



Dinas a Sir Abertawe

Hysbysiad o Gyfarfod

Fe'ch gwahoddir i gyfarfod

Panel Perfformiad Craffu - Addysg

Lleoliad: Cyfarfod Aml-Leoliad - Ystafell Gloucester, Neuadd y Ddinas / MS Teams

Dyddiad: Dydd Iau, 15 Mehefin 2023

Amser: 4.00 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, F D O'Brien a/ac A J O'Connor

Aelodau Cyfetholedig: Beth Allender a/ac Elizabeth Lee

Agenda

Rhif y Dudalen.

- 1 Ymddiheuriadau am absenoldeb**
- 2 Cadarnhau Cynullydd**
- 3 Datgeliadau o fuddiannau personol a rhagfarnol.**
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- 4 Gwahardd Pleidleisiau Chwip a Datgan Chwipiau'r Pleidiau**
- 5 Cofnodion.** **1 - 3**
- 6 Llythyrau** **4 - 9**
- 7 Cwestiynau gan y Cyhoedd**
Gellir cyflwyno cwestiynau'n ysgrifenedig i'r adran Graffu 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.
- 8 Diwygio Anghenion Dysgu Ychwanegol - Diweddariad (eitem briff gwylio)** **10 - 14**
Y Cynghorydd Robert Smith Aelod y Cabinet - Addysg a Dysgu a Sgiliau, a Helen Morgan Rees (Cyfarwyddwr Addysg), Kate Phillips

(Pennaeth Dysgwyr Diamddiffyn) a Alison Lane (Pennaeth y Tîm Anghenion Dysgu Ychwanegol)

- 9 Cwricwlwm Newydd i Gymru - Diweddariad (eitem briff gwyllo)**
Y Cynghorydd Robert Smith Aelod y Cabinet - Addysg a Dysgu a Sgiliau, a Helen Morgan Rees (Cyfarwyddwr Addysg) a David Thomas (Prif Swyddog Gwella Ysgolion)
- 10 Addysg Arolwg Estyn - Cynnydd gydag argymhellion** **15 - 18**
Y Cynghorydd Robert Smith (Aelod y Cabinet, Addysg a Dysgu), Helen Morgan Rees (Cyfarwyddwr Addysg) a Sarah Hughes (Pennaeth yr Uned Gwella a Monitro)
- 11 Materion allweddol sy'n effeithio ar addysg 2023/24** **19 - 28**
Y Cynghorydd Robert Smith Aelod y Cabinet - Addysg a Dysgu a Sgiliau, a Helen Morgan Rees (Cyfarwyddwr Addysg)
- 12 Rhaglen Waith ddrafft ar gyfer 2023/24** **29 - 30**

Cyfarfod nesaf: Dydd Iau, 13 Gorffennaf 2023 am 4.00 pm

Huw Evans

Huw Evans
Pennaeth y Gwasanaethau Democrataidd
Dydd Mercher, 7 Mehefin 2023

Cyswllt: Craffu

Agenda Item 5



City and County of Swansea

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

Multi-Location Meeting - Gloucester Room, Guildhall / MS Teams

Thursday, 11 May 2023 at 4.00 pm

Present: Councillor L R Jones (Chair) Presided

Councillor(s)

A Davis
S Joy

Councillor(s)

Y V Jardine
F D O'Brien

Councillor(s)

S M Jones
A J O'Connor

Co-opted Member(s)

Beth Allender

Co-opted Member(s)

Elizabeth Lee

Co-opted Member(s)

Other Attendees

Robert Smith

Officer(s)

Rhodri Jones	Head of Achievement & Partnership Service
Louise Herbert-Evans	Team Manager Capital
Jennifer Harding Richards	Religion, Values and Ethics Adviser
Pam Cole	Senior Lead Ethnic Minority Learning and Equalities
Helen Morgan-Rees	Director of Education
Michelle Roberts	Scrutiny Officer

Apologies for Absence

Councillor(s): A M Day, B Hopkins, S E Keeton and J D McGettrick

56 Disclosure of Personal and Prejudicial Interests

Cllr Lyndon Jones declared personal interest in Item 8.

57 Prohibition of Whipped Votes and Declaration of Party Whips

None

58 Minutes

The minutes of the 20 April 2023 were accepted by the Panel.

59 Public Questions

No public questions were received.

60 Harassment in Schools - Update

The Panel thanked Cllr Robert Smith, Helen Morgan Rees and Rhodri Jones for attending the Panel to discuss the report submitted. This report followed on from a verbal briefing that was provided to the Panel in June 2021, when there was a national focus on this topic due to the Everyone's Invited website, which provided a space for victims of sexual abuse and harassment to share their stories. The report highlighted the work done by the Welsh Government and Swansea Council since that time. The Panel discussed the report and their views and comments will form part of the letter to the Cabinet Member.

61 Tackling Racism in Schools

The Panel thanked Jennifer Harding Richards and Pam Cole for attending the meeting and providing a written report that gave the Panel a detailed summary of the matter. It covered:

- Wider context
- Local context
- Governance and Leadership
- School Environment/Hidden Curriculum
- Parents, Carers and Community Partnership
- Professional Learning and Development
- Pedagogy and Curriculum

A summary of the Panels views on progress will form part of the letter to the Cabinet Member following the meeting.

