



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

Scrutiny Programme Committee – 14 October 2019

Key Headlines: Cabinet Member for Education Improvement, Learning and Skills

Purpose: This report outlines notable activities and key achievements made within the Education Improvement, Learning and Skills portfolio. It also describes some of the improvements made and the impact of these activities in terms of delivering key priorities within this portfolio. The report also seeks to identify anticipated achievements in the near future, key challenges and significant decisions that are anticipated for Cabinet over the next 12 months.

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For Information

1.0 The Portfolio for Education Improvement, Learning and Skills

1.1 The key responsibilities within the portfolio for Education Improvement, Learning and Skills include:

- Education Services from 5 to 19
- Inclusion & Learner Support
- Education through Regional Working (ERW)
- School Improvement
- Schools' Organisation & Performance
- Apprenticeships lead
- 21st Century Schools Programme / Quality in Education (QEd) Programme
- Band B scoping and delivery
- Schools Estate Planning & Resources Planning
- Catchment review

- City of Learning - Member of UNESCO COL steering group
- Education Charter
- Further Education
- Lead Elements of Sustainable Swansea
- NEETS Prevention (lead)
- Readiness for work lead
- Regional Workforce Planning & Skills development
- Skills & Talent project (City Deal)

1.2 This report highlights the progress made in delivering key Directorate priorities for 2018-2109, Band B scoping and delivery, Education Regional Working (ERW), School Improvement and School Estate Planning and Resources. This report also considers the impact of Well-being of Future Generations Act (Wales) and Swansea's PSB on the delivery of key activities within this portfolio.

2.0 Education Directorate Priorities 2018-2019

Improve teaching and learning with a particular focus on reducing inequalities for the most vulnerable.

2.1 Nearly all schools inspected during the 2018-2019 academic year received an 'excellent' or 'good' judgement for teaching and learning experiences.

Standards and particularly at key stage 4 are strong relative to Wales and similar local authorities. Support for improving the quality of teaching is well received by schools. Focused, direct observation of teaching to support schools with their own monitoring is provided.

The spring cross-phase headteacher conference had a strong focus on supporting vulnerable learners and effectively emphasised appropriate strategies. Research evidence from the Education Endowment Foundation was delivered, input from Sir Alastair McDonald (Raising Achievement Advocate for Wales) and best practice was shared by three Swansea schools.

Strong secondary networks facilitated by local authority (LA) have considered research based evidence on teaching and learning. There is strong monitoring of the implementation of new professional standards for teachers.

We need to continue to share the best features of teaching effectively across the school/schools via the good practice directory, networks, conferences and meetings.

We must provide more opportunities for pupils to work independently and to make choices in relation to their learning by promoting the teaching/ learning principles outlined in the Curriculum for Wales 2022 and in new professional standards.

We should ensure that teachers continue to target the most vulnerable learners with effective strategies to support learning by evaluating the quality of school provision/interventions/planning for looked after children (LAC), free school meal learners (FSM), English as an additional language (EAL) learners.

Strong progress, addressing the priority in most aspects. Only minor aspects require further attention.

Improve leadership and school governance.

- 2.2 Nearly all schools inspected during the 2018-2019 academic year received an 'excellent' or 'good' judgement for leadership and management. Strengths and areas for development in leadership are clearly identified and noted during monitoring visits. This includes a strong focus on the roles of both senior and middle leaders.

There is a good programme in place for new and acting headteachers Swansea had a 100% success rate for the headteacher qualification in 2018-2019, a higher percentage than nearly all LAs.

There is an effective programme of support and training in place for primary deputy headteachers. This has resulted in strengthening distributed leadership in our schools.

There are strong secondary networks for senior leaders on looking at curriculum development and self-evaluation.

A proactive approach to mandatory governor training has resulted in an increased attendance from 71 governors attending in autumn 2017 to 214 governors attending in autumn 2018.

One school had adequate leadership in their Estyn inspection though had a coherent action plan for improvement. Estyn found that the school was already working on the recommendations the inspection identified. The school has made good progress with this plan.

We need to support leadership of a transformational curriculum. A draft strategic implementation plan for the curriculum is currently being developed and will be considered at the education and skills policy development committee in the near future.

We need to ensure that all schools are developed as learning organisations by raising awareness of the need to have a strong vision for teaching and learning and use of external influence to improve.

