



Dinas a Sir Abertawe

Hysbysiad o Gyfarfod

Fe'ch gwahoddir i gyfarfod

Panel Perfformiad Craffu - Addysg

Lleoliad: Cyfarfod Aml-Leoliad - Siambr y Cyngor, Neuadd y Ddinas / MS Teams

Dyddiad: Dydd Llun, 13 Chwefror 2023

Amser: 3.00 pm

Cynullydd: Y Cynghorydd Lyndon Jones MBE

Aelodaeth:

Cynghorwyr: A Davis, A M Day, B Hopkins, Y V Jardine, S M Jones, S Joy, S E Keeton, J D McGettrick, H M Morris, F D O'Brien, A J O'Connor

Aelodau Cyfetholedig: Beth Allender a/ac Elizabeth Lee

Agenda

Rhif y Dudalen.

- 1 Ymddiheuriadau am absenoldeb.**
- 2 Datgeliadau o fuddiannau personol a rhagfarnol.**
www.abertawe.gov.uk/DatgeliadauBuddiannau
- 3 Gwahardd Pleidleisiau Chwip a Datgan Chwipiau'r Pleidiau**
- 4 Cofnodion** **1 - 3**
- 5 Llythyr** **4 - 11**
- 6 Cwestiynau gan y Cyhoedd**
Gellir cyflwyno cwestiynau'n ysgrifenedig i'r adran craffu craffu@abertawe.gov.uk tan ganol dydd ar y diwrnod gwaith cyn y cyfarfod. Cwestiynau ysgrifenedig sy'n cael blaenoriaeth. Gall y cyhoedd ddod i'r cyfarfod a gofyn cwestiynau'n bersonol os oes digon o amser. Mae'n rhaid bod cwestiynau'n berthnasol i eitemau ar ran agored yr agenda a byddwn yn ymdrin â hwy o fewn cyfnod o 10 munud.
- 7 Craffu ar y gyllideb flynyddol: am ei bod yn ymwneud â materion br addysg** **12 - 15**
Roedd y Cynghorydd Robert Smith (Aelod y Cabinet dros Blant, Addysg a Dysgu Gydol Oes) a Addysg Cabinet Papers 16/02/2023 (ar gael ar-lein o 10/02/2023)

8 Crynhoi Barn a Chyflwyno Argymhellion

9 Cynllun Gwaith

16 - 17

Cyfarfod nesaf: Dydd Iau, 16 Mawrth 2023 am 4.00 pm

Huw Evans

Huw Evans
Pennaeth y Gwasanaethau Democraidd
Dydd Llun, 6 Chwefror 2023

Cyswllt: Craffu

Agenda Item 4



City and County of Swansea

Minutes of the **Scrutiny Performance Panel – Education**

Remotely via MS Teams

Thursday, 19 January 2023 at 4.00 pm

Present: Councillor L R Jones (Chair) Presided

Councillor(s)

A M Day
S Joy
F D O'Brien

Councillor(s)

B Hopkins
S E Keeton
A J O'Connor

Councillor(s)

Y V Jardine
J D McGettrick

Co-optee/s

B Allender
E Lee

Other Attendees

| | |
|------------------|---|
| Robert Smith | Cabinet Member for Education and Skills |
| Cressy Morgan | Cluster Link Officer Partneriaeth |
| Adrian Smith | Cluster Link Officer Partneriaeth |
| Andrew Owen | Commissioned Headteacher |
| Kerina Hanson | Commissioned Headteacher |
| Gareth Rees | Headteacher Pontarddulais Comprehensive School |
| Sue Bradshaw | Chair of Governors Pontarddulais Comprehensive School |
| Helen Talaat | Headteacher Pengelli Primary School |
| Chris Scott | Chair of Governors Pengelli Primary School |
| Alison Norman | Headteacher Pontlliw Primary School |
| Sarah Burns | Headteacher Penllergaer Primary School |
| Gareth Davies | Headteacher Pontarddulais Primary School |
| Claire Bate | Deputy Headteacher Llangyfelach Primary School |
| Michelle Kidwell | Chair of Governors Llangyfelach Primary School |

Officer(s)

| | |
|------------------|----------------------------|
| David Thomas | School Improvement Advisor |
| Michelle Roberts | Scrutiny Officer |

Apologies for Absence

Councillor(s): S M Jones

29 Disclosure of Personal and Prejudicial Interests

None

30 Prohibition of Whipped Votes and Declaration of Party Whips

None

31 Minutes

The minutes of the 15 December 2023 were accepted by the Panel.