62 Quality in Education (QEd) / Sustainable Communities for Learning Update

The Panel thanked Louise Herbert Evans for provided the Panel with a detailed PowerPoint presentation giving an overview of the Quality in Education / Sustainable Communities for Learning Programme. The presentation covered:

- An overview of the programme
- Programme delivery
- Capital Maintenance aspects
- New builds like Maes Derw, YGG Tan-y-lan and YGG Tirdeunaw
- Extensions and remodelling for example Ysgol Gyfun Gwyr and Bishopston Comprehensive School
- What is remaining in the Band B programme
- The new rolling programme/strategic outline and Mutual Investment Model
- LDP Strategic sites
- Programme risks and issues
- Community focused schools grants
- Additional Learning Needs grant
- Universal free school meal rollout

The Panel welcomed the work undertaken to improve and develop the school stock and facilities for learning. The Panels views will form part of the letter to the Cabinet Member.

63 End of year review in Education Scrutiny

As this is the final meeting of this municipal year, the Panel was invited to reflect on the year's scrutiny work, experiences and effectiveness. Including any ideas that will improve the effectiveness of the scrutiny of education are welcome.

The Convener of the Panel thanked Officers and fellow Panel members for their commitment to the Panel feeling that it has made a positive difference this year.

The Panel said

- they were pleased that the recent Estyn report of education services praised the work of the Panel.
- they overall found school visits very useful and informative and would like to continue them in the coming municipal year.
- they felt they had covered a large variety of issues within the year that affected education in Swansea.
- it was extremely beneficial to have excellent support for the critical friend role of the Panel from the Cabinet Member for Education and Learning, the Director and the staff from the Education Department.

64 For Information - Recent Individual School Inspection Outcomes List

The Panel noted the list of recent individual school Estyn Inspection outcomes.

The meeting ended at 5.40 pm

Chair

Agenda Item 6



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:
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e-Bost:
Date 9 May 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 20 April 2023, where the Panel looked at Education Other Than At School services, the Voices of Children and Young People and the Swansea Skills Partnership.

Dear Cllr Smith,

Education Scrutiny Performance Panel – 20 April 2023

We would like to thank you, Helen Morgan Rees and Officers from the Education Department for attending the meeting and provided information for the Panel. We are writing to you to reflect on what we learnt from the discussion and to share the views of the Panel.

Education Other Than At School (EOTAS) Update and feedback from Site Visit to Maew Derw Pupil Referral Unit

Firstly, we reflected upon our site visit to Maes Derw Pupil Referral Unit on the 16 March 2023. We had, at the end of our visit, said we welcomed the design and layout of the new facility and we were particularly impressed with the enthusiasm and dedication of all the staff. We felt the work at the PRU was inspiring and the Panel appreciated the difference this is making to the lives of some of the most vulnerable pupils in Swansea.

We would like to thank the Head Teacher at Maes Derw PRU and the Head of the Vulnerable Learners Service for their written responses to the questions we asked following our visit, which were appended to the EOTAs report.

We welcomed the report updating us on the wider EOTAS Service recognising that Maes Derw PRU is just one part of the EOTAS service. You told us that the PRU and

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wider EOTAS services are being reviewed, not only because of financial constraints but also the need to make the most of the excellent facilities at the PRU to support a wider group of young people. We heard that the Directorate are currently looking at a revised model for the EOTAS service as a whole, that can be flexible and appropriate as pupil needs evolve.

We asked how involved parents/guardians are in their children's education in EOTAS and whether the approach is holistic. We heard that this is critical, that family involvement is part of the current offer and will also be a key part of development of the new offer to children and their families when the new model is developed. The EOTAS service also works closely with its partners in Social Services, Youth Justice and Evolve to wrap support around the family.

Hearing the Voices of Children and Young People

We wanted to understand and include the views of Children and Young People in the work of the Panel so we asked the Education Department to provide us with regular information on the work that is being done to gather and include those view in the work of the Education Directorate. We thanked the Head of Achievement and Partnership Service and the Team Manager for Education Strategy for providing us with a report outlining work undertaken by the Education Directorate and Partnership and Involvement Team based in the Social Services Department.

We heard about the many different ways children and young people are being consulted and involved, including how the council is working to reach the quieter voices of children and young people. We were particularly pleased to hear how those young people on youth councils in schools are proving to be strong advocates for marginal and smaller voices in school and particularly in relation to diversity.

We heard that there is also currently a survey of post-16 pupils, which has had a good response so far with 300 plus responses. We did agree with you when you said it does also need to include pupils attending Gower College as well as sixth forms. We would be keen to see the analysis of this survey once it is available.

We also agreed with you when you said it is vital to involve children and young people in the development of services not just in education but more widely across the council's services particularly when reviewing and informing council plans and strategies.

