



**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, 14 Medi 2023

**Amser:** 4.00 pm

**Cynullydd:** Y Cynghorydd Lyndon Jones MBE

### **Aelodaeth:**

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

Aelodau Cyfetholedig: Beth Allender a/ac Elizabeth Lee

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### **Agenda**

**Rhif y Dudalen.**

- 1 Datgeliadau o fuddiannau personol a rhagfarnol.**  
[www.abertawe.gov.uk/DatgeliadauBuddiannau](http://www.abertawe.gov.uk/DatgeliadauBuddiannau)
- 2 Gwahardd Pleidleisiau Chwip a Datgan Chwipiau'r Pleidiau**
- 3 Cofnodion** **1 - 3**
- 4 Llythyrau** **4 - 8**
- 5 Cwestiynau gan y Cyhoedd**  
Gellir cyflwyno cwestiynau'n ysgrifenedig i'r adran Graffu [craffu@abertawe.gov.uk](mailto: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.
- 6 Plant sy'n Derbyn Gofal, cefnogaeth a chynnydd yn yr ysgol** **9 - 24**  
Y Cynghorydd Robert Smith (Aelod y Cabinet, Addysg a Dysgu), Helen Morgan Rees (Cyfarwyddwr Addysg), Kate Phillips (Pennaeth Dysgwyr Diamddiffyn) a Helen Howells (Dysgwyr Agored i Niwed)
- 7 Ymchwilio i 10 argymhelliad Pwyllgor Datblygu'r Cabinet (wedi'u hatgyfeirio gan Bwyllgor Datblygu Addysg y Cabinet)** **25 - 46**  
Y Cynghorydd Robert Smith (Aelod y Cabinet, Addysg a Dysgu), Helen Morgan Rees (Cyfarwyddwr Addysg) a Sarah Hughes (Pennaeth Strategaeth Addysg)

8	Adborth gan y Grwp Craffu Cynghorwyr Partneriaeth	47 - 48
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**Cyfarfod nesaf:** Dydd Iau, 19 Hydref 2023 am 4.00 pm



**Huw Evans**  
**Pennaeth y Gwasanaethau Democrataidd**  
**Dydd Iau, 7 Medi 2023**

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**Cyswllt: Craffu**

# Agenda Item 3



City and County of Swansea

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

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

**Thursday, 13 July 2023 at 4.00 pm**

**Present:** Councillor L R Jones (Chair) Presided

**Councillor(s)**

A Davis  
S Joy  
A J O'Connor

**Councillor(s)**

A M Day  
J D McGettrick

**Councillor(s)**

S M Jones  
F D O'Brien

**Co-opted Member(s)**

Beth Allender

**Co-opted Member(s)**

**Co-opted Member(s)**

**Other Attendees**

Robert Smith

**Officer(s)**

Helen Howells	Team Manager for Pupil Support
Helen Morgan-Rees	Director of Education
Kate Phillips	Head of Vulnerable Learner Service
Michelle Roberts	Scrutiny Officer

**Apologies for Absence**

Councillor(s): B Hopkins and S E Keeton  
Co-opted Member(s): Elizabeth Lee

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**76 Disclosure of Personal and Prejudicial Interests.**

None

**77 Prohibition of Whipped Votes and Declaration of Party Whips**

None

**78 Minutes**

The Minutes of the meeting on the 15 June 2023 were agreed by the Panel.

**79 Letter/s**

The letter to the Cabinet Member following the Panel meeting on the 15 June 2023 was noted.

## **80 Public Questions**

No public questions were received.

## **81 Managing and Improving School Attendance including data**

The Panel thanked Councillor Robert Smith (Cabinet Member for Learning and Skills), Helen Morgan Rees (Director of Education), Kate Phillips (Head of Vulnerable Learners) and Helen Howells (Team Manager Pupil Support) for attending the Panel and presenting a writing report giving details on managing and improving school attendance in Swansea. The discussion covered:

- Attendance in Swansea schools and data
- Attendance Policy 2023
- Attendance Action Plan and the five key priorities
- Further strategies to improve attendance

The following issues/questions were raised by the Panel. A summary of the Panels views on progress made in relation to school attendance and the responses to their questions, will form part of the letter to the Cabinet Member following the meeting.

- It is reassuring that figures are improving and would expect that now to continue.
- What has been the change in approach.
- Are there any studies/research available into the reasons for non-attendance (the panel heard that a Welsh Government report has recently been published containing this information, a link to this will be circulated to the Panel.
- Have the number of young carers increased since covid.
- What tools and interventions are being used across schools.
- Has the numbers of elective home educated children increased since Covid.
- Does the data available provide any trends in for example year groups and particularly impact on attendance of pupils in school transition years in Covid now progressing through the year groups.

## **82 Managing and Improving School Exclusions including data**

The Panel thanked Councillor Robert Smith (Cabinet Member for Learning and Skills), Helen Morgan Rees (Director of Education), Kate Phillips (Head of Vulnerable Learners) and Helen Howells (Team Manager Pupil Support) for attending the Panel and presenting a writing report giving details on managing and improving school exclusions in Swansea. The discussion covered:

- Swansea's approach to exclusions
- Exclusions data
- Interventions to promote inclusion

The following issues/questions were raised by the Panel. A summary of the Panels views on progress made in relation to exclusions and the responses to their questions, will form part of the letter to the Cabinet Member following the meeting.

- There is a small number of schools that face a unique challenge, what are they doing to buck the trend and reduce exclusions.
- What is working and not working so well in relation to improving exclusions. How is good practice being shared.
- Does each school have its own pastoral support in place.
- How long are fixed term exclusions.
- Are Local Area Co-ordinators involved in talking to parents/families.

**83 Work Plan for 2023/2024**

The Work Plan for 2023/2024 was noted.

The meeting ended at 5.00 pm

**Chair**

# Agenda Item 4



**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* 24 July 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 13 July 2023, where the Panel looked at managing and improving school attendance and exclusions.

Dear Cllr Smith,

## **Education Scrutiny Performance Panel – 13 July 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.

We thanked the Team Manager Pupil Support and the Head of Vulnerable Learners for attending and taking us through the reports on managing both school attendance and school exclusions.

### **Managing and improving school attendance**

We heard that Swansea Council is committed to providing an 'excellent education for all by working together' recognising that regular school attendance has a positive effect on children and young people and a strong impact on learner outcomes and their progression. We were told that traditionally attendance percentages in the five-year average before Covid were above 93% but following Covid in 2021/2022 the attendance at Swansea primary schools was 90.1% and secondary school average was 86.6%. We were pleased to hear that this has improved slightly in the current academic year to date to 91.2% for primary schools and 88.4% for secondary. We also heard this is still below where schools need to be and that the council and schools are working to address this.

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**SWANSEA COUNCIL / CYNGOR ABERTAWE**

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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 the Education Directorate recognises the approach to promoting attendance needs to change and respond to the new challenges. An updated attendance policy has been drafted and all stakeholders have had the opportunity to consider its content. A head teacher's pack is in development to complement the policy and to ensure consistency of practise throughout Swansea.