32 Letter/s

The Panel accepted the letter sent to the Cabinet Member following the Panel meeting on the 15 December 2023.

33 Public Questions

No public questions were received.

34 Schools Scrutiny Session - Progress with Introduction of the New Curriculum for Wales

The Panel was pleased to meet the Head and Chair of Governors from Pontardulais Comprehensive School and each of the schools in the cluster of Primary Schools feeding into the Comprehensive School, including Pengelli, Pontlliw, Penllergaer, Pontardulais and Llangyfelach Primary Schools. They were also interested to hear about the support provided to the cluster by the School Improvement Service, the Commissioned Headteachers and Partneriaeth.

The Panel were keen to discuss with them how the new Curriculum for Wales was being implemented on the ground and how the work being done at each Primary School in the Cluster was being brought together as pupils made the transition to the Comprehensive School.

The Panel had a set of key questions they discussed with the cluster, these included:

- a) How is it going so far?
- b) What are you finding most challenging?
- c) How are you supporting your teachers and school staff to transition to the new curriculum?
- d) How are you working together as a cluster to ensure a consistency of approach?
- e) How are you taking learners along with you on this journey?
How is information about the new curriculum being shared with the learners?
How are the learners responding to the new curriculum, particularly those who have had experience of both systems?
- f) How do you feel about the support you have received from the local authority and Partneriaeth?

The Panel were glad to hear from them first-hand about how the cluster were working as a team, as well as listening to their successes and the issues that they faced and how they worked together to overcome these.

The Panel were grateful to the team at each school for taking the time to join them and gave a big thanks for their enthusiasm and for the fantastic work they are doing.

The discussion, the Panels thoughts from the session and any recommendations will form part of the letter that will be sent to the Cabinet Member following the meeting.

35 Work Programme 2022-2023

The Panel agreed to look at School Attendance in the new municipal year. The Work Programme was agreed.

36 For Information - Recent Individual School Inspection Outcomes List

The individual school inspection outcomes list was noted by the Panel.

The meeting ended at 6.20 pm

Chair

Agenda Item 5



To:
Councillor Robert Smith
Cabinet Member for Education and Skills

BY EMAIL

Please ask for: Michelle Roberts
Gofynnwch am:
Scrutiny Office 01792 637256
Line:
Llinell
Uniongyrchol:
e-Mail scrutiny@swansea.gov.uk
e-Bost:
Date 1 February 2023
Dyddiad:

Summary: This is a letter from the Education Scrutiny Performance Panel to the Cabinet Member for Education and Learning following the meeting of the Panel on 19 January 2023, where the Panel looked the New Curriculum for Wales, meeting with the Headteachers and Chairs of Governors from the Pontarddulais Comprehensive School cluster.

Dear Cllr Smith,

Education Scrutiny Performance Panel – 19 January 2023

We were pleased to meet the Headteachers and Chairs of Governors from Pontarddulais Comprehensive School and each of the cluster of Primary Schools feeding into it, including Pengelli, Pontlliw, Penllergaer, Pontarddulais and Llangyfelach Primary Schools. The Panel would also like to thank you, Partneriaeth Link Officers, the School Improvement Service and the two Commissioned Headteachers for your input.

I along with the Panel, were keen to discuss with them how the new Curriculum for Wales was being implemented on the ground and how the work being done at each Primary School in the cluster was being brought together as pupils made the transition to the Comprehensive School.

We were encouraged to hear Headteachers in the cluster believe that the new curriculum itself is excellent in principle, because it is skills based, progressive and is relevant to the children and their experiences and needs. Although, they did say there is far more work involved in constructing this curriculum than anyone envisaged at a school level and particularly at the national level. We did recognise the amount of work that has been done for this cluster.

OVERVIEW & SCRUTINY / TRUSLOW A CHRAFFU

SWANSEA COUNCIL / CYNGOR ABERTAWE

GUILDHALL, SWANSEA, SA1 4PE / NEUADD Y DDINAS, ABERTAWE, SA1 4PE

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I dderbyn yr wybodaeth hon mewn fformat arall neu yn Gymraeg, cysylltwch â'r person uchod
To receive this information in alternative format, or in Welsh please contact the above

We heard about the good communication links between the primary schools and the comprehensive school and the transition work taking place as pupils move to secondary education, which we understand, is not just simply a transition day for the pupils, but is an ongoing process designed to be a continuation of their learning. We were pleased to hear how the cluster puts a strong emphasis on joint working and not just in terms of the new curriculum.