Swansea Skills Partnership Update

We welcomed the good progress that has been made across the current five work streams of the partnership and were particularly interested to hear about how it is building upon relationships with wider education providers as detailed in the report provided. We thanked the Strategic Skills Co-ordinator for providing the report and attending our meeting.

We mentioned how one of the drivers to developing this partnership was to ensure that education was also a journey for life and that it, in part, reflected the opportunities that may be available to young people when the leave school. I was particularly keen to hear about how we are involving more business leaders in the partnership because

they are the ones that are creating many of the opportunities that are a will be available. We heard that each of the partners have their own links with people within the local and wider business community which are often brought to the table at partnership meetings. In terms of schools and education, Careers Wales is the body we use to link with the business community. The Panel were interested to hear about the valued partner project where every school is linked with a particular valued business partner. Also, that some local businesses, like Amazon for example, have come along and presented to the skills partnership. We were told that the involvement of the business community was an important area that will be developed further by the Partnership moving forward.

We heard that a set of new work streams will be discussed in the near future and these will reflect current priorities and will continue to see the partnership support young people to gain the skills and qualifications they need to succeed in life. We will be interested to hear about these at our next annual update.

Your Response

We would welcome your comments on any of the issues raised in this letter but on this occasion, we do not require a formal written response.

Yours sincerely

COUNCILLOR LYNDON JONES

Convener, Education Scrutiny Performance Panel

Cllr.lyndon.jones@swansea.gov.uk



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:
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e-Bost:
Date 23 May 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 11 May 2023, where the Panel looked at Harassment in Schools, Tackling Racism in Schools and received an update on the QEd/Sustainable Communities for Learning.

Dear Cllr Smith,

Education Scrutiny Performance Panel – 11 May 2023

We would like to thank you and Helen Morgan Rees (Director of Education) for attending the meeting and providing information for the Panel. We are writing to you to reflect on what we learnt from the discussion and to share the views of the Panel.

Harassment in Schools

We thanked Rhodri Jones (Head of Achievement and Partnership Service) and Lisa Collins (Child Protection and Safeguarding officer) for providing us with this update report. This report followed on from a verbal briefing that you provided to us in June 2021, when there was a national focus on this topic due to the Everyone's Invited website, which provided a space for victims of sexual abuse and harassment to share their stories. We welcome the work that has been done by both the Welsh Government and Swansea Council since that time.

We heard that some parts of the action plan are taking a little longer than anticipated, particularly in relation to the consistency of 'flagging' issues. We did agree that it is vital we ensure the right process for data protection is in place and recognise it is better to take a bit longer to get it right.

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We felt that it was important that young people were made aware of who they can speak to if they wish to discuss an incident, both inside and outside of school, recognising that this was something that was mentioned in the 2022 Pupil Manifesto. We heard that there are many different ways young people can report incidents, which included people and ways to make contact and that these are posted around schools as suggested by the Panel. Also that there were safe spaces created in schools, a virtual drop box and it also forms part of the new curriculum and school PSE lessons.

We asked about what happens if some schools do not report incidents/data and will there be more direction for them relating to this. We heard that it is a school's responsibility to act at the right time and the Council would be concerned were they not reporting and recording. Schools are kept up to date with all the relevant information. There is also a role for governing bodies to ensure the right processes are in place in their school.

Tackling Racism in Schools

We thanked Jennifer Harding Richards (Religion, Values and Ethics Adviser) and Pam Cole (Lead for Minority Ethnic Learners and Equalities) for attending the meeting and providing a detailed written report.

We were pleased to hear that in the last couple of years there have been significant developments at national level, which is underpinning, giving momentum and explicit focus on tackling racism in schools and wider society. That the Welsh Government's Anti-Racist Wales Action Plan calls for a zero tolerance of racism in all its guises and in order to achieve this, the education system must broaden learners' understanding and knowledge of the diverse cultures which have built Wales', past and present. We recognise that anti-racism moves beyond equality and diversity and requires systemic change in order to create anti-racist cultures in schools and education establishments, and this takes time and commitment.

We were encouraged to hear that a significant amount of work was in progress across a wide number of areas that are connected to developing and establishing anti-racist cultures within education and our schools across Swansea. We also recognise that we are only at the start of a journey.

We heard that there is now a need to develop a coherent strategy and action plan to help further progress work in this area and we look forward to hearing more about that once it has been developed.

QEd/Sustainable Communities for Learning Update

We thanked Louise Herbert Evans (Team Manager Capital) for providing us with a detailed PowerPoint presentation giving an overview of the Quality in Education / Sustainable Communities for Learning Programme. We welcomed the extensive work undertaken to improve and develop the school stock and facilities for learning. We heard about the progress that has been made with the long term and other capital investment and structural maintenance programme including Band A and B and how in future funding for this will be in the form of a rolling programme. We also heard about the programme risks and issues, community focussed school grants, Additional Learning Needs grant and the rollout of universal school meals capital requirements.

Both you and the Director said you were proud of the capital teams delivery of the project especially through what has been a turbulent few years.

And finally, we would like to thank you and the officers from the education department for your support for our critical friend role over the past municipal year and we look forward to working with you in the year ahead.

Your Response

We would welcome your comments on any of the issues raised in this letter but on this occasion, we do not require a formal written response.