Non-mandatory governor training sessions are positively received by those in attendance. However, attendance figures are low compared to the number of governors / governing bodies. We need to continue to

promote these sessions to improve attendance. We will pilot a termly governor newsletter.

Strong progress, addressing the priority in most aspects. Only minor aspects require further attention.

Work in partnership to develop a sustainable education system.

- 2.3 Swansea has maintained the quality of educational provision for learners against a challenging financial context and continuing funding uncertainty.

We have continued to engage constructively with stakeholders through the School Budget Forum, School Improvement Board and other working groups, encouraging an increasingly 'self-supporting' school network, sharing good practice, experience and ideas.

Swansea has continued to prioritise (relatively) the delegated schools budget and areas of pupil specific support, maintaining the consistent longer term 'one education budget' strategy and the principles approved with the Council budget.

We have successfully reviewed and implemented new models of service provision, in line with budget strategy and the medium term financial plan.

We have successfully progressed statutory school proposals to better balance the demand for, and availability of appropriate provision for learners.

Uncertainty regarding funding arrangements is a great challenge and a huge concern. It threatens the sustainability of the whole school system and the Education Directorate.

Maintaining the speed of progress to deliver enhanced facilities and accommodation for learners against a context of continuing 'gaps' in capacity across the Council (for example, legal, corporate building services, finance, procurement and within the Education Directorate) is a challenge.

Strong progress, addressing the priority in most aspects. Only minor aspects require further attention.

Embed the new additional learning needs (ALN), wellbeing and behaviour strategies.

- 2.4 All schools inspected during the 2018-2019 academic year received an 'excellent' or 'good' judgement for care, support and guidance.

The draft Behaviour Policy has been approved by the Education Other Than At School (EOTAS) Steering Committee setting out a graduated response to meeting the emotional and behavioural needs of learners in Swansea with an emphasis on understanding needs at an early stage so as to align interventions that prevent an escalation that requires statutory services, education otherwise than at school or independent/out of county education.

The Pupil Referral Unit was inspected and achieved good judgements in all inspection areas.

The review of EOTAS services has progressed and a structure approved by EOTAS Steering Group.

The Well-being Strategy is drafted in terms of a definition, principles, model of understanding but does now need an implementation plan that aligns with the proposed developments in integrated family support services.

The additional learning needs (ALN) strategy is in place and good progress has been made in raising awareness and engaging schools with the school readiness survey. There has been well-regarded contributions at a regional level and new regional strategy has been developed. An ALN Strategy and Implementation Steering Group has been set up and met twice. Capacity in the ALN team is constrained by problems recruiting to key posts as well as the volume of operational work and potential for litigation. This has hampered further development work however, good progress was made in the summer term. Regional working has been affected by queries regarding grant funding and allocation.

The impact of the implementation of the ALNET Act 2018 and Code has been flagged as a risk to the Council.

The contractor for the new build PRU went into receivership delaying the delivery of the new build. The closure of the Brondeg KS4 site and the inspection hampered progress over the year along with some key staffing issues. These have now been resolved.

The Behaviour Policy and Plan is to be discussed by Cabinet and Corporate Management Team and consultation on the new EOTAS structure commenced.

Further work on the Well-Being Strategy to align with integrated family services is needed.

Emotional and mental well-being will be a key theme in our work with schools in the 2019-2020 academic year including a theme for a cross-phase headteacher conference.

Satisfactory progress, addressing the priority in many aspects. A few significant aspects require significant attention.

Ensure all learning opportunities take place in safe environments.

- 2.5 All schools inspected by Estyn during the 2018-2019 academic year met requirements and gave no cause for concern for safeguarding.

Good quality child protection training has been provided in Swansea schools with 98% positive feedback rate.

The safeguarding and child protection training has been reviewed and is now more aligned with the messages being delivered corporately and on a multi- agency level.

There is improved collaboration between the Child Protection and Safeguarding Officer in Education and the Health & Safety Officer for Schools which has improved the oversight of the LA on safeguarding and general safety in schools.

Safe recruitment training is provided by human resources (HR). Not all schools have recruited safely but these are few in number. We challenge governors when this occurs.

Not all schools include contact details for designated safeguarding people to the back of child protection policies. Again, few in number and we challenge governors when this occurs.

Strong progress, addressing the priority in most aspects. Only minor aspects require further attention.