We asked about how the new curriculum provides for children with Additional Learning Needs (ALN). We were pleased to hear that, because the new curriculum is based upon progression, you can cover the same general topic with all pupils and they will perform to their ability. The schools by using the new curriculum can provide for ALN pupils and the more able and talented pupils within the same work, because they are looking at what the child themselves is able to do. We were interested to hear that the cluster has a progression map which goes from age 3 to 16 years.

We heard from the Commissioned Headteachers that they look at the Pontarddulais cluster with a little bit of envy because they have such got a good way of working together, which had become clear across all their visits to the schools. They agree that there is a well-developed shared and collaborative working approach across the cluster that has led to a clear development of progression.

We were keen to hear from the schools about how they have developed a shared understanding of what they mean by progression and how children will be working along their learning journey. We recognise that this must be challenging because each school will have their own approach to their curriculum and this can be difficult for any cluster of schools. Although, we understand that the Pontarddulais cluster is dealing with this by having a shared understanding of what is meant by progression of a child's journey.

We do recognise that different clusters across Swansea are at different stages in their journey to introduce the new curriculum but felt that a lot can be learnt from the work that has been carried out in this cluster of schools. We also understand that one of the advantages of this cluster is that all of the primary schools feed into the secondary school. We recognise that this is not always the case across Swansea schools, so it could be more complex to take that model to other clusters.

We were keen to explore the challenges the schools have faced and how they are working as a cluster to overcome them. Headteachers told us about four of the main challenges they have and continue to face in introducing the new curriculum including: time, financing (releasing staff particularly difficult), pressure on staff and workloads and the importance of ensuring a consistency of messages across the cluster.

Schools explained that the financial help they received to release staff for meetings had contributed to the success of the cluster, we would therefore hope that this financial help will be continued.

We would be interested to hear how this and other good practice in relation to cluster working is being shared across schools in Swansea, because we understand that other clusters are at a much earlier stage in their path to introducing the new curriculum. We want to ensure that as expertise is developed in different schools and clusters that other schools are able to benefit from this.

We have learnt so much from the meeting that we felt it was important to note this down, so that it can be shared. We have therefore appended a short note to this letter.

It was great to hear first-hand about how the cluster are working as a team, as well as listening to the successes and the challenges they face and importantly how they are working together to overcome these. We are very grateful to the team at each school for taking the time to join us. Also, we wished to give a big thank you for their enthusiasm and for the fantastic work they are doing.

Since the meeting, I have taken the opportunity to personally telephone each headteacher who attended to thank them on behalf of the panel and stressed how much we appreciated the work they are doing.

Your Response

We would welcome your comments on any of the issues raised in this letter but could we please have your formal written response to the following questions raised by 22 February 2023.

- How is this and other good practice in relation to cluster working being shared across schools in Swansea?

Yours sincerely

COUNCILLOR LYNDON JONES

Convener, Education Scrutiny Performance Panel

Cllr.lyndon.jones@swansea.gov.uk

Education Scrutiny Performance Panel 19 January 2023. Meeting with the Pontarddulais Cluster of schools to look at how they are introducing the New Curriculum for Wales

Some of the learning points the Panel took away from the session. Includes the cluster having:

- A shared understanding of what the cluster means by progression.
- Continuum of learning between primary and secondary schools.
- Buy in, enthusiasm and excitement in what the new curriculum can do for its pupils.
- Positive and constructive challenge across the cluster, but always in partnership and in a supportive way
- Regular meetings of the six headteachers where they talk about progress and ideas openly and frankly.
- Good development support and brokerage of professional learning.
- Ensuring teaching staff themselves, have the knowledge and the confidence to deliver what is a brand-new curriculum.
- Consistency of approach in relation to progression across the cluster.
- An agreed journey of progression across the cluster.
- Willingness to consider and take on board the input and views of others.
- Joint working and sharing of experience.
- Engaging with wider stakeholders.
- Shared understanding of approaches.
- Cluster days, see as beneficial (dialogue amongst staff, thrashing out ideas, concepts, approaches and having a shared vision of where our children are and where we would like them to be as they reach the comprehensive school)
- Time and encouragement of/for staff to try new things out and to evaluate and develop further.
- Taking staff along with you in the journey, ensuring their views are considered; ensuring it is a whole school journey.
- Fully involving and including pupils on the journey.
- Fully involving and including school governors in this journey.
- Recognising that everybody in the school is a learner especially in introducing the new curriculum, teachers, pupils and school governors.
- Regularly reviewing what they are doing and including stakeholders in this process, particularly pupils and school governors.
- Joint training, development and inset days.
- Recognising this is a process of continuing development.
- That this is a collaborative process and it cannot be done alone.
- Main challenges identified:
 - Time - don't underestimate what a massive piece of work this is.
 - Financing - releasing staff for development work very difficult (accessing extra money's through grants helps make this a success)
 - Staff workload and pressure.
 - Ensuring consistency of messages across the cluster.