Yours sincerely

COUNCILLOR LYNDON JONES

Convener, Education Scrutiny Performance Panel

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Agenda Item 8



Report of the Cabinet Member for Education and Learning

Schools Scrutiny Performance Panel - 15 June 2023

Additional Learning Needs Reform Update

Purpose:	To update the Schools Scrutiny Performance Panel on Additional Learning Needs Reform
Content:	An update on the progress of Additional Learning Needs Reform
Councillors are being asked to:	Consider the information provided
Lead Councillor:	Councillor Robert Smith, Cabinet Member for Education and Learning
Lead Officer & Report Author:	Kate Phillips, Head of Vulnerable Learners Service

1. Background

- 1.1 The Additional Learning Needs and Inclusion team (ALNIT) currently sits within the Vulnerable Learners Service and provides a statutory service, prescribed by the Education Act 1996, the Special Educational Needs (SEN) Code of Practice 2002, the new Additional Learning Needs and Educational Tribunal (ALNET) Act 2018, Additional Learning needs Code 2021 and regulations.
- 1.2 The ALNET Act will replace the SEN Code of Practice 2002 through a phased implementation that began in September 2021. The legal frameworks inform the work of ALNIT and other key stakeholders such as educational settings and the Local Health Board (LHB).
- 1.3 During its implementation phase, pupils will follow either the SEN legislative system or the ALN system until full implementation takes place, this is determined by Welsh Government guidance.
- 1.4 The ALNET Act aims to improve the planning and delivery of support for learners from 0-25 with additional learning needs (ALN) by adopting a more person-centred approach to planning and delivery of support to meet the needs of children and young people.

- 1.5 In 2019, an ALN Strategy was developed for Swansea to outline the transformation programme required to implement the ALNET Act successfully between 2019-2022. This was developed with key strategic partners and overseen by the ALN Strategic Board. The strategic board's membership includes headteachers, councillors, FEI colleagues, local health board colleagues, DECLO, Social Services and the early years sector.
- 1.6 This strategy is now completed a new strategy has been developed to support full implementation and embedding of the reform.

2. Current strategy

2.1 The ALNET strategy has been reviewed and finalised, with a new strategy drafted that aligns to the regional strategy. All outstanding actions from the previous strategy have been transferred to the new strategy. This strategy covers the period between 2022-2027 and has the following priority areas:

- Schools
- Post 16
- Collaboration
- Early Years

2.2 The updates for these priority areas are as follows:

2.2.1 Schools

- There has been a significant level of work undertaken with schools to develop the workforce in readiness to deliver the ALNET transformation. This includes accredited training modules so that staff in schools have sufficient skills to identify and plan for meeting the needs of ALN learners.
- Our next focus for schools is on quality assurance to ensure that there is a consistent approach to ALN provision across Swansea. This will include specific focus on universal and enhanced provision and documents are being produced to provide clear and concise expectations and sources of support to meet these expectations.
- Moderation exercises are taking place to support staff develop a consistent quality of IDPs across the LA, as well as the development of provision maps to outline universal targeted and specialist provision on offer across the LA. Moderation exercises have evidenced there is still further work to be done to ensure consistent approaches but engagement is high and good support is in place.
- It will be necessary to develop closer links with and training for the School Improvement Team on ALN provision to support school improvement advisors in their evaluation of effective school leadership in relation to ALN provision.
- There is a significant transformational project underway to support sufficient specialist places and this is considering quality assuring provision at all stages of a graduated response model to ensure consistent offers are available to all learners whichever school they attend.
- A pilot is underway in relation to home to school transport for children attending a special school and a specialist teaching facility in a primary

school. The pilot involves schools using their own minibuses staffed by school employees. This provides a more positive learners experience in terms of wellbeing as journey time is used to provide a link between home and school with familiar staff who know the individual children's needs. It is also anticipated that financial savings will be achieved. Site management issues have been minimised and the project supports the climate change agenda.

2.2.2 Post 16

- Welsh Government have shared their proposed funding model for Post 16 places in Independent Specialist Post 16 Institutions (ISPIs). To date Swansea is seen as a model of good practice in terms of the breadth of Post 16 offer and so the local authority is likely to benefit from the new arrangements. However, any potential benefit needs to be considered in the context of increasing costs across all independent placements and strengthening our local offer remains a priority.
- The ALN team are in the process of setting up a bespoke post 16 specialist placement panel to consider requests for ISPIs. A draft term of reference will be shared with colleagues from social services and health at a meeting which has been scheduled for 9th June.
- Officers are working on a post 16 guidance document which will explain the options available to post 16 ALN learners, as well as providing information and signposting for young people. This will include information about further education (ALN) courses (including independent living skills) as well as opportunities offered by third sector agencies.
- Officers meet with colleagues across Wales to discuss post 16 provision, share experiences / challenges and seek to problem solve.
- There is positive collaborative working between the local authority and Gower college Swansea, who have employed two transition officers to support young people into college.
- Most local authorities in Wales have created a designated post 16 officer to manage this workstream. In Swansea, it is being absorbed by officers who are managing it in addition to their substantive duties. As a result, progress is a little slower.