We asked whether the available data on school attendance was showing any trends in, for example, year groups like those going through transition years at the time of the pandemic. We heard that data locally has been looked at and it does not show any discernible evidence of patterns in low attendance in particular year groups. The Director of Education did tell us the data does show a direct correlation within our most socio-economically challenged areas and that resources to target this are being directed to those areas. However, we did also hear that low attendance in schools is a national picture, for a few learners the barriers they have may have exacerbated since the pandemic, in some cases previous habits of good attendance may have not been re-established and more casual attitudes to school has increased. We were interested to hear if there were any studies or research available into the reasons for non-attendance, including for example young carers. We were told that a Welsh Government report has recently been published on this subject. Officers agreed to circulate a link to this document to the Panel.

We asked whether the numbers of elective home educated children had increased since the pandemic and heard that they have only increased very slightly on pre pandemic levels.

We were encouraged to see the slight improvement in the school attendance figures, so far in this academic year and would expect this to continue with the introduction of the new absence policy and the securing of the right support and interventions.

### **Managing and improving school exclusions**

We heard that exclusion rates had almost doubled since the pre pandemic period, however, these rates are in line with national trends. We were told that a few schools have not followed this trend, having fixed term exclusion rates lower than any year in the last 5 years.

We did ask what those schools are doing to reduce or buck the trend in relation to school fixed term exclusions. We heard early intervention and pastoral support for pupils was strong in those schools. We would be keen to see any good practice in this area shared across schools.

We asked whether each school in Swansea had its own pastoral support in place or whether it was provided centrally. We were told that schools do have their own pastoral support but we do also have some central teams who can help. For example, there is the pupil engagement team and the education welfare service who are all have roles in terms of working with schools, supporting relationships, sometimes being that bridge between home and school.

We recognised the importance of Local Area Co-ordinators working in communities and asked how they may be involved in both improving school attendance and reducing school exclusion, for example, in their role talking to parents/families. We

heard that a meeting took place recently that included the Local Area Co-ordinators and other people working within communities to look at what we can do to support children as part of their community. I would be grateful if you could let us know how Local Area Co-ordinators will engage with this process.

### **Your Response**

We would welcome your comments on any of the issues raised in this letter but would ask for your formal written response to the following issue by 13 August 2023.

- How do you envisage Local Area Co-ordinators engaging with families, relating in particular to the issues of school attendance and exclusions?

Yours sincerely

**COUNCILLOR LYNDON JONES**

Convener, Education Scrutiny Performance Panel

[Cllr.lyndon.jones@swansea.gov.uk](mailto:Cllr.lyndon.jones@swansea.gov.uk)





Cllr. Lyndon Jones  
Convener, Education Scrutiny Performance  
Panel

[Cllr.lyndon.jones@swansea.gov.uk](mailto:Cllr.lyndon.jones@swansea.gov.uk)  
(By Email)

*Please ask for:* Councillor Robert Smith  
*Direct Line:* 01792 63 7429  
*E-Mail:* [cllr.robert.smith@swansea.gov.uk](mailto:cllr.robert.smith@swansea.gov.uk)  
*Our Ref:* RS/JG  
*Your Ref:*  
*Date:* 04 August 2023

Dear Cllr. Jones,

**Re: - Education Scrutiny Performance Panel 13 July 2023 – Letter from Convener to Cabinet Member**

Thank you for your letter dated 24<sup>th</sup> July 2023. Please see your Question and the following response below:

**Question**

**How do you envisage Local Area Co-ordinators engaging with families, relating in particular to the issues of school attendance and exclusions?**

**Response**

The Local Area Co-ordinators (LACs) support families by giving them a voice, helping them make new connections within the community and 'walking with them' when they most need it. Therefore, there could be a number of ways in which the LACs could work with families relating to the issues of school attendance and exclusion.

Strategic collaboration has taken place between the Tackling Poverty Service manager, Local Area Coordination Implementation Manager and Education Officers. All officers are keen to work together to ensure families are supported when needed. This could be in a number of circumstances, including and not exclusively:

**Families of children who are not attending school.**

Low school attendance through a child's anxiety and poor mental health, puts an enormous strain on the family, especially if the child is suffering to the extent that they are refusing to engage with services. Support for the family in this instance is important, as parents can feel isolated. The LAC can either work with the family or advise the Education Welfare Officer (EWO) of community support. Similarly, for children who are not attending and there are concerns around exploitation, timely support for the family can be critical.

Additionally, if an EWO suspects that a child is not attending due to lack of resources or poverty in the household, the LACs can also engage support from their wider service to provide practical financial advice for the family.

Furthermore, some families may find it hard to articulate the reasons why their child is struggling to attend school. A LAC can help give that family a voice.

### **Families of children who have been permanently excluded**

The impact of a child being permanently excluded, and the subsequent stress that this causes families should not be understated. In these circumstances, advice is provided by the education inclusion officer, and many parents find themselves in a situation where they have to apply for a new school outside of their community, organise new uniform and transport (if required). This can be very challenging for some families; therefore, they may need a LAC to walk alongside them during this period until the child settles in their new school.

### **Community Focused Schools**

Community Focused Schools are a key priority for the Welsh Government, with schools placing the child at the heart of their approach and connecting family, school, and community together to provide an integrated approach to learning and development. We are very keen to ensure that the LACs are part of this process, they're knowledge and links within the community will ensure the success of this approach.

### **Education Inclusion**

In education we want to provide an excellent education for all by working together. We recognise that for some pupils this may mean alternative education offers to that of mainstream school, or to support the placement at a mainstream school. A secondment has been created for an officer to scope external provision and support schools and individual children by creating a bespoke provision suitable for the child. The Officer is already working with individual LACs so source community links to support their work, but we recognise that this work can be expanded upon.

### **Next Steps:**

- Ensure a shared understanding of the role of LACs and that of the EWO. A joint meeting to be arranged.
- Both teams work within communities, information about location assigned to team members to be shared. This will create links within the community between the two teams.
- LACs to be invited to community focussed school's meetings.
- Collaborative work to create more bespoke experiences for learners within their communities. Further meeting to be arranged.

Yours sincerely

*Robert Smith*

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

# Agenda Item 6



## Report of the Cabinet Member for Education and Learning

Education Scrutiny Performance Panel – 14 September 2023

### Vulnerable Learners Service Looked after Children

<b>Purpose:</b>	To consider the educational support given to children who are looked after and their progress in school.
<b>Content:</b>	An overview of the support provided for looked after children in schools.
<b>Councillors are being asked to:</b>	Consider the information provided and give views.
<b>Legal Councillor:</b>	Cabinet Member for Education & Learning
<b>Lead Officer &amp; Report Author:</b>	Kate Phillips, Head of Vulnerable Learner Service <a href="mailto:Kate.Phillips2@swansea.gov.uk">Kate.Phillips2@swansea.gov.uk</a>  Helen Howells, Team Manager for Pupil Support <a href="mailto:Helen.Howells@swansea.gov.uk">Helen.Howells@swansea.gov.uk</a>

#### 1. Introduction

- 1.1 Swansea Council is committed to providing an 'excellent education for all by working together'. Our aim is to ensure that all our children and young people have an equal opportunity to reach the highest standards. We believe that a child's access to appropriate education should not be determined by their personal circumstances, and our inclusion strategy aims to drive equity of experience by removing barriers to education for vulnerable children, including those who are looked after.
- 1.2 Welsh Government recognises that educational outcomes for looked after children rarely compare favourably with other children and young people. In Swansea we are aware that many of our learners will have suffered disrupted learning and may have missed extended periods of school. The gaps in their learning, and in many cases the emotional impact of their experiences, are likely to have become significant barriers to their progress. The complexity of this fragmented experience needs to be considered when providing support, effective educational experiences and assessing outcomes.