Councillor Lyndon Jones
Convenor
Education Scrutiny Performance Panel

(By Email)

Please ask for: Councillor Robert Smith
Direct Line: 01792 63 7429
E-Mail: cllr.robert.smith@swansea.gov.uk
Our Ref: RS/CM
Your Ref:
Date: 19th January 2023

Dear Councillor Jones

EDUCATION SCRUTINY PERFORMANCE PANEL – 15 DECEMBER 2022

Swansea Music's Response to a Letter from the Education Scrutiny Performance Panel to the Cabinet Member for Education and Learning following the meeting of the Panel on 15 December 2022 where the Panel looked Education performance against priorities, progress with the Estyn Inspection recommendations and Swansea Music.

Question 1: How will the core responsibilities to support and raise standards will be realised for schools who cannot afford to purchase the support?

In 2021, Swansea Music redesigned the Service Level Agreement offer to schools with the support from head teachers, Swansea Music staff and local authority officers. This new, flexible SLA model, launched to schools in September 2021, allows schools to buy back their music provision with Swansea Music, using their delegated music budget with a number of choices:

- Choice to bespoke their music package content to satisfy the needs of the school to support and raise standards
- Choice of flexible hours: schools are able to buy back the number of hours they require so that it is affordable (with a minimum expectation for 1 hour per school for a year)

Click [here](#) to view Swansea Music Prospectus 2022-2023

Question 2: By delegated school budgets in the report, are you suggesting that a percentage of funding (per capita, per school for example) could be directly devolved to a school to buy in the musical teaching they deem most appropriate for their students?

In the report, the delegated school budget refers to the money currently delegated to schools annually, to buyback music provision through a Service Level Agreement with the Swansea Music Service, where required. The education directorate in Swansea would like to encourage schools in the first instance to use this part of the delegated budget to boost

the number of pupils who will benefit from whole class music opportunities. These whole class sessions for all pupils, act as the baseline for maximising opportunities for progression, for pupils through the Youth Arts Wales pyramidal structure.

Question 3. How and when is Charanga going to be supplied to schools for use? When will teacher training commence and how much will be provided?

Through the National Music Service (NMS) grant, a Charanga licence was offered to both Swansea Music Staff and to all schools in Swansea. The offer, was communicated to schools in a National Music Service Newsletter and shared with Swansea schools in the Education Directorate Newsletter during the Autumn Term 2022. To date, Swansea Music staff have already received Charanga training and Charanga, have recently offered this training opportunity to schools, therefore, we can look into training for school staff, if required.

Click [here](#) to view the National Music Service Newsletter.

Question 4: Concerns around the funding of progression steps after the First Experiences and PlayAlong programmes are highlighted. How will this progression be funded?

National Music Service Wales funding for the second year could be used to explore opportunities to support the funding of progression within the 'Music Pathways' programme. Future discussions with the NMS coordinator on how we could support pathways are to take place. In addition, within the suggested music-funding model for schools, profiled in the report, irrespective of whether they buy into the SLA or not, the following could be adopted:

- Delegated music budget – focussed on whole-class sessions for all pupils
- PDG – to support eFSM/LAC pupils to progress through grades
- Charging parents – to assist with costs for pupils from more advantaged backgrounds to progress through grades

Question 5: The number of schools/pupils eligible for the free initial project and how many schools are taking up the offer? How many pupils are actually engaged in the initiative.

The National Music Service for Wales, First Experiences programme offered by Swansea Music to schools for 2022-2023 and highlighted in the report, is free to all schools and is in addition to the Service Level Agreement. Take-up will depend on whether schools decide to take part in the offer. If all schools take up the offer, pupil engagement will represent all pupils in Year 3, Year 4, Year 5, Year 6 and Year 7.