2.2.3 Local Health Board

- The Local Health Board have invited Heads of Service from both Swansea and Neath Port Talbot to sit on their ALN strategic board and this has provided a helpful approach to working through a few challenges in terms of health board readiness for ALNET.
- ALN officers are linking with the Health Board to review the current Speech and Language Service Level Agreement. There is a history of the local authority funding work in the health board which should really fall within the board's statutory responsibility. However, recognising the significant challenges that the NHS as faced in the last few years it is acknowledged that this needs careful review and consideration to phase out old arrangements and implement new plans. This work is underway.
- The Senior Educational Psychologist has linked with the health board and has commenced a review of the referral process into the Neuro

Developmental Assessment Pathway which should provide benefits in terms of an improved referral mechanism.

- The Head of Vulnerable Learners Service sits on the regional Autism strategy group and is working in partnership to consider solutions to provide pre diagnosis support. The group has a key focus to prevent both escalation to the ND waiting list and also reduce waiting times.

2.2.4 Early Years

- There is continued support provided for early years settings, including funding, training, advice, and information. Training needs are identified through liaison with the settings and delivered flexibly to meet the needs of the settings.
- Specialist staff are available for regular question and answer sessions to provide support to practitioners.
- Moderation of EY IDPs takes place to ensure that there is a consistency of person-centred practice and IDP development.
- Information sharing between schools and early years providers is developing with a focus on transition in place.
- Early Years process pathways are regularly monitored to ensure they continue to meet demand across the service.

3. Successes

3.1 The project to support sufficient specialist places is gathering momentum and on track to meet the milestones identified in the timeline.

3.2 There is extensive work underway in relation to moderation, quality assurance and supporting schools to achieve a consistent, equitable offer to all learners. Collaboration with the local health board is strengthening and a productive partnership is developing.

4. Challenges

4.1 The online solution provided to schools to support IDP production has not been as successful as hoped. A few schools are struggling to use the tool and the officer seconded to support with this is due to return to school.

4.2 Budget pressures are felt as is the case with all council services. While Welsh Government has provided grant funding this is a temporary and uncertain funding source. The core budget is not sufficient to support current staffing and there are a few grant funded posts in the Additional Learning Needs and Inclusion Team structure which are considered essential to the success of delivering the requirement of ALNET. Refinement to the ALNIT structure is needed and this will have to be achieved within the existing budget envelope.

4.3 Despite Welsh Government's wish to establish a less adversarial system we have seen an increase in the number of requests for tribunals. This has placed a pressure on services and highlighted a need for internal review of processes and procedures to ensure we can provide the appropriate level of resource to this important element of work.

5. Legal implications

5.1 There are no legal implications associated with this report.

6. Finance Implications

6.1 There are no financial implications associated with this report.

7. Integrated Impact Assessment

7.1 The report is for information and not for decision.

Background papers: None

Appendices: None

Agenda Item 10



Report of the Cabinet Member for Education and Learning

Education Scrutiny Performance Panel – 15 June 2023

Performance against the Estyn recommendations following the 2022 Estyn inspection of Local Government Education Services

Purpose:	To brief the Panel on progress against the recommendations made following the 2022 Estyn Inspection of Swansea Local Government Education Services.
Content:	An overview of progress towards recommendations made by Estyn.
Councillors are being asked to:	Consider the information provided and give views.
Lead Councillor:	Cabinet Member for Education and Learning
Lead Officer & Report Author:	Helen Morgan Rees, Director of Education Helen.morgan-rees@swansea.gov.uk Sarah Hughes, Team Manager for Education Strategy Sarah.hughes@swansea.gov.uk

1. Background

- 1.1 Following the Estyn inspection of Local Government Education Services in June 2022, two recommendations were made. 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'. Progress following the inspection to December 2022 was reported to the Education Scrutiny Performance Panel on 15 December 2022.
- 1.2 This report outlines progress to the end of the first half of the summer term 2023.

2. Progress against recommendation to 'review post-16 provision to ensure that it meets the needs of all learners'

- 2.1 A three-year post-16 strategy, outlined in the initial progress report, is now in operation for provision in Swansea. The key priorities within the strategies are

to deliver high quality provision, fair and supportive transition and to develop strong employability skills.