3.0 Band B Scoping and Delivery

- 3.1 The programme to transform Swansea's schools' estate continues with access to capital investment through the approved Council's 21st Century Schools Strategic Outline Programme (SOP). The approved programme envelope is £149.7m, since amended to £149.5m, to reflect the reciprocal increase in the Band A programme. This is subject to the approval of individual project business cases. The individual forecast project cost at SOP stage is subject to review as the project intelligence is increased with for example ground investigations, other surveys, and the identification of abnormal costs. This is defined in the strategic and outline business cases and finally the full business case when approval of the final project cost is sought from Cabinet and Welsh Government (WG)
- 3.2 Gorseinon Primary is carried over from Band A. This is a new build 1.5 form entry primary school future proofed to 2 form entry to replace the current category C and C- condition buildings that are currently located across split sites. The revised FPR7 and change request to WG for the

value of £6,882,392 were approved in February 2019. Work started on site in June 2019, and the new playground was completed and opened to the public in July 2019. The car park installation, foundations, contractor cabins, vibro-piling, and footings are completed and the steel frame is now being erected. South Wales Sports Grounds have commenced their works to the all-weather and MUGA. The school is on schedule to open to pupils in September 2020.

- 3.3 The £9.642m new build, bespoke Pupil Referral Unit (PRU) facility on the Cockett House site is now under construction. The PRU is scheduled for completion in August 2020 and is due to open to pupils in September 2020. The proposed new build for Welsh medium YGG Tan-y-lan at Beaconsview Road, Clase obtained planning permission in May 2019 and has now been tendered and it is anticipated that the construction phase will commence in January 2020. This new build will enable the capacity to increase from 130 to 420 places plus nursery; an additional 290 places plus nursery. The total estimated cost of the new build for YGG Tan-y-lan is £9,899,873.67. Of that £1,018,548 is to be 100% funded by WG against the Welsh-medium grant, with £8,881,325.67 remaining cost against the overall Band B programme envelope. It is expected that the new school build will open to pupils in September 2021, subject to Cabinet and Welsh Government approvals.
- 3.4 The proposed new build for another Welsh medium primary; YGG Tirdeunaw obtained planning permission in September 2019 and is due to be tendered in early October 2019. This new build will enable the capacity to increase from 420 to 525 places plus nursery; an additional 105 places plus nursery. The school is currently situated at the former Daniel James Comprehensive School site. The new build will be co-located on part of the current YGG Bryntawe site in Penlan. The total estimated cost of the new build for YGG Tirdeunaw at outline business case stage was £12,207,153. Of that £1,270,265 is to be 100% funded by WG against the Welsh-medium grant, with £10,936,888.28 remaining cost against the overall Band B programme envelope. Once a contractor is appointed and the construction programme is available the date that the school is likely to open to pupils will be confirmed.
- 3.5 The proposed extension and remodelling to Welsh medium secondary school Ysgol Gyfun Gŵyr to increase capacity by creating an additional 195 giving an overall capacity of 1273, obtained planning approval in May 2019 and is due to be tendered by the end of September 2019. The total estimated cost of the project for Ysgol Gyfun Gŵyr at outline business case stage was £7,413,255. It is planned to commence construction in spring 2020 with a phased handover from April to September 2021.
- 3.6 The first stage contract has been awarded for the pre-construction phase works for the remodelling, refurbishment and extension of Bishopston Comprehensive School to address condition and suitability issues. The total estimated cost of the project at outline business case

stage was £11,865,981.7. At this stage, it is anticipated that work will start on site in summer 2020, with a phased completion extending to spring 2022.

- 3.7 The strategic outline business case for the provision of a new special school is progressing. The project team, which includes key stakeholders, has explored possible options and the scope of the project is currently being refined.
- 3.8 The new school build will be intended to meet the increased demand for pupils with Profound and Multiple Learning Difficulties, Moderate Learning Difficulties and Autistic Spectrum Disorder (ASD).
- 3.9 The requirements for residential accommodation are being assessed in consultation with Social Services.
- 3.10 The needs and impact on other groups of learners is currently being assessed notably for pupils with high functioning ASD and Social and Emotional and Behavioural Disabilities (SEBD) and Emotional and Behavioural Disabilities (EBD) pupils, but also considering the impact on Specialist teaching Facilities (STF) and EOTAS provision.
- 3.11 It is planned to submit the strategic outline business case to WG this term, and to seek approval to consult on the amalgamation of the existing special schools and increased planned places and associated provision to meet the needs of the existing and future pupils within the county in spring 2020.
- 3.12 The Well-Being of Future Generations (Wales) Act underpins the programme to transform Swansea's schools by taking a long-term approach to the development, maintenance and improvement in schools in relation to demographic trends and household projections. We work closely with Corporate Building services and other services within the Council to ensure that developments will meet demands in the future and any new and existing buildings are as energy efficient as possible and/or carbon neutral.