Question 6. What are the projected numbers of Year 3 projects that can be delivered in reality with the actual number of qualified staff. Are there plans to recruit more teachers in future to deliver against the national plan?

In Year 1 of the National Music Service for Wales, each music service in Wales is developing and piloting their own unique 'First Experience' programme for Year 3 pupils. In Swansea, there is a designated team of Swansea Music staff qualified to support the CPD offer to Y3 teachers in Swansea and this is sufficient to support Y3 class teachers to deliver the PBuzz project. The framework is in place and began in September 2022. The project is

a pilot for 2022-2023, therefore, there are no plans at this stage to recruit further teachers to deliver this in Year 2.

Question 7: What are the plans for monitoring the success of the project and data illustrating the ongoing take up of instruments as a result of the initial free period of learning. When/how will concrete data and impact of the project be shared?

The Welsh Government/WLGA are benchmarking all 'First Experience' programmes across Wales throughout the year to measure success for Year 2 of the National Music Service Wales. To date, when and how data will be shared has not been published by Welsh Government/WLGA

Question 8: How will the limited number of brass peripatetic teachers involved with Swansea music actually deliver free pbuzz projects to every Year 3 pupil across the county?

To support the Cerdd 2 Progression Step Framework, each Y3 pupil will receive a PBuzz for the academic year 2022-2023 and each Y3 classroom practitioner has been offered a unique opportunity to receive termly face to face CPD training days at the Brangwyn Hall delivered by Chris Fower PBuzz Cymru and a Swansea Music Brass Practitioner. The purpose of the project is to provide CPD training for Y3 classroom practitioners to develop the basic skills to deliver PBuzz music to their Y3 pupils. In addition, the Swansea Music Brass Practitioner will supplement the training days with half termly online Q & A check in/drop in sessions to support this process. For 2022-2023, there are sufficient Swansea Music Brass Practitioners to deliver this project.

Click [here](#) to view the PBuzz flyer to schools

Question 9: What happens to the instruments at the end of the free term and if a small number of children wish to continue learning the instrument, can they keep them - free? Must the instrument loan and tuition then be paid for and by whom - school or parental contribution?

As is practice, Swansea Music would need to take a detailed inventory of instruments to make sure they are fit for purpose for any future use. All Year 1 'First Experiences' pilot programmes will be evaluated collectively across Wales with the National Music Service Coordinator to plan resources and projects for Year 2. To date, this process has not commenced and therefore, at this stage, Swansea Music is not in a position to outline the plan for Year 2.

Question 10: If schools wish to deliver a free first access instrumental project themselves (e.g. if they have appropriate music staff), how could they access the funding and instruments to do this or is all funding entirely ring fenced for the Swansea Music Service. Could schools supply a project more cost effectively?

The National Plan for Music in Wales, developed to deliver the Programme for Government, is a strategic and sustainable approach to ensure a diverse and equitable music education is accessible for our children and young people from ages 3 to 16.

To fulfil the delivery of these priorities within the National Plan for Music in Wales, a National Music Service Wales has been established. Within this national framework, Music Services in Wales, working together with stakeholders, have been tasked with developing

cost-effective plans/projects for the next 4 years, including a Music in schools programme, implemented from September 2022. In its first year, the emphasis of the Music in schools programme is 'First Experiences' and as required, Swansea Music, has rolled out its programme for schools free of charge. This 'First Experiences' programme is in addition to the weekly lessons that schools have in place through the Service Level Agreement with the Swansea Music Service/Swansea Council. The 'First Experiences' programme in Wales ensures all children and young people of school age (3 to 16), have access to opportunities to play, sing, take part in and create music, however, the National Plan for Music in Wales does not allow for all children and young people of school age (3 to 16) to have free tuition - Mr Jeremy Miles MS, Minister for Education stated that *'we are not saying that what the scheme will do is to provide free music tuition for every child in Wales without limitation. We are not unfortunately able to do that' 'But what we do want to make sure is that the funding in the system goes to those who need it most in order to access the service.'* – BBC Wales Online

Question 11: How is/will feedback from schools and parents be sought to continue improving the offer and quality of provision?

The Welsh Government/WLGA are developing a 'First Experience' survey to collect feedback across Wales, to measure success, develop and improve the offer for subsequent years of the National Music Service Wales.