- 2.2 A memorandum of understanding for the successful transition of all school leavers in Swansea has been developed in draft for the 2023-2024 academic year for use between schools, post-16 providers of education and Careers Wales. The aim of the memorandum is to support the Young Person's Guarantee and Swansea's full curriculum offer by setting out the responsibilities of each organisation.
- 2.3 Meetings have taken place with all headteachers/senior leaders of 11-18 schools to discuss how learners now intending to stay in sixth form can access provision most suitable for them.
- 2.4 Sixth forms and colleges are working together on individual cases to combine timetables for learners where possible. It has been determined however, that a partnership model between schools and the College involving common timetables across Swansea is not feasible due to a range of challenges. Some sixth form schools across Swansea share resources and timetabling and some address shared delivery on a case-by-case basis. The next step will be to establish a cross-sixth form working group to further review opportunities for partnership working.
- 2.5 An extensive learner voice survey has been shared with sixth form learners to better understand their experiences of the provision on offer, the transition process, and their understanding of employability skills and pathways. There has been a high response rate and following the closure of the survey in June 2023 the results will be analysed in detail. Gower College have also agreed to participate in the survey, although this has not yet taken place. Further qualitative information from smaller focus groups in years 11, 12 and 13 have also taken place during May and June 2023 to complement the survey.
- 2.6 Opportunities for online/hybrid models of curriculum delivery at post-16 have been explored. Further planning and decision making will take place over the course of the next year, following analysis of the post-16 learner voice survey. Online/hybrid courses suitable to be delivered will be offered for a September 2024 start.
- 2.7 Joint professional learning activities have taken place with Gower College and schools during this academic year. This has included progression through the Curriculum for Wales and student mindset. Subject network meetings are planned for the next academic year in areas including Art, Health and Care, Careers and Work-Related Experiences and professional learning opportunities such as poverty support.
- 2.8 Transition funding has been allocated to schools with sixth forms to ensure collaboration between schools, further education institutions, education and work-based learning providers, local employers and businesses takes place and for all learners to have opportunities to visit local post-16 providers to understand the range of courses and training on offer. Regular meetings continue with Careers Wales to support this work.

- 2.9 For post-18 progression, the Seren Academy continues to deliver sessions and opportunities to sixth form and college students.
- 2.10 The Reaching Wider partnership, a partnership between several educational institutions in South West Wales that aims to inspire and raise aspirations for young people who typically would not consider progression from sixth form to college or university, continue to target groups of young people who live in the most deprived areas of Wales or are Looked After Children. Swansea University presented the work of the partnership to the post-16 forum in February.
- 2.11 In order to support the skills needs as part of the Swansea Bay City Deal, work is ongoing with University of Wales Trinity St David and Swansea University to support the Skills and Talent initiative in Health and Wellbeing. This will support post-16 provision and progression opportunities. The next step will be to undertake mapping of progression routes through a targeted area of Health and Wellbeing provision offered at pre-16, post-16 and beyond.

3. Progress against the recommendation to ‘strengthen Welsh-medium provision across all ages and areas of the local authority’

- 3.1 Following approval by Cabinet for Swansea’s Welsh in Education Strategic Plan (WESP) in July 2022 that was subsequently approved by Welsh Government, a delivery plan has been developed and submitted to Welsh Government outlining key workstreams to be delivered within the first five years of the strategy. Progress of this plan is being closely monitored and the first annual progress report will be submitted to Welsh Government in July 2023. It has been agreed with Welsh Government to submit a revised delivery plan to reflect changes during the first year of the Plan.
- 3.2 Discussion of the key priorities regularly takes place with Partneriaeth Addysg Gymraeg Abertawe, PAGA (Swansea Welsh Education Partnership). Working groups have been established for marketing, transition, Early Years and staffing. Welsh-medium provision for ALN is included as part of a wider review that aims to ensure sufficient specialist provision across the County.
- 3.3 Since the adoption of the WESP, options have been explored for increasing the equity of offer for Welsh-medium childcare and primary school provision. This work continues with consideration of locations for additional Cylchoedd Meithrin and with WESP priorities feeding into the development of Swansea’s Strategic Outline Programme for submission as part of the Welsh Government’s Sustainable Communities for Learning rolling programme.
- 3.4 Before the development of the WESP, Swansea had moved to a peripatetic model of provision for latecomers for primary aged pupils. As part of our WESP, and with the support of Welsh Government grant funding, there was an opportunity to trial a centre for primary latecomers based at YGG Tan-y-lan. This pilot is continuing until the end of the 2022/2023 academic year. At that time, an evaluation will take place of the model of provision that works for Swansea going forward. In the secondary sector, the local authority is working

with both Welsh-medium secondary schools to research a latecomers' model that can be trialled in Swansea, again utilising Welsh Government grant funding. This work continues. A leaflet has been developed to provide information for families including how their children will be supported in their Welsh language journey and also how to help at home. The leaflet features a logo designed by a pupil in Ysgol Y Cwm.

- 3.5 Swansea schools' Siarter Iaith journey continues to move forward well, with a number of schools recently receiving bronze, silver and gold accreditations. The Siarter Iaith is a project introduced by the Welsh Government to allow all schools in Wales to promote the Welsh language, to develop a Welsh ethos and encourage pupils to improve their Welsh language skills. The Siarter provides a framework for schools to follow in order to achieve the awards. Most recently, Gowerton School have been awarded the Gold award – only the second secondary school in Wales to do so.
- 3.6 Additional information has been added to the Swansea Council website around the benefits of Welsh-medium education. Further enhancements to support the promotion of Welsh-medium provision have been identified and will be published on the website during the summer term.
- 3.7 As part of a review of Welsh-medium specialist provision, Welsh-medium clusters have been working together with the local authority to identify potential models for Welsh-medium specialist provision in the future. YGG Bryniago has begun capital enhancements including a changing area and refurbishment of other rooms.
- 3.8 Staffing through the medium of Welsh has been raised as a significant challenge in all key priority areas. This includes Early Years staff, teaching staff, support staff and staff with sufficient ALN expertise. The staffing working group are identifying opportunities for organisations to work in partnership to promote employment opportunities through the medium of Welsh at an early stage, when learners are making decisions about their future education and career paths.