4.0 Education Regional Working (ERW)

- 4.1 ERW is a partnership of six local authorities: Swansea, Neath Port Talbot, Powys, Ceredigion, Carmarthenshire, and Pembrokeshire Councils. The purpose of consortia is outlined in the national model for regional working and seeks to outline how ERW will deliver a single school improvement service on behalf of Swansea. Key functions of ERW include; developing school improvement strategies that improve learning and teaching and leads to improvements to pupil attainment at all levels and across all contexts. It includes data collation, analysis, and delivery of the model of national categorisation. It includes supporting the development of school leadership and delivery of the new Curriculum for Wales 2022 and the Welsh Medium Education

Strategy. ERW has been reviewed and reformed during the last two academic years with the Joint Committee agreeing new core functions, namely developing leadership, professional learning for new curriculum and curriculum design. In addition, Joint Committee has agreed a new staffing structure. The LA retains its challenge advisers for school improvement activity and has rationalised curriculum support staff.

- 4.2 The national system for the categorisation of schools has produced a consistent approach that has supported schools in their self-evaluation and planning development via a core entitlement. Schools in Swansea have shown improvement for the fourth successive year under the Welsh Government's school categorisation system. The results published show a record number of schools have very good capacity to self-improve. Under performance in schools is challenged and support is provided for schools to improve performance through school-to-school collaboration and partnership working. Consortium working has also ensured greater challenge to Swansea schools. Swansea has benefited from capacity building grants targeted at schools causing concern and has received some financial recompense to support schools within and beyond the local authority. Swansea benefits from receiving support and challenge that is consistent with other local authorities.
- 4.3 ERW have also provided support for new qualifications in secondary schools and improved support to prepare schools for greater digital competence. Schools now benefit from a range of virtual networks, consistent guidance on Welsh as a second language within and outside the classroom. Support for vulnerable learners has been co-ordinated by the regional service via training for attachment aware schools. Joint conferences and training between Neath Port Talbot and Swansea have also been arranged to reduce duplication and pool resources.
- 4.4 Although ERW has produced a number of benefits for schools and pupils in Swansea, a report by Estyn that examined the effectiveness of ERW concluded that the region is improving more slowly than others in Wales are. Other challenges include reconciling different priorities within the region. For example, the ERW footprint includes a large rural region and rural issues can predominate and can be reflected in the allocation of funding across the region. In addition, there has some contention between schools' perceptions of ERW in relation to its role in challenging performance and schools feeling that it causes increased workload. A significant review of ERW, the model, delivery and governance is nearing completion. However, the new structure has not attracted permanent post-holders, new governance arrangements have yet to be approved by the Joint Committee, the future funding arrangements are not finalised, one partner authority has issued a notice of intent to withdraw from the consortium and new functions are not understood by stakeholders.

4.5 ERW strategies support the five ways of working contained within the Well-Being and Future Generations (Wales) Act such as collaboration and integration. These are promoted through the work of the school improvement officers. Schools and school improvement officers also work to ensure that relevant objectives of the PSB, such as children are safe and develop to their full potential, are fulfilled.

5.0 School Improvement

5.1 ERW has historically been charged with the development of school improvement strategies across the region. The outcomes of these strategies are measured on a local level in terms of pupil attainment and school inspections. However, during the 2018-2019 academic year, it was agreed that challenge advisers remain under local employment and that the responsibility for school improvement remains with local authorities.

5.2 Swansea has a strong track record of pupil performance, although there are variations in performance at different phases (ages). Performance at foundation phase (age 7) shows a positive trend of improvement during the last five years (although the overall foundation phase outcome indicator remains below the national average and Swansea's rank position has fallen over time). Overall, performance at foundation phase is adequate. Work is planned to improve provision at foundation phase by supporting newly qualified teachers, ensuring that there is regular contact between foundation phase co-ordinators, improving readiness for schools and by identifying and sharing best practice between schools. Work is taking place to support schools with baselines and moderation for pupils on entry to school. In addition, it is anticipated that school readiness will be improved by closely linking to our Poverty Strategy, which aims to improve outcomes for children in their early years.