Question 12: Will all schools be enabled to participate in showcase events?

All schools in Swansea are invited to participate in National Music Service Wales 'First Experiences' showcase events relevant for the target year group

Question 13: How can we measure that the plan is making a difference?

The Welsh Government/WLGA are developing a 'First Experience' survey to collect feedback across Wales to measure success, develop and improve the offer for subsequent years of the National Music Service Wales. In addition, data collection across Wales will also help to analyse if the plan is making a difference.

Yours sincerely



Y Cynghorydd Robert Smith / Councillor Robert Smith
Aelod y Cabinet Dros Addysg a Dysgu
Cabinet Member for Education & Learning

Cyllideb Addysg

Cynigion ar gyfer blwyddyn
ariannol 2023-2024

Education Budget

Proposals for financial year
2023-2024



1

Strategaeth Cyllideb Tymor Canolig Gydllynol

Mae gan y cyngor Strategaeth Cyllideb Tymor Canolig gyson a'i nod yw:

- Dirprwyo cymaint o arian â phosib i ysgolion yn uniongyrchol i ganiatáu'r un faint o hyblygrwydd wrth ei ddefnyddio
- Blaenoriaethu meysydd darpariaeth statudol penodol i ddisgyblion o fewn y gyllideb heb ei ddirprwyo
- Chynnal yr isafswm lefel craidd ar gyfer dyletswyddau statudol/rheoleiddiol, ac adennill costau llawn unrhyw wasanaethau y tu hwnt i hyn
- **+£10m** neu **5.6%** yn ychwanegol i gyllideb ddirprwyedig ysgolion ar gyfer blwyddyn ariannol 2023-2024
- Buddsoddiad treigl o hyd at **£7m** dros 10 mlynedd ar gyfer isadeiledd a dyfeisiau TG ysgolion - heb unrhyw gost i ysgolion, fel y cynigiwyd yn wreiddiol
- Parhau i fuddsoddi **£150m** yn rhaglen gyfalaf Band B ysgolion - heb unrhyw gost i ysgolion
- Buddsoddiad cynnal a chadw cyfalaf parhaus o £5.61m ar gyfer blwyddyn ariannol 2023-2024
- Mynediad yn ystod y flwyddyn i ddarpariaeth y gyllideb ynni ganolog (hyd at 6.5m)
- Cyllid ychwanegol wedi'i dargedu mewn cyllidebau heb eu dirprwyo i adlewyrchu pwysau costau a galw a ysgogir yn allanol ac wedi'i adlewyrchu mewn cynnydd ariannol gwerth +£12.2m neu tua 6% yng nghyfanswm cyllideb y Portffolio Addysg
- Targedau arbedion heriol yn parhau o fewn y Cynllun Ariannol Tymor Canolig



2

A Coherent Medium Term Budget Strategy

The Council has a consistent medium term education budget strategy to:

- Delegate as much funding as possible to schools directly to allow as much flexibility in its use
- Prioritise pupil specific areas of statutory provision within the non-delegated budget
- Maintain absolute core minimum level for statutory/regulatory duties, with full cost recovery of any services beyond this
- Cash uplift of **£10m** or **5.6%** in gross delegated schools budget for FY2023-2024
- Rolling investment of up to **£7m** over 10 years for schools IT infrastructure and devices - with no cost to schools, as originally proposed
- Continued investment of **£150m** schools Band B capital programme - with no cost to schools
- Continued capital maintenance investment of £5.61m for FY2023-2024
- Access in year to central energy budget provision (up to £6.5m)
- Additional targeted funding in non-delegated budgets to reflect externally driven cost and demand pressures and reflected in +£12.2m cash uplift or around 6% in total Education Portfolio budget
- Challenging savings targets remain within approved Medium Term Financial Plan