- 1.3 The Education Directorate ensures that all looked after children are prioritised in the admissions process, to ensure that education is not disrupted more than necessary when a child is moved. Schools in Swansea will promote an appropriate curriculum which is geared to the child's ability, and also aim to create a learning community which promotes a trauma informed ethos.

## **2. Current Position**

- 2.1 On 1 July 2023, there were 293 looked after children of statutory school age who received education in Swansea schools. 75 of these are children looked after by other Local Authorities. A further 91 children are looked after by Swansea and receive their education in other Welsh authorities. Additionally, 17 children are educated and placed in England. This is a changing position; therefore, this is a snapshot in time.
- 2.2 During the 2022-2023 academic year, 20 children and young people (CYP) children living in the area and looked after by Swansea were provided with Education Other than at School (EOTAS). Nine CYP are educated at the pupil referral unit (Maes Derw) and 11 currently receive an offer of education from the home tuition team. Nine CYP have been allocated a place in either a maintained special school, independent special school or specialist teaching facility.
- 2.3 For those children looked after by Swansea but living outside the area, 20 are provided with education either via EOTAS or other specialist provision. The education of every child is monitored through their Personal Education Plan (PEP) and we hope in the future we will be able to monitor their progress using an electronic solution, namely, Swansea Virtual School. These monitoring arrangements are critical because they enable us to champion the needs of these vulnerable learners and advocate for them. By careful monitoring of progress and provision we are able to undertake our corporate parenting role effectively by ensuring that a high quality and effective education offer is in place. The Swansea Council Education LAC Coordinator has developed strong links with counterparts in other local authorities in Wales and beyond to ensure that our LAC placed out of county remain highly visible to us and we are able to champion their progress.

## **3. Personal Education Plans (PEP)**

- 3.1 The PEP is a record of the child's education and training. It documents the agreed action to help them to fulfil their full educational potential, it is an integral part of the care and support plan. In the last academic year 46 children became looked after, only 18 of these were statutory school aged. 100% of CYP who are looked after have a PEP at present.

- 3.2 Cross directorate working is robust and is embedded through PEP quality assurance processes which are undertaken every school term. Pupil voice is captured through PEPs therefore it is imperative they are completed to a high standard (Appendix A).
- 3.3 We are in the process of developing a Swansea Virtual School which allows for an ePEP. This will ease processes for schools and officers, ensuring accuracy and more timely responses. The ePEP also allows tracking of new attainment performance indicators.

#### **4. Support and provision in schools for Looked After Children**

- 4.1 We know from our monitoring of provision for looked after children that schools have undertaken the following activities:

##### **Literacy and Numeracy Interventions**

Many of our LAC learners have fallen behind with their learning due to inadequate home environments in their early years. Schools have invested in many interventions to allow their learners the opportunity to catch up. Many have used their PDG LAC to offset against staff costs, so they are able to run numeracy and literacy sessions in school. Others listed online resources to benefit their learner, such as 'Mathletics' and 'Doodle Maths' used in Tre Uchaf Primary School. Additional licences were purchased by Cwmrhydyceirw Primary school for 'Reading Eggs' and 'Seesaw online portal'.

##### **Nurture and Wellbeing facilities and equipment**

Children are unable to learn unless they feel safe in their environment. Nurture and Wellbeing facilities can help provide that support for children who are looked after, and their carers, to give them the skills they need to do well at school and deal more confidently and calmly with the challenges of everyday life. Significant investment is being made by schools to ensure they have adequate equipment for the nurture and wellbeing of all their vulnerable learners.

Previous use of grant funding has provided 'Derbyshire play activities' by both Portmead and Morrision Primary Schools. Glynollen Primary School used the grant to aid implementation of the Resilience toolkit, while Tre Uchaf Primary School has purchased the 'Adventure' programme to promote resilience. Ysgol Gynradd Gymraeg Tirdeunaw has purchased the 'CosyCloud' programme to support mental health through meditation and mindfulness. Mindfulness resources have also been used in Portmead Primary School, while Cwmrhydyceirw Primary School has purchased a 'Book of Besties' programme to promote wellbeing. The pupil referral unit has purchased equipment for a sensory room to allow the learner a safe space to practise de-escalation techniques.

## **Transition activities**

The transition from primary to secondary school is a difficult time for all learners, but especially so for those children who have experienced trauma and upheaval in their young lives. In a few cases, schools have been the only constant in a child's life so leaving a place of safety and comfort can be traumatising in itself for our vulnerable LAC learners. All schools recognise this and aim to provide additional support in this area. One example of good practice is where Family Liaison Officers are used to support transition for looked after children.

## **Use of dedicated grant**

All schools receive an additional allocation of funding for looked after children via the Pupil Development Grant. This money is issued by Welsh Government to be used as a school improvement grant, to "disproportionately advantage" care experienced children. Schools have used the money in different ways but we monitor this centrally to ensure effective use and to identify good practice. An example of good practice identified is a cluster of schools combining resources to deliver a cluster project. This ensured most effective use of the resource and was able to fund a dedicated LAC lead teacher for the cluster who can work with all the looked after children to offer mentoring, completing PEPs and aiding the transition process. This lead teacher works across the cluster and so children can identify a trusted adult when they move from primary to secondary school.

Another secondary school used their grant to help provide learning coaches who worked with LAC learners to provide individual catch-up plans and bespoke timetables.

## **LAC Designated Teacher**

It is a strength that all schools in Swansea have a named LAC designated governor and LAC designated teacher, this is the case even if the school does not have any looked after children on its roll. The role is to promote the educational achievement of children who are looked after, through encouraging high aspirations. Welsh Government guidance states that the role of the designated person for looked after children should be afforded the same prominence in school as other key roles such as the designated senior person (DSP) for child protection. LAC designated teachers are added to a HWB network, to ensure we have the correct information and so that timely information can be communicated.

- 4.2 Schools take their duties as corporate parents seriously, and behavioural issues are dealt with in a multiagency context, with exclusion avoided in as many cases as possible. In the last academic

year fixed term exclusions for looked after children did increase slightly, however this was in line with national averages.

## **5. Additional Learning Needs Provision**

- 5.1 The Additional Learning Needs Education and Tribunal Act 2018 (ALNET) places the responsibility on the home Local Authority to decide whether a child they look after has an Additional Learning Need (ALN). Statements are in the process of being replaced with Individual Development Plans (IDPs). Currently, nearly 70% of Swansea children and young people who are looked after either have a statement, IDP or are in the process of being assessed for an IDP.
- 5.2 A dedicated officer from the Additional Learning Needs and Inclusion Team has responsibility for the development and monitoring of the Individual Development Plans (IDPs) for LAC. This ensures we are meeting the legal requirements for children and young people we look after and who have an ALN which in turn means that children moving outside the authority have less disruption to their education provision and ensures there are strong transition arrangements in place.
- 5.3 As designated coordinator they assess, prepare, and maintain the IDP for all children and young people we look after regardless of where in Wales they are placed. An IDP is a critical document which details the additional learning provision learners need and ensures this is reviewed and revised as necessary. This reflects the commitment of the Education Directorate to our role as corporate parent and ensures that looked after children's additional learning needs are given high priority and visibility. Via this arrangement we can have effective oversight and understanding of the needs of this cohort and ensure there is effective support, strategies, and intervention to support looked after children to achieve their full potential.