5.3 Performance at key stage 2 (age 11) shows a positive trend of improvement during the last five years and currently ranks as 13th in Wales representing an improvement from 2015-2016. The rate of improvement is slower than the national rate of improvement during the last three years. However, current performance shows Swansea on a par with the national average.

5.4 Performance at key stage 3 (age 14) shows year upon year improvement during previous years. Teacher assessments at key stage three are no longer reported on in Welsh Government core data packs. Changes in accountability have led to modest declines across Swansea. The proportion of pupils achieving the core subject indicator declining by around four percentage points from the previous year to 83.9%. The decline nationally was two percentage points to 86.2%.

- 5.5 Performance at key stage 4 (age 16) between 2012 and 2019 is overall very strong with Swansea schools comparing very well against many local authorities in most indicators. Furthermore, comparisons with the national averages across all main indicators has been favourable over time during this period. During the academic years 2017-18 and 2018-19, Welsh Government has introduced changes to qualifications and performance indicators. Given this backdrop, it is more difficult to make comparisons with other local authorities. However, overall performance in the new interim measures and at the subject level remains comparatively strong. In 2018-19, the level 2 inclusive measure fell by 6.5 percentage points. The fall is partly due to the new rule applied to school performance measures of “first grade counts”. Further analysis of 2018-19 outcomes will take place as more comparative and value added data becomes available later in the autumn term.

At key stage 5, improvements were seen in Swansea across most indicators. The overall pass rate of 97.9% (97.6% 2018) is above the Welsh average. Achievement in the top grades of A*-A was very strong at 28.4%.

- 5.6 Schools are continue to follow the national literacy and numeracy framework, ensuring that there is a clear strategy for schools.
- 5.7 The exchange of best practice, learning and collaboration between schools in Swansea is at the heart of our approach to school improvement. Collaborative activities have recently focused on improving digital skills in relation to the roll out of the Digital Competence Framework and efforts to promote the take up of STEM subjects support the long-term aim of ensuring that young people are equipped with right skills and qualifications for the new economy and the Swansea Bay City Deal. Our ways of working are aligned to the Wellbeing of Future Generations Act.
- 5.8 Extended funded
- Schools have received extra funding from Welsh Government to assist with the professional development and learning of teachers in the light of changes to the curriculum. Many schools have started to use this money to promote evidenced-based strategies that will support teachers in the delivery of the new curriculum. Schools will discuss their plans and evaluations with challenge advisers during support visits.
- 5.9 Not in Employment Education of Training (NEETS)
- Officers are currently completing an audit of schools’ support and provision for vulnerable learners who are most at risk of becoming NEET. Working in collaboration with Young People’s Services, the audit will assess current provision, identify good practice and set out

recommendations for improvements. Every secondary school will be required to answer a series of focused questions as part of a one to one interview with the Coordinator for Education Skills. Questions will relate to the use of in-house support, use of external support, European projects and the use of data to identify learners and monitor outcomes. To date, interviews have taken place in 11 secondary schools and the Pupil Referral Unit. The audit will be used to write a report due to be completed in October 2019.

6.0 Partnership Working including Swansea Skills Partnership

6.1 Digital Capacity

The Well-Being of Future Generations (Wales) Act underpins the work of Digital Capacity Sub Group within Swansea's Skills Partnership/ Partneriaeth Sgiliau Abertawe (PSA). Collaborative work supports the key aim that all learners in Swansea have the digital skills and opportunities to be able to thrive in the current and future digital climate. The group is made up of associates from different departments of the council, colleagues from local colleges and universities and digital skills training providers. Local businesses and digital industries have also provided input on what they feel would be beneficial skills for our learners to possess. The group has a three year (2019-2022) action plan to:

- change the perception of *Digital in Education*;
- provide opportunities for learners through Employer Engagement;
- improve Digital Work Based learning;
- develop and recruit staff for digital occupations; and
- share good practice between education phases

Firm partnerships have been forged to ensure effective delivery. The work will be reported back to the education and skills policy development committee, who made recommendations to Cabinet in this area.