3

Rhagor o negeseuon allweddol ar gyfer ymgynghoriad 2023-2024

- Cafwyd £10m yn ychwanegol gan Lywodraeth Cymru, sy'n cynnwys 3% ar gyfer dyfarniadau cyflog a phwysau ariannol eraill, gan gynnwys Anghenion Dysgu Ychwanegol
- Mae hyn o ganlyniad i ffactorau allanol megis natur uniongyrchol dyfarniadau cyflog yn y dyfodol, a lefelau uwch o hawlogaeth prydau ysgol am ddim sydd wedi'u diogelu dros dro; *fodd bynnag*.
- Bydd ysgolion wedi derbyn cyllid ychwanegol i dalu am y fath gynnydd
- ADY a Chyfleusterau Dysgu Arbenigol a newidiadau i fformiwlâu a materion eraill sy'n ymwneud â'r Ddeddf ADY
- Cynyddu nifer y lleoedd mewn ysgolion prif ffrwd ymhellach, gan ganiatáu mwy o hyblygrwydd i ddiwallu holl anghenion disgyblion
- Dyletswyddau cynnal a chadw ysgolion o ddydd i ddydd
- Parhau i roi rhyddid a hyblygrwydd i ysgolion bennu eu blaenoriaethau eu hunain o ran gwariant
- Proffil ariannu tair blynedd - yn talu'n gyffredinol am gostau yn ystod 2023-2024, gyda llai o eglurder ynghylch blynyddoedd 2 a 3 (2024/2025 a 2025/2026)
- Roedd cronfa wrth gefn yr ysgolion ym mis Mawrth 2022 yn adlewyrchu grantiau a ddyrannwyd yn hwyr, ond disgwyllir i dros hanner y gronfa wrth gefn gael ei defnyddio erbyn mis Mawrth 2023



4

Further key messages for 2023-2024 consultation

- Increased by the £10m required by Welsh Government, which includes 3% assumption for pay awards and other cost pressures, including Additional Learning Needs
- Result of external factors such as targeted nature of future pay awards, and increasing and transitionally protected levels of free school meal entitlement *however:*
- Schools will have received additional funding to meet such increases
- ALN and Specialist Teaching Facilities and formula changes and other matters relating to the ALN Act
- Further enhancement of mainstream capacity within schools, allowing greater flexibility to meet all pupil needs
- Day to day premises maintenance responsibilities of schools
- Continuing to give schools ownership and flexibility to determine their own spending priorities
- Three-year funding profile – generally covers costs in 2023-2024 with less clarity expected about years 2 and 3 (2024/2025 and 2025/2026)
- School reserves at March 2022 reflected late grant allocations but expecting over half of the reserve to have been used by March 2023



5

Addysg - cynigion heb eu dirprwyo

- Cludiant o'r cartref i'r ysgol - parhau i adolygu natur ac ehangder y ddarpariaeth i liniaru pwysau angen a chost ymhellach, yn enwedig o ran ADY (£196k)
- Lleoliadau y tu allan i'r sir - lliniaru pwysau galw a chostau ymhellach drwy wella'r ddarpariaeth arbenigol yn Abertawe (£232k)
- Gwasanaethau Arlwy a Glanhau - gwaith yn parhau tuag at adennill costau llawn trwy Gytundebau Lefel Gwasanaeth lle mae ysgolion yn derbyn cyllid ychwanegol i adlewyrchu pwysau cost o'r fath (£100,000)
- Adolygu gwariant EOTAS i dargedu adnoddau'n well yn dilyn rhoi'r model darparu newydd ar waith yn llawn (£120,000)
- Goblygiadau llawn sy'n dod i'r amlwg o roi'r Ddeddf ADY ar waith
- Adolygu strwythur arweinyddiaeth a rheolaeth y Gyfarwyddiaeth a staffio er mwyn canolbwyntio adnoddau'n well ac adennill costau ymhellach o ffrydiau ariannu eraill (£248,000)
- Cyflwyno'r ddarpariaeth prydau ysgol am ddim yn raddol i ddisgyblion cynradd



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Education – non-delegated proposals

- Home to School Transport – continuing review of nature and spread of provision to further mitigate demand and cost pressures, particularly ALN (£196k)
- Out of County placements – further mitigation of demand and cost pressures through enhanced specialist provision within Swansea (£232k)
- Catering and Cleaning services - continuing work towards full cost recovery through SLAs where schools are receiving additional funding to reflect such cost pressures (£100k)
- Review of EOTAS spending to better target resources following full implementation of new model of provision (£120k)
- Full emerging implications of ALN Act implementation
- Review of Directorate leadership and management structure and staffing to better focus resources and further recovery of costs from other funding streams (£248k)
- Phased roll out of universal free school meal provision for primary pupils