## **6. Education Performance**

- 6.1 We hold data on key performance indicators for our looked after children, but we know we need to apply caution in our interpretation of results. Size differences of the groups of learners make comparability almost meaningless. As with every set of data some children have performed well academically, some are more suited to vocational studies. Comparing such a small group of learners to a huge data set means all contextual information is lost. For instance, 22 looked after children moved school in the last academic year due to placement breakdown, which affects consistency and stability in their learning and so the usual key performance indicators are not helpful. Data which evidence wellbeing and progress is much more helpful to consider. This includes attendance and destination data.
- 6.2 Attendance performance is good and in primary schools is 2% higher than LA averages. Attendance was low in KS4, but in line with LA

averages. This is a national trend. Inclusion and attendance strategies have been developed to encourage good attendance for all through person centred approaches. This encourages schools to consider the needs of the looked after child when developing their education provision.

- 6.3 The destination of year 11 children is an important performance indicator. In the last year, we have received information to tell us that 100% of those in a mainstream school or EOTAS had secured a placement in either further education, employment or training. This is critical because while the disruption in the education journey of looked after children may not always enable them to secure the highest results enabling them to progress to meaningful next steps is a significant success. We are currently working with our IT providers to discuss ways of using the virtual school solution to gather more data for post-16 education to understand even better the aspirations of our looked after children and how we can strengthen the pathways to progression for them.

## **7. Training and Future Developments**

- 7.1 A small amount of funding for all care experienced children is awarded to schools through LAC element of the wider Pupil Development Grant. By retaining part of this funding our education region, Partneriaeth, provide a variety of professional learning for schools. The LA works well with its region and have influenced decision making, for instance mental health first aid is now being offered at the express wish of schools in Swansea. In house training is also offered for school governors, carers and teaching staff.
- 7.2 An opportunity for school staff and officers to undertake a Trauma informed diploma has been organised. Currently 80 school staff have or are still completing their diploma. It is too soon to understand the impact at present. However, 2022-2023 academic year has seen a significant decrease in permanent exclusions compared to this time last year. The embedding of Trauma informed practice within schools is a key priority, and will be a common thread through a number of key policies, such as Physical Restraint, Reducing Restrictive Practice, Behaviour and Pastoral Support Programmes.
- 7.3 Future developments are framed around the virtual school model, which are based on Sir Alastair MacDonald's recommendations to Welsh Government. Good communication with other local authorities has been developed, and Swansea compares favourably in our journey towards re-launching as a Virtual school.
- 7.4 Language guides for schools are being developed and further liaison with the CMET youth council is being organised to present to headteachers regarding the power of language.



7.5 A role has been created, and an officer seconded, to encourage education engagement through use of bespoke packages. Providing the right education at the right time to children to ensure the best outcomes for the individual. This has been very successful in the trial phase; we are confident that this will continue to grow and become embedded within schools and EOTAS.

## **8. Legal Implications**

8.1 There are no legal implications within this report.

## **9. Financial Implications**

9.1 There are no financial implications within this report.

## **10. Equality & Engagement Implications**

10.1 The report is for information and not for decision.

### **Background papers:**

<https://www.gov.wales/sites/default/files/publications/2018-11/making-a-difference-a-guide-for-the-designated-person-for-looked-after-children-in-schools.pdf>

### **Appendices:**

Appendix A: PEP Audit Report

# PERSONAL EDUCATION PLAN REVIEW REPORT

January 2023

Joanne Perkins, Jessica Myden, Nia Lyle  
Pupil Support, Learning & Innovation Team



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New Actions Arising .....	<b>Error! Bookmark not defined.</b>

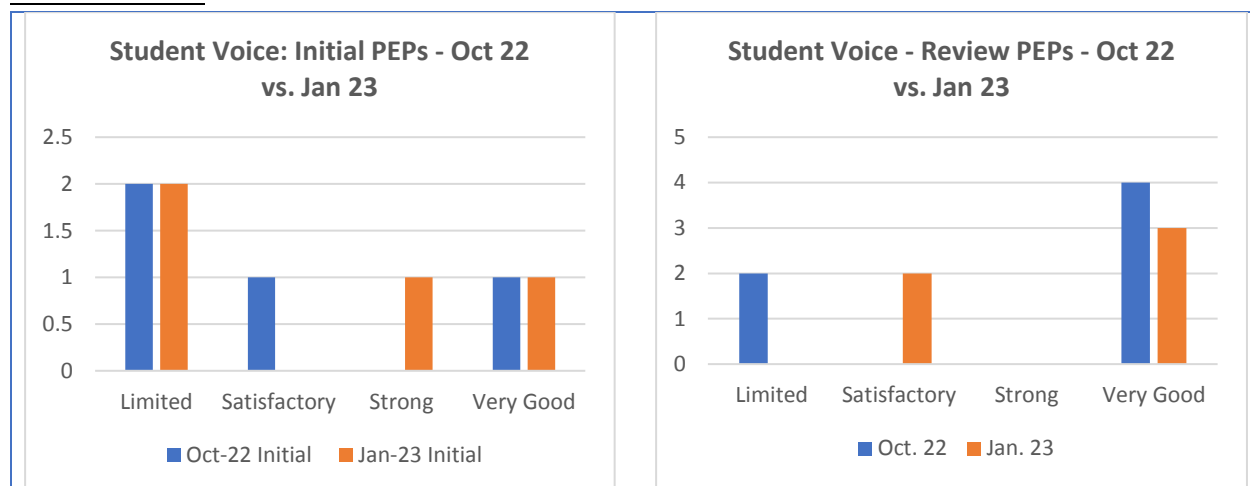
## Introduction

9 Personal Education Plans (4 Initial, 5 Reviews) completed between September and December 2022 were reviewed in a group setting by members of staff from Child & Family Services and Education. This report will reflect on the findings and compare with the previous report completed in October 2022.

### Initial PEPs received in timescales

Out of 4 initial PEPs reviewed only 50% were returned within timescales, this is a drop in comparison to the 4 initial PEPs reviewed in May 2022 (100%). Over the 26 PEPs received during the Autumn term, 71.4% of initial PEPs have been returned within the statutory timescales of 20 school days.

### Student Voice



### Student Voice

Overall, when reviewed, initial PEP student voice has seen a slight improvement from Oct 22. For PEPs reviewed in January 2023, 25 % of PEPs have seen an improvement from satisfactory to strong. For review PEPs, 3 of 5 (60%) were recognised as Very Good quality in comparison to 4 out of 6 (66.66%) that were reviewed in May-22.