6.2 Advice and Guidance

The Well-Being of Future Generations (Wales) Act underpins the work of PSA's second sub-group to enhance the quality of education, learning and skills within the city. The development of better advice, information and guidance for vocational education and careers that are given to young people aged 14 – 19 is the primary aim of this sub-group.

The integrated partnership with representatives from Swansea Council, Careers Wales, Gower College Swansea, Neath Port Talbot College, Coleg Sir Gâr and secondary headteachers has developed a three year (2019-2022) action plan to:

- conduct an audit of vocational education offered at pre 16, sixth forms and colleges;
- work collaboratively with Careers Wales in providing good quality advice; information and guidance (current strategy and future plans);
- develop a web platform to present all opportunities to learners in one place;
- develop a transition protocol between school (pre16) and post 16 opportunities; and
- provide opportunities for learners through employer engagement activities.

The work will be reported back to the education and skills policy development committee, who made recommendations to Cabinet in this area.

6.3 Cynnydd

The Cynnydd project continues to provide much needed support for our most vulnerable school pupils. The current project will continue until the end of the academic year 2021-2022 with appointed learning coaches in every school offering a range of support including one-to-one mentoring, group activities, completing recognised qualifications and accompanying learners on programmes designed by external providers. Learning Coach Meetings take place once per half term.

A new Swansea framework of external providers was established in September 2018 for schools to access procured provision through the project. Allocated funds are being used with popular provision being Gower College kick-start programme, Military Preparation and Training College and Down To Earth. Schools now use the local framework and are no longer required to access provision via the Pembrokeshire framework. As a result, the process is streamlined.

Sustainability of the project is being discussed with schools taking on examples of good practice from Cynnydd into their own school environments. The Junior Academy at Gower College began in September 2019 as a long-term exit strategy for learners engaged with the Cynnydd project.

6.4 Junior Academy at Gower College Swansea

Gower College Junior Academy (known by Welsh Government as Junior Apprenticeships) is a full time career focussed learning programme for 14-16 year olds, designed to develop the skills needed to progress into employment, higher level vocational courses or apprenticeships at the age of 16.

Learners attend the college and study a chosen vocational pathway instead of a traditional school route. The programme began in

September 2019 with around 20 pupils from four secondary schools; Pentrehafod, Dylan Thomas, Bishop Vaughan and Penyrheol. It is currently progressing well with a good level of engagement and high attendance from the groups.

6.5 MyChoice

MyChoice is a new development that is unique to Swansea as a local authority. It is an impartial and unbiased web based platform that will allow year 11 learners in Swansea to search and apply for education courses in the area. In the first instance, the facility will include all Swansea sixth forms, Gower College Swansea, Neath Port Talbot College and Coleg Sir Gar. It is the intention to add apprenticeship and traineeship opportunities via the website in the future.

All secondary schools in Swansea (including seven with sixth forms), Gower College Swansea, NPT College and Coleg Sir Gar will use the system this year.

Headteachers, Careers Wales and school staff have been informed and involved at every stage in the process and are ready to use.

6.6 Swansea Learning City

The focus of the Swansea Learning Festival in April 2019 incorporated the themes of the UNESCO Swansea Learning City Status:

- innovative;
- entrepreneurial; and
- inclusive.

The aim of the Learning Festival was to increase opportunities and involvement in Lifelong Learning, promote a culture of learning, celebrate learning activity in the city and create a legacy of learning from the festival. Project work took place in schools leading up to the festival and a Taster Day was held in mid-March to promote the festival and encourage participation.

The festival included Learning for Life opportunities in information technology, art, music, languages and local history. Learning for Employment opportunities with accredited short courses including First Aid, Food Hygiene and Construction. A schools programme, family learning in the community and an entrepreneurship focus including inspirational speakers and business start-up workshops. It also included learning exhibitions and participative demonstrations in city centre venues including in Castle Square and the Market.

The activity was promoted via the Council and partners' websites, a festival brochure and social media #swansealearningcity #gwylddysguabertawe.

During the festival over 9000 participants took part in 300 activities across the county, in over 100 venues and involving over 130 partners.

The legacy of the festival includes the participation of new learners, learners achieving accreditations and the continuation of partnership working.

7.0 School Estate, Planning and Resources

7.1 The planning of the school estate can be considered above as part of QEd programme with consistent prioritisation of available annual structural maintenance for schools to manage day to day premises matters with Facilities Management. Future plans include further development of clear guidance to schools on maintenance priority needs informed by updated condition surveys and wider technical advice.