Agenda Item 9

Education Scrutiny Performance Panel Work Programme 2022/2023

| Date | Items to be discussed | Who invited |
|--|--|---|
| Meeting 1 22 Sep 22 4.30pm | Meeting Cancelled | |
| Meeting 2 27 Oct 22 4.30pm | <ol style="list-style-type: none"> 1. Role of the Education Scrutiny Performance Panel 2. Estyn Inspection Feedback/report and recommendations (Sarah Hughes) 3. Education overview and discussion session to include: <ul style="list-style-type: none"> ○ Overview of structure of and key priorities for Education currently (Sarah Hughes) ○ Partneriaeth Regional Education Partnership briefing and current position update (Rhodri Jones) ○ Pupil Voice Manifesto, what is it and the current position (Rhodri Jones) 4. Discuss and agree Work Programme for 2022/2023 | Convener Cabinet Member and Director Relevant officers Panel members |
| Meeting 3 17 Nov 22 4pm | <ol style="list-style-type: none"> 1. Additional Learning Needs Reform Update (watching brief item) (Kate Phillips and Alison Lane) 2. Pupil Development Grant Spend on vulnerable pupils (Kelly Small) 3. School Improvement Service (Annual) (David Thomas) 4. New Curriculum for Wales Update (David Thomas) 5. Feedback from Partneriaeth Scrutiny Councillor Group | Cabinet Member, Director and Relevant officers Convener |
| Meeting 4 15 Dec 22 4pm | <ol style="list-style-type: none"> 1. Annual Education Performance against identified priorities (RAG) and Cabinet Member Q&A including Estyn Inspection progress with recommendations (Sarah Hughes) 2. Music Provision for/in Swansea Schools (Karin Jenkins) | Cabinet Member, Director and Relevant officers |
| Meeting 5 19 Jan 23 4pm | Schools Scrutiny Session 1 – Pontarddulais Secondary School and its Cluster of Primary Schools. To look at how they are introducing the New Curriculum for Wales | Headteachers, Chairs of Governors and relevant officers |
| Meeting 6 Feb 2023 13 Feb 23 3pm | Pre-decision Scrutiny - Annual Budget as it relates to Education matters (Kelly Small) | Cabinet Member, Director and Relevant officers |
| Meeting 7 16 Mar 23 4pm | School Scrutiny Session 2 – Education Other Than At School services (EOTAS) update – combine with a visit to Maes Derw PRU (Amanda Taylor) | Relevant officers |

| | | |
|---|---|--|
| Meeting 8 20 Apr 23 4.30pm | <ol style="list-style-type: none"> 1. Hearing the Voices of Children and Young People (Rhodri Jones) 2. Additional Learning Needs Reform Update (watching brief item) (Kate Phillips and Alison Lane) 3. Swansea Skills Partnership Update (Rhodri Jones) 4. Estyn Inspection – progress with recommendations 5. Tackling Racism in Schools (Jennifer Harding-Richards) 6. Feedback from Partneriaeth Scrutiny Councillor Group | Cabinet Member, Director and Relevant officers Convener |
| Meeting 9 11 May 23 4.00pm | <ol style="list-style-type: none"> 1. Harassment in Schools Update (Lisa Collins/Rhodri Jones) 2. New Curriculum for Wales Update (watching brief item) 3. Quality in Education (QEd) / Sustainable Communities for Learning Update (Louise Herbert-Evans) 4. Outdoor Play in Primary Schools (TBC) 5. Cookery lessons in Schools (TBC) 6. End of year review in Education Scrutiny | Cabinet Member, Director and Relevant officers Panel |

The Panel will also receive relevant individual school Estyn reports as they are published, along with any other reports or information relevant to Education Scrutiny.

The Panel will look at ways to include the pupil voice within the work of the panel.

Background

Cllr Robert Smith, Cabinet Member for Education and Learning
Helen Morgan Rees, Director of Education

The Officers listed in above timetable and their roles:

Sarah Hughes (Head of Education Strategy)
Rhodri Jones (Head of Achievement and Partnership Service)
Kate Phillips (Head of Vulnerable Learners)
Alison Lane (Head of Additional Learning Needs Team)
Kelly Small (Head of Planning and Resources Team)
David Thomas (Principal School Improvement Officer)
Karin Jenkins (Head of Swansea Music)
Amanda Taylor (Head of PRU and BSU)
Jennifer Harding-Richards (Religion, Values and Ethics Adviser)
Louise Herbert-Evans (Team Manager Capital)
Lisa Collins (Child Protection and Safeguarding Officer – Vulnerable Learners)
Helen Howells (Team Manager Pupil Support – Vulnerable Learners)