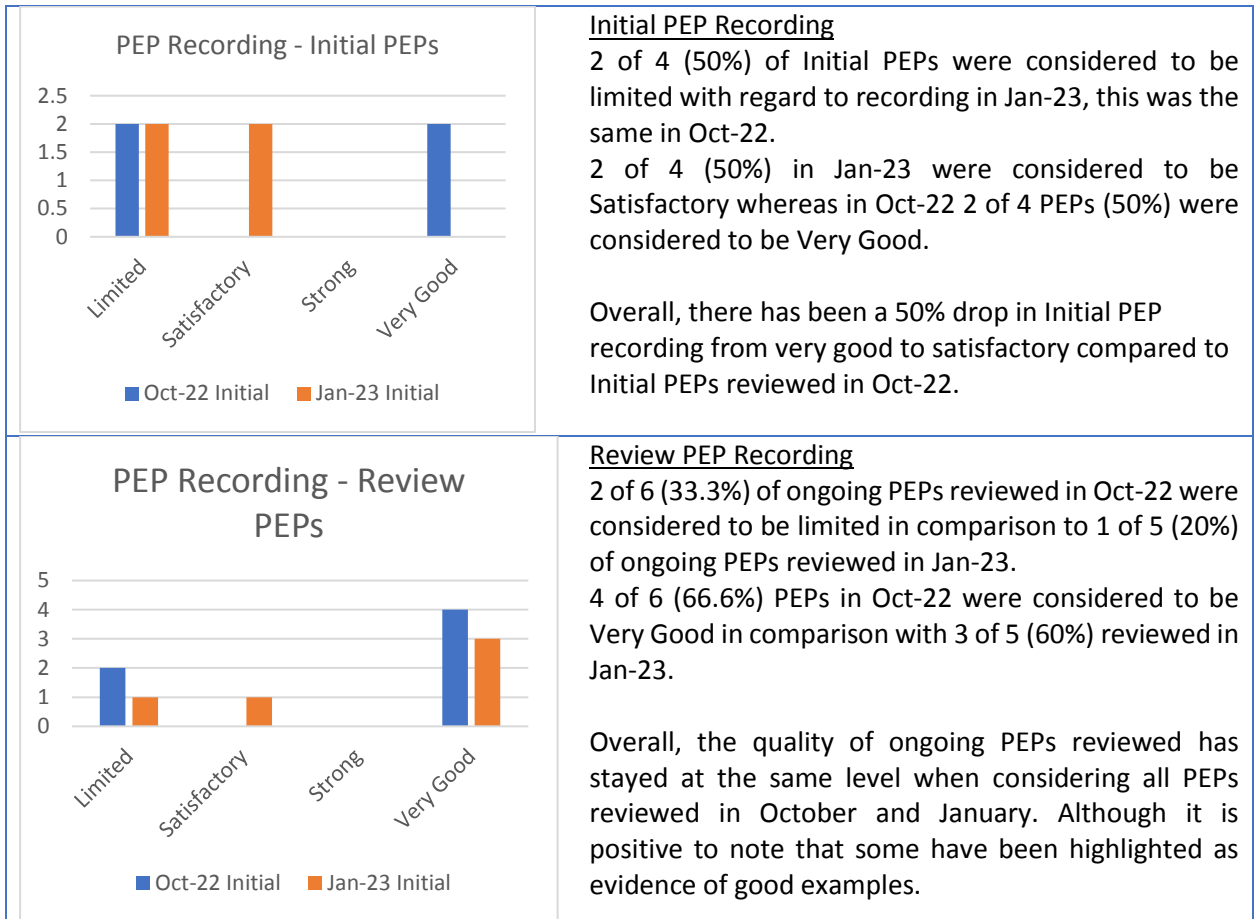
### Learning:

PEP Type	Student voice	Student Voice/My PEP - Comments
Initial	Limited	Looks like staff member has completed as large words used for a 7-year-old e.g. support, equipment, organising the tools.
Initial	Very Good	My PEP clearly written by the young person and really helps to understand the child and what matters to her. Unfortunately, this hasn't gone further in the PEP targets.
Initial	Limited	Cannot hear the child's voice in my PEP. Written from the teacher's perspective.
Ongoing	Very Good	Child's voice shines through well.

Ongoing	Satisfactory	We don't get a sense from the My PEP that there is a relationship between the child and school - she presents as a child who is going under the radar as she is doing well.
Ongoing	Satisfactory	Child's voice heard in areas however summarised with complex words used in others.

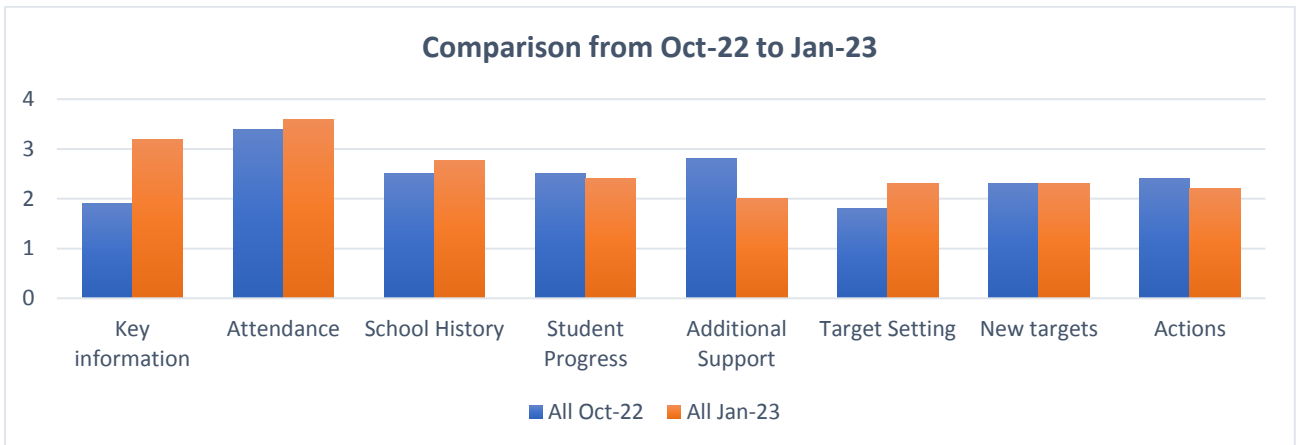
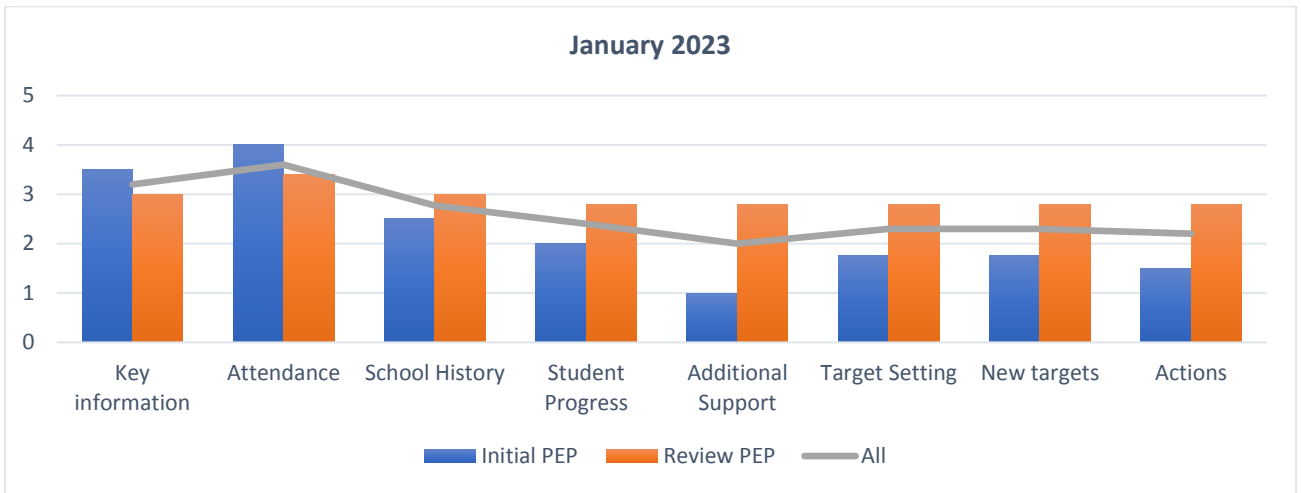
PEP Recording