4. Legal implications

- 4.1 There are no legal implications within this report.

5. Finance Implications

- 5.1 There are no financial implications within this report.

6. Equality & Engagement Implications

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

Appendices: None

Education Scrutiny Performance Panel Panel Craffu Perfformiad Addysg

Key issues affecting education
Materion allweddol sy'n effeithio ar addysg
2023-2024

15 June 2023
Mehefin 15 2023



Cyngor **Abertawe**
Swansea Council

8 current key issues/mater allweddol cyfredol

1. Removing barriers to learning
2. Curriculum implementation
3. An inclusive education
4. Resource management
5. School leadership
6. Performance of schools
7. Community based learning
8. Cymraeg belongs to all

1. Dileu rhwystrau i ddysgu
2. Rhoi'r cwricwlwm ar waith
3. Addysg gynhwysol
4. Rheoli adnoddau
5. Arweinyddiaeth ysgol
6. Perfformiad ysgolion
7. Dysgu yn y gymuned
8. Mae'r Gymraeg yn perthyn i ni gyd

1. Removing barriers for learners/ Dileu rhwystrau ar gyfer dysgwyr

1. Supporting cross curricular and integral skills
2. Targeting support for disadvantaged learners
3. Promoting an understanding of ALN Code (Wales) 2021
4. Mitigating the effects of cost of living crisis
5. Raising aspiration for all
6. Supporting trauma informed practice
7. Early Help Hubs

1. Cefnogi sgiliau trawsgwricwlaidd a chyfannol
2. Targedu cefnogaeth ar gyfer dysgwyr dan anfantais
3. Hyrwyddo dealltwriaeth o Gôd ADY (Cymru) 2021
4. Lliniaru effeithiau'r argyfwng costau byw
5. Gwella dyheadau i bawb
6. Cefnogi arfer a hysbysir gan drawma
7. Canolfannau Cymorth Cynnar

2. Curriculum implementation/ Rhoi'r cwricwlwm ar waith

1. All learners, own learning pathway
 2. Knowledge, skills and experiences
 3. Learners' and practitioners' well-being
 4. Enquiry and pedagogy
 5. Learning organisations
 6. Self-evaluation and improvement within schools
 7. Building better relationships between schools and families, communities and employers
 8. Listening to learners
1. Pob dysgwr ar lwybr dysgu
 2. Gwybodaeth, sgiliau a phrofiadau
 3. Lles dysgwyr ac ymarferwyr
 4. Ymholiad ac addysgeg
 5. Sefydliadau dysgu
 6. Hunanwerthusiad a gwelliant o fewn ysgolion
 7. Adeiladu perthnasoedd gwell rhwng ysgolion a theuluoedd, cymunedau a gweithwyr
 8. Gwrando ar ddysgwyr

3. An inclusive education/ Addysg gynhwysol

1. Enabling **all learners** to have successful futures
2. Increasing attendance
3. Reducing exclusion
4. Celebrating diversity
5. Emotional health and psychological wellbeing
6. Inclusive ethos
7. Sufficient specialist places
8. Universal provision for additional learning needs

1. Galluogi **pob dysgwr** i gael dyfodol llwyddiannus
2. Gwella presenoldeb
3. Lleihau gwaharddiadau
4. Dathlu amrywiaeth
5. Iechyd emosiynol a lles seicolegol
6. Ethos cynhwysol
7. Lleoedd arbenigol digonol
8. Darpariaeth gyffredinol ar gyfer anghenion dysgu ychwanegol

4. Resource Management/ Rheoli Adnoddau

1. Public sector budgets
2. Savings requirements
3. Best value principles
4. Consultation with schools
5. Administrative burdens
6. Carbon reduction
7. Industrial relations
8. Grant funding
9. Fairness and transparency

1. Cyllidebau sector cyhoeddus
2. Gofynion arbedion
3. Egwyddorion gwerth gorau
4. Ymgynghoriad ag ysgolion
5. Pwysau gweinyddol
6. Lleihau carbon
7. Perthnasoedd diwydiannol
8. Arian grant
9. Tegwch a thryloywder

5. School leadership/ Arweinyddiaeth ysgol

1. Core purpose
2. Developing a pipeline
3. Clarifying
4. Convening
5. Listening
6. Practical support
7. Intense support
8. Collaboration

1. Diben craidd
2. Datblygu'r cyflenwad
3. Egluro
4. Ymgynnull
5. Gwranddo
6. Cefnogaeth ymarferol
7. Cefnogaeth ddwys
8. Cydweithio