7.2 Schools continue to benefit from the local authority's annual capital maintenance programme, which is prioritised on the basis of risk and is consistent with 21st Century Schools Programme schemes that are targeted at schools where there is the greatest need. Work is continuing to validate updated condition and suitability assessments.

8.0 Pupil Health & Safety - efforts to tackle problem of vehicles / air pollution outside schools as well as improving safety around schools

8.1 Vehicle Safety

- All education establishments have been risk rated through a desk top exercise involving Nicole Overton, Jeff Green and Kevin Williams. This has been based on local knowledge and each school had been RAG rated. This has now highlighted priority visits and the need to undertake additional assessments.
- Nicole Overton is currently meeting with all cluster groups to discuss the issues around traffic management within the grounds of the school (education land) and on the highway. The traffic management guidance is being discussed within the clusters to make them aware of the process and how schools will be assessed moving forward. This raising the profile and allowing schools to take ownership of the assessment process.
- Nicole Overton has committed to undertake all red rated schools (10 in total) and 40% of the amber schools within 6 months.
- The traffic management plans will be completed and highlighting any remedial work and this may include improved management systems and engineered controls. There will need to be some discussion over funding of schemes as school budgets may not cover all essential remedial work.

8.2 Safety around the school

- 12 schools have been booked in for details and comprehensive audits and inspections for this academic year. This will be undertaken jointly with the education safeguarding officer and where required detailed action plans will be issued and also circulated to the challenge advisor for monitoring if required.
- In addition to these visits, pre Estyn inspections will be prioritised for any school that receives notification of inspection. As this has been extremely valuable in preparation for inspection, but also to reinforce the safety measures that are currently in place with each school.
- Root cause from all accident/ near miss events continue to be assessed, thus highlighting any measures that can be undertaken to prevent a reoccurrence. Where these are being highlighted, Corporate Health Safety Emergency Management and Wellbeing Service (CHSEMWS) will circulate alerts to all schools to make them aware of additional controls that may be required.
- Lock down awareness training continues to be delivered across all schools and this has now been extended to school assemblies. We are focussing on environmental impacts or community disturbances, this reducing any anxieties for the pupils, but highlighting the method of communication for pupils to return into school safely. The communication will apply to any given situation where movement of pupils is to be restricted - whatever the threat.
- Bespoke training is being delivered where possible to school staff and this includes child handling, first aid, defibrillator awareness. This has been delivered upon request.
- Diabetes awareness training continues to be delivered and monitored. Over 100 staff members have been training last academic year through collaborative working with ABMU to support pupils with health care needs.
- Continuation of a proactive programme of inspections to highlight any significant issues, but to also share best practice.

8.3 Air Pollution

The Pollution Control and Private Sector Housing Team currently assess local air quality in accordance with Welsh Government Policy. There are several monitoring sites around Swansea that have been created in order to quantify the exposure for school children on their way to school. Currently there are no exceedances of the National Air Quality Objectives for Nitrogen Dioxide at school sites being monitored.

9.0 School Governors

The training programme for new governors has been amended to include references to governors responsibilities in relation to the environment and to health and wellbeing issues. There are plans to introduce a governor forum and this will provide further opportunities to offer training, information, discussion and awareness raising around how governing bodies can consider environmental opportunities and their environmental responsibilities.

10.0 Attendance

All Swansea schools have the SIMs data monitoring and recording systems. This allows a consistent approach to registration and recording of all pupils in every school. The use of SIMS enables data to be analysed and identifies any issues. The data is used to track pupils, check on attendance at lessons and identify vulnerable groups.

Schools work in partnership with the Education Welfare Service to address issues of attendance and welfare. Attendance under 80% persistent absence and 90% irregular attendance checks are undertaken two weekly, this identifies pupils of concern. Actions are agreed from this meeting and the reports are kept on file.

If a school is quartile 4 then the headteacher, Attendance Officer and Education Welfare Officer will complete a School Attendance Action Plan that will have specific objectives to improve attendance, this is reviewed termly.

Register checks and audits are undertaken regularly.

11.0 Legal Implications

11.1 There are no specific legal implications contained in this report.

12.0 Financial Implications

12.1 The capital and revenue implications of the report are included within the capital programme and revenue budgets.