*Areas should be recorded in detail and all parties have contributed appropriately and their voices acted on.*



School PEP - Average Scores

Average scores have been calculated using the following scoring: Limited: 1; Satisfactory: 2; Strong: 3; Very Good: 4. The line represents average scoring for all 9 PEPs reviewed.



Quality of PEPs with regard to key information, attendance, school history and target setting have improved slightly when comparing to reviews evaluated in October 2022. Student Progress, additional support and actions have fallen slightly.

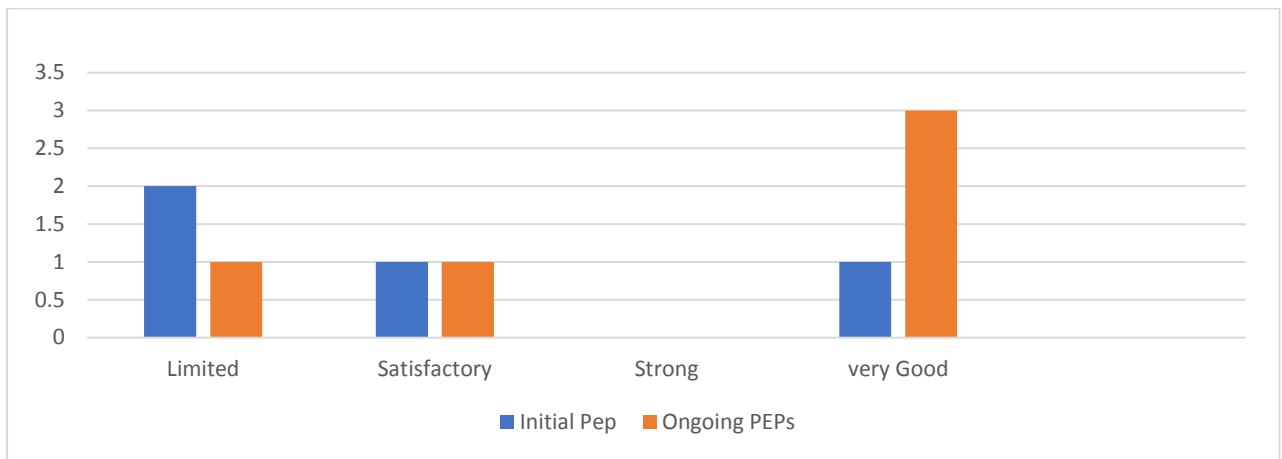
Initial PEP sent out to school within 24 hours of notification

In January 2023 75% (3 of 4) of initial PEPs reviewed were sent out to school within 24 hours of notification. This is an improvement from October 2022 where 50% were sent within 24 hours. 1 PEP was not sent out to school within 24 hours as there was a delay notifying the PEP coordinator.

PEP uploaded on to WCCIS and can be accessed prior to review

100% of ongoing PEPs reviewed in January were available on WCCIS prior to the LAC review taking place. This is consistent to PEPs reviewed in October, where all PEPs reviewed (100%) were available on WCCIS prior to the review taking place.

Overall Scores



PEP Type	Student Voice/My PEP	School PEP	PEP administration	Overall score	Additional comments and actions:
<b>Initial</b>	Looks like staff member has completed as large words used for a 7 year old e.g. support, equipment, organising the tools.	To expand on specific individual description of what targets need to be...for example praise and rewards generic for all kids...what specifically would this look like for yp	Delay in Education being notified of LAC status. 1 week.  Not completed in timescales	Satisfactory	
<b>Initial</b>	My PEP clearly written by the young person and really helps to understand the young person and what matters to her. Unfortunately this hasn't gone further in the PEP targets.	Attachment for progress takes away the PEP becoming personal for this young person.  First sentence is negative in respect of the young person - if the PEP was shared this may make the young person not want to engage and feel negative. Do not feel a sense of co production.	PEP returned within 20 school days	Limited	PEP felt negative about the young person - this was also reflected in the young persons comments as she couldn't identify what she was good at or what she has achieved.
<b>Initial</b>		Lots of information around how the young person is in school however this is not fully	PEP returned withing 20 school days	very good	Reflected more of the description of child's needs in the targets.

		reflected in his targets including the need for emotional support to feel safe and secure.			
<b>Initial</b>	Cannot hear the child's voice in my PEP. Written from the teachers perspective.	Limited description of what is needed to support the young person or what his educational needs look like. We still feel as though we don't know him.	Due 25th Nov received 6th December.	Limited	
<b>Ongoing</b>	Very good example of child's voice.			Very Good	Good example.
<b>Ongoing</b>		Child's own targets used in the plan - really good example of this and being co produced and reflective of the 'My PEP' .		Very Good	Very good example of child's voice and co produced plan.
<b>Ongoing</b>	Child's voice shines through well.			Very Good	Very good example of co produced plan bringing to life the child and their own goals.
<b>Ongoing</b>	We dont get a sense from the My PEP that there is a relationship between the child and school - she presents as a child who is going under the radar as she is doing well.	No personalised targets or description of young person.		Limited	
<b>Ongoing</b>	Child's voice heard in areas however summarised with complex words used in others.	Language is not accessible to the young person for them to be able to understand their targets should they read the		Satisfactory	



		document.  Limited personalised targets given the child's statement needs.			
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Summary

It has been positive to see that PEP content has improved slightly since October 2022, in particular key information, attendance and school history. It was recognised that some targets were not personalised and did not reflect the child views noted in the My PEP document.

It was pleasing to note that in January 75% of initial PEPs reviewed were sent out to school within 24 hours of notification. This is an improvement from October 2022.

Initial PEP returns have dropped significantly since October 2022, with only 50% being returned within the statutory timescales of 20 schools days, this is in comparison to 100% returned within statutory timescales in October.

Again, there were some very good examples of young people being involved in completing their My PEP and we could hear the child’s voice shine through. Some plans showed good examples of PEPs being co-produced, allowing the young person to bring to life their own goals.

