measure	Average point score per pupil based on the Skills Challenge Certificate (part of the Welsh Baccalaureate qualification).

Note that where students have taken the same subject more than once, the first grade attained is used in performance measure calculations.

Attendance – Local Calculations

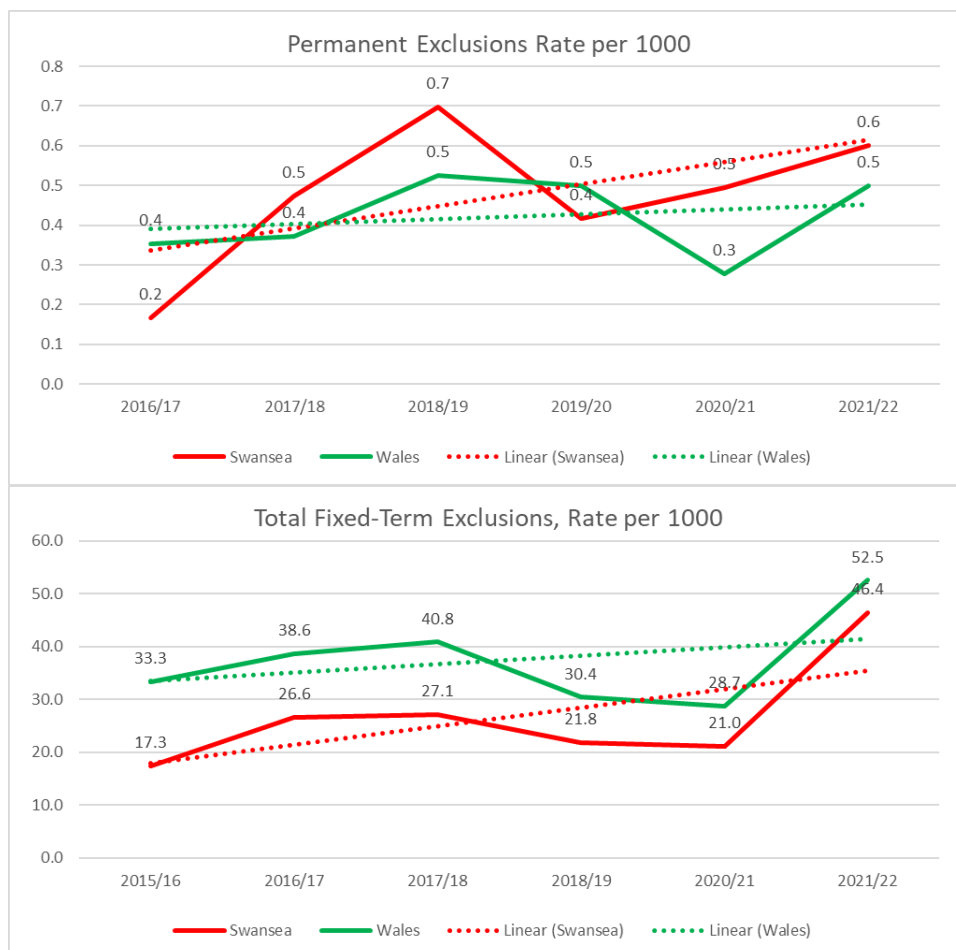
	2021/22	2022/23
Primary schools	90.1%	91.1%
Secondary schools	86.6%	88.4%

Attendance – Welsh Government Combined Primary/Secondary Measure

	2021/22	2022/23
Swansea outturn	N/A	89.0%
Rank / 22	N/A	6 th

Exclusions

2022-2023 figures are based upon local data. National data will be collected as part of the Pupil Level Annual School Census (PLASC) in 2024 and national comparison is unavailable until this is published in autumn 2024.



Estyn Inspection of Schools

In 2022-2023, three schools were placed in Estyn Review category, one school placed in Special Measures

School Inspected	Date Report Published	Link to Report
Autumn 2022		
Mayals Primary	12/12/2022	Inspection report Mayals Primary School 2022 (gov.wales)
Christchurch Primary	29/12/2022	Inspection report Christchurch (C.I.W.) Voluntary Aided Primary School 2022 (gov.wales)
Clydach Primary	13/01/2023	Inspection report Clydach Primary School 2023 (gov.wales)
Penclawdd Primary	13/01/2023	Inspection report Penclawdd Primary School 2023 (gov.wales)
Gorseinon Primary	03/02/2023	Inspection report Gorseinon Primary School 2023 (gov.wales)
Spring 2023		
Glais Primary	03/04/2023	Inspection report Glais Primary School 2023 (gov.wales)
Cadle Primary	12/04/2023	Inspection report Cadle Primary School 2023 (gov.wales)
Casllwchwr Primary	19/04/2023	Inspection report Casllwchwr Primary School 2023 (gov.wales)
Gwyrosydd Primary	19/04/2023	Inspection report Gwyrosydd Primary 2023 (gov.wales)
Hafod Primary	04/05/2023	Inspection report Hafod Primary School 2023 (gov.wales)
Pontlliw Primary	25/05/2023	Inspection report Pontlliw Primary School 2023 (gov.wales)
Grange Primary	25/05/2023	Inspection report Grange Primary School 2023 (gov.wales)
St Thomas Primary	06/06/2023	Inspection report St Thomas Community Primary School 2023 (gov.wales)
Bishop Gore Comprehensive	29/06/2023	Inspection report Bishop Gore School 2023 (gov.wales)
Summer 2023		
Parkland Primary	19/07/2023	Inspection report Parkland Primary School 2023 (gov.wales)
YGG Y Login Fach	19/07/2023	Inspection report Ysgol Gynradd Gymraeg Y Login Fach 2023 (gov.wales)
Sketty Primary	04/09/2023	Inspection report Sketty Primary School 2023 (gov.wales)