6. Performance of schools/ Perfformiad ysgolion

1. Focus on by the LA education department to schools; **not on the performance of individual schools**
 2. Committees should consider *how* the LA services are using the qualification measures appropriately to support schools
 3. Not all school data is published
 4. New performance indicators reported corporately
1. Canolbwyntio ar y gefnogaeth gan adran addysg yr ALI i ysgolion; **nid ar berfformiad ysgolion unigol**
 2. Dylai pwyllgorau ystyried *sut* y mae gwasanaethau'r ALI yn defnyddio'r mesurau cymhwyster yn briodol i gefnogi ysgolion
 3. Ni chaiff holl ddata ysgolion ei gyhoeddi
 4. Adroddir ar ddangosyddion perfformiad newydd yn gorfforaethol

7. Community based learning/Dysgu yn y gymuned

1. Family engagement in children's learning.
2. Encouraging schools to draw upon and utilise links with community groups and organisations and also offer support and opportunities to community members.
3. Developing partnerships with wider services and interventions

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1. Cynnwys teuluoedd mewn addysg plant.
2. Annog ysgolion i ddefnyddio cysylltiadau â grwpiau a sefydliadau cymunedol a hefyd cynnig cefnogaeth a chyfleoedd i aelodau'r gymuned.
3. Datblygu partneriaethau gyda gwasanaethau ehangach ac ymyriadau

8. Welsh/Cymraeg

1. Language continuum
2. National plan
3. White paper
4. Equal opportunities
5. Statutory targets
6. Promotion and information
7. Swansea's strategic and operational plans

1. Y Continwwm Iaith
2. Cynllun cenedlaethol
3. Papur gwyn
4. Cyfleoedd Cyfartal
5. Targedau Statudol
6. Hyrwyddiad a gwybodaeth
7. Cynlluniau strategol a gweithredol
Abertawe

Agenda Item 12

Education Scrutiny Performance Panel DRAFT Work Programme 2023/2024

Date	Items to be discussed	Who invited
Meeting 1 15 Jun 23 4.00pm	<ol style="list-style-type: none"> 1. Additional Learning Needs Reform Annual Update (watching brief item) (Kate Phillips and Alison Lane) 2. New Curriculum for Wales Annual Update (watching brief item) (David Thomas) 3. Estyn Inspection – progress with recommendations (Sarah Hughes) 4. Key issues affecting education 2023/24 (Helen Morgan Rees) then discuss draft Work Programme for 2023/24 	Cabinet Member and Director Relevant officers
Meeting 2 13 Jul 23 4.00pm	<ol style="list-style-type: none"> 1. Managing and Improving School Attendance including data 2. Managing and Improving School Exclusions including data (Kate Phillips and Helen Howells) 	Cabinet Member and Director
Meeting 3 14 Sep 23 4.00pm	<ol style="list-style-type: none"> 1. Looked after Children, support and progress in school (Kate Phillips and Helen Howells) 2. Following up on the 10 CDC recommendations (referred from Education Cabinet Development Committee) (Sarah Hughes) 3. Feedback from Partneriaeth Scrutiny Councillor Group 	Cabinet Member and Director Panel Convener
Meeting 4 19 Oct 23 4.00pm	Schools Session and Visit 1 – Gorseinon Primary School School Development Plan	
Meeting 5 23 Nov 23 4.00pm	<ol style="list-style-type: none"> 1. Reducing disadvantage in Schools, including pupil development grant, roll out of free school meals, cost of the school day and school uniform (Kelly Small) 2. School Improvement Service Annual Update (David Thomas) 3. Cookery in Schools (Rhodri Jones) 4. Feedback from Partneriaeth Scrutiny Councillor Group 	Cabinet Member and Director Panel Convener
Meeting 6 14 Dec 23 4.30pm	<ol style="list-style-type: none"> 1. Annual Education Performance against identified priorities (RAG) including Estyn Inspection recommendations progress update (Sarah Hughes) 2. Cabinet Member Q&A 	Cabinet Member and Director
Meeting 7 18 Jan 24 4.30pm	Introducing the New Curriculum for Wales – a meeting with a Secondary School and its Cluster Primaries – cluster tba?	Cabinet Member and Director
Meeting 8 TBA - Feb	Annual Council Budget as it relates to education matters	Cabinet Member and Director

Meeting 9 14 Mar 24 4.00pm	Schools Session and Visit 2 – Bishopston Comprehensive School School Development Plan	
Meeting 10 18 Apr 24 4.00pm	1. Hearing the Voices of Children and Young People (Rhodri Jones) 2. Education Other Than At School services (EOTAS) Annual Update (Kate Phillips)	Cabinet Member and Director
Meeting 11 9 May 24 4.00pm	1. Quality in Education (QEd) / Sustainable Communities for Learning Update (Louise Herbert-Evans) 2. Swansea Skills Partnership Annual Update (David Bawden) 3. End of year review in Education Scrutiny	Cabinet Member and Director

To be added when we have more information from Welsh Government: Performance in Swansea Schools – Swansea Education Directorate/Cabinet Member and Partneriaeth (Annual) - Partneriaeth Legal Agreement says 'Each Council's scrutiny committee for children's and education services will meet at least once a year to consider performance and progress in their schools such meetings to be attended by Council and PARTNERIAETH staff equipped to answer questions'.

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.

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)