It is important that the young person remains central to the PEP and that their voice is reflected in the school PEP as well as the My PEP. Some plans reviewed didn’t reflect this and it was clear that the plan had not been written collaboratively.

It was also identified that some PEPs used negative language and professionals felt this was not supportive to the young person. This was evident in one PEP, where the young person couldn't identify what she was good at or what she has achieved.

Target setting was identified as an area of improvement. In particular, the targets did not reflect the young person’s views. It was recommended that the My PEP is completed first, with the young person and any points can be incorporated into the school section / target setting.

The Virtual School and ePEP is in development and more information will follow shortly. We hope this will make PEP completion more efficient and easier for all involved.

Overall, this review has identified areas of learning but has also shown that our PEP content and completion is improving. Thanks to school staff who participated, from feedback they found it very helpful to understand the PEP process. Working collaboratively with schools and having staff participate in the PEP review has proved to be very beneficial for all involved to gain further understanding in the importance and effectiveness of a high-quality PEP.

Collaborative working is essential and will extend the audit invite to more professionals to share good practice in PEP completion and returns.

New actions arising:

Action	Who	Date for completion	How will success be measured?
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Reminder of statutory timescales for initial PEP returns and a reminder date added to initial PEP email.	JP	<ul style="list-style-type: none"> <li>• Immediately</li> </ul>	Reviewed termly/ at next PEP review. Compare data and consideration for improvement
Reinforce appropriate use of language used: <ul style="list-style-type: none"> <li>• email to LAC network</li> <li>• PEP training</li> </ul> <ul style="list-style-type: none"> <li>• Share via LA staff newsletter and SMT report</li> </ul>	JP  JM	Ongoing <ul style="list-style-type: none"> <li>• March 2023</li> <li>• PEP training – TBC</li> </ul> <ul style="list-style-type: none"> <li>• March 2023</li> </ul>	Through ongoing PEP reviews to monitor PEP language
Ensure staff understanding the definition of Care Status: <ul style="list-style-type: none"> <li>• Included in LAC designated training</li> </ul>	HH,JP, ST	<ul style="list-style-type: none"> <li>• TBC</li> </ul>	Improved understanding evidenced
Ensure child remains central to the PEP and that their voice is recorded clearly and reflected in school PEP: <ul style="list-style-type: none"> <li>• Email LAC network</li> <li>• Share PEP report with schools</li> <li>• Share good PEP examples from PEP review</li> <li>• Reminder in PEP emails</li> <li>• PEP training</li> </ul>	JP	<ul style="list-style-type: none"> <li>• March 2023</li> <li>• March 2023</li> <li>• March 2023</li> <li>• Underway and ongoing</li> <li>• PEP training -TBC</li> </ul>	Ongoing – My PEP will be child focussed / led with staff supporting not completing on behalf of the young person
My PEP to be completed first so staff can incorporate it into school plan: <ul style="list-style-type: none"> <li>• Email to LAC network</li> <li>• Share PEP report with school</li> <li>• Share examples– Example no. 2</li> <li>• PEP training</li> </ul>	JP	<ul style="list-style-type: none"> <li>• March 2023</li> <li>• March 2023</li> <li>• March 2023</li> <li>• PEP training – TBC</li> </ul>	Evidence of collaborative working in PEPs
Staff are invited to attend PEP reviews: <ul style="list-style-type: none"> <li>• Email LAC network</li> <li>• Education newsletter</li> </ul>	JP	<ul style="list-style-type: none"> <li>• March 2023</li> <li>• Following each PEP review</li> </ul>	Attendance from school staff increased
Develop a rota system to have schools/social service staff attend PEP reviews: <ul style="list-style-type: none"> <li>• Email LAC network</li> <li>• Set up rota / list of schools/ social services to attend (if available)</li> <li>• Share via LA staff newsletter</li> </ul>	JP  JM	<ul style="list-style-type: none"> <li>• March 2023</li> <li>• September 2023</li> </ul> <ul style="list-style-type: none"> <li>• March 2023</li> </ul>	Rota system set up where schools commit to attend PEP reviews – minimum 3 schools per term
Virtual School and ePEP development	HH, JP, ST	<ul style="list-style-type: none"> <li>• TBC</li> </ul>	Ongoing and information will follow

# Agenda Item 7



## Report of the Cabinet Member for Education and Learning

### Education Scrutiny Performance Panel – 14 September 2023

## Progress against the ten recommendations of the 2021-2022 Education & Skills Policy Development Committee

<b>Purpose:</b>	To brief the Panel on work undertaken to progress recommendations made following the work of the Education & Skills Policy Development Committee
<b>Content:</b>	An overview of work undertaken by Swansea Council and partners against the ten recommendations presented in a report to Cabinet in July 2022
<b>Councillors are being asked to:</b>	Consider the information provided and give views.
<b>Lead Councillor:</b>	Cabinet Member for Education & Learning
<b>Lead Officer &amp; Report Author:</b>	Sarah Hughes, Team Manager for Education Strategy <a href="mailto:Sarah.hughes@swansea.gov.uk">Sarah.hughes@swansea.gov.uk</a>

### 1. Introduction

- 1.1 Over the course of the 2021-2022 municipal year, the Education and Skills Policy Development Committee (PDC) focussed its attention on supporting the challenge faced by learners as they emerged from the pandemic. Over eight sessions, committee Members heard a range of evidence detailing the challenges faced by learners as well as solutions and opportunities that could be taken forward.
- 1.2 Following this work, a report to was presented to Cabinet in July 2022 summarising the findings and ten recommendations were made in order to support learners to allow opportunities of future pathways of learning to be maximised, despite the challenges they have faced.
- 1.3 This report provides an overview of the progress against each of those ten recommendations to the end of the summer term 2023.

## **2. Progress against the ten recommendations of the Education and Skills PDC**

### **2.1 *Swansea Council explores with all key partners how we understand Swansea and its neighbourhoods***

A range of datasets are used to provide information to provide knowledge about local areas. The Wales Index of Multiple Deprivation (WIMD) is linked to most analysis of school performance data, contextual data and analysis of attendance and exclusions. This can be cross-analysed with other factors, e.g. linking to Free School Meals (FSM), Additional Learning Needs (ALN) and for Looked After Children (LAC).

Data from the Pupil Level Annual School Census each January gives context at various levels, e.g. individual schools, groups of learners and geographical areas such as Lower Layer Super Output Areas and wards. Detailed analysis of this data is run annually for all schools and relevant officers who require it.

Detailed learner records are held securely on management information systems that are able to report on a range of aspects of performance and context as required. Data can be linked to geographical data for local area analysis using postcodes.

Birth records are monitored by area which supports future planning.

The Welsh Community Care Information (WCCIS) System provides information around children in specific areas and is used by appropriate officers in the Education Directorate.

Partnerships with other services and organisations support further understanding of communities both generally and with specific situations.

The Education Welfare Service (EWS) is integrated within the Early Help Hubs and take part in monthly locality meetings, which are then fed back to other officers in the Directorate. The EWS have also met with Local Area Co-ordinators to identify ways to work collaboratively in the future to understand communities.

The Contextualised, Missing, Exploited and Trafficked (CMET) team discuss particular areas of concern around exploitation. The Education Directorate are invited to both strategic and operational meetings. Also in attendance are the anti-social behaviour team, Youth Offending Service, Police and the Local Health Board. Joint reporting from a range of agencies provides a wealth of data around communities.

The Education Directorate is also invited to engagement and exploitation meetings with South Wales Police, working jointly to identify areas of concern and how young people in those areas can be supported.

The corporate and regional safeguarding boards consider contextual information across the area to aid planning of services.

2.2 *Swansea Council maps community assets and community engagement for all Swansea schools*

Work has not progressed with mapping out the offer of engagement and use of assets by schools at a whole across the County to date, however, The Welsh Government commitment to invest in Community Focussed Schools supports the benefits of doing so. The Partnership and Involvement Team are currently mapping out community engagement activity held by different teams across the Council, to strengthen opportunities to work together and inform future work. The Partnership and Involvement Team also work closely with schools on learner voice.

2.3 *Swansea Council reviews the use of Free School Meals as an indicator of vulnerability*

'FSM6' (every FSM in the last six years) is now used as a measure on the Vulnerability Assessment Profiles. This is a more stable measure than just using current eligibility. This information is used alongside data taken from the WIMD, as FSM alone is not a perfect measure of deprivation, only income deprivation.

FSM and WIMD are both used routinely in analysis of school performance data, contextual data, attendance and exclusions in order to monitor various groups and identify possible issues and trends which may need intervention.

2.4 *Council considers how well schools engage with parents and communities in person, via social media, formally and informally*

This individual recommendation has not been progressed to date.

2.5 *Council considers how philosophy in Swansea schools and communities can improve communication and wellbeing*

This individual recommendation has not been progressed to date, however, elements will be covered in schools through the new curriculum.

2.6 *Council explores the idea of Swansea Council becoming Adverse Childhood Experience (ACE) informed Council*

An overview of ACEs is included in the mandatory safeguarding training that all Council staff must complete.

A subgroup of the Corporate Safeguarding Steering Group has developed an action plan to identify the steps for The Council to become an ACEs-informed Council. This plan includes a consideration of ACEs in future policy development.

- 2.7 *Council considers developing on-site facilities to increase vocational opportunities in schools, where required and continues to develop vocational opportunities for all learners for whom this is a preferable route*

A new vocational strategy has been developed to develop opportunities for learners. A copy of this strategy has been included in appendix A.

Dylan Thomas Community School are exploring the possibility of adapting a space for vocational provision. Initial plans have been sourced by the school. Further detail is required from the school to ensure plans align to Swansea's vocational strategy.

A secondment is currently in place to develop bespoke packages of support, including vocational opportunities, for learners at risk of disengagement with education.

- 2.8 *Council maps existing Learning Champions to inspire learners and seeks the support of both universities in driving forward Learning Champions for Swansea learners*

There is currently no resource allocated to this project. Should resource become available, this will be further explored.

- 2.9 *Council provides all pupils in Swansea with a library card, promotes leisure/sports facilities to schools and communicates as well as outdoor learning as part of the schools' curriculum*

Historically, all libraries in Wales participated in 'Every Child a Library Member', with funds provided by the Welsh Government. This ceased a number of years ago with it not being as successful as hoped and challenges obtaining required registration information due to Data Protection.

The process now is that if libraries are approached by a school for classes or individual children to become members of a library for school visits, the parent registers the child online for the information to be processed and library card prepared to be collected by the parent or when the child visits with school.

Sport and Health officers promote local sports and leisure facilities. Many of the community activities both during term time and in the school holidays take place in facilities such as leisure centres, which are operated by Freedom Leisure and community buildings, which are owned by Swansea Council but managed on a day-to-day basis by voluntary management committees.

The Sports and Health team lead and support regular activities and large-scale events which take place at other facilities such as Swansea Bay Sports Park and Wales National Pool Swansea.

Examples of activities delivered include school swimming lessons at Freedom Leisure sites and Wales National Pool Swansea; StreetGames and Us Girls holiday camps at Penlan Leisure Centre; disability inclusion festivals at LC2 Swansea; Fit and Fed events in community centres; Hockey Euros International

Tournament and other events at Swansea Bay Sports Park; community events at local parks and open spaces; mountain bike rides at Clyne Valley Country Prk trails; and opportunities to participate/join community sport clubs.

These activities are promoted through a range of mechanisms including social media accounts, the Council Website, in person when Sports and Health officers attend schools and promotion of club / facility opportunities through Swansea Sport Awards recognition.

The Welsh Government is currently bringing forward the Outdoor Education (Wales) Bill. The purpose of the Bill is to establish a statutory duty on local authorities to ensure that all young people receiving maintained education are provided with the opportunity to experience residential Outdoor Education, for at least one week, at some stage during their school years. The Bill will also establish a statutory obligation for providers of maintained education to be allocated funding to enable them to do this.

#### 2.10 *Council publishes its exclusions reduction strategy*

The Council's Inclusion Strategy was approved by Cabinet in May 2023. This strategy has a specific aim to promote inclusion (and reduce exclusion).

Detailed termly and annual analysis of exclusion data is run in order to identify trends and patterns in fixed-term exclusions. Exclusions are also part of the annual Vulnerability Assessment Profiles.

### **9. Legal implications**

9.1 There are no legal implications within this report.

### **10. Finance Implications**

10.1 There are no financial implications within this report.

### **11. Equality and Engagement Implications**

11.1 The report is for information and not for decision.

### **Appendices:**

Appendix A: Vocational Strategy

# Swansea Council

## Strategy for Vocational Education for 14- to 19-year-olds

2022 – 2025

Page 30



Cyngor **Abertawe**  
**Swansea** Council





# Strategy for Vocational Education for 14- to 19-year-olds

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## *Our Vision for Swansea*

***We will develop a shared vision for sustainable vocational learning in Swansea, clearly aligned to the skills and knowledge needed by employers in the region.***

## *Our Priorities*

1. We will ensure that vocational education contributes to the breadth of the curriculum at 14 to 16 and 16+ by meeting the vision of Curriculum for Wales and the learning and skills (Wales) measure, 2009, in all schools.
2. We will build stronger partnerships with stakeholders to ensure a collaborative approach to the vocational curriculum, that develops supportive and impartial progression to the next levels of study or training.
3. We will ensure the offer of vocational qualifications at age 14 -19 is fully aligned to employment opportunities made available by the Swansea Bay City Deal now and in the future.
4. We will ensure the delivery of Careers and Work-Related Education (CWRE) at all stages of learning supports the vocational offer at age 14 -19.
5. We will be prepared for the changes to vocational courses as the suite of new qualifications are rolled out from 2025 and 2027.

## 1. Background

- 1.1 Developing the employability skills of young people in Swansea is a vital part of our education systems. Through effective models of vocational learning, we want to give our learners an improved understanding of the world of work, an awareness of the skills they need to succeed and a greater awareness of the opportunities and pathways available to them.
- 1.2 The Education Wales toolkit for supporting the development of Careers and Work-related Experiences in schools and settings (2022) states that

Children and young people are starting out on their journey through life, learning and work. They have choices to make about the educational pathway that they will take, the jobs that they will do and the kind of life that they will lead. They can expect to have to deal with change and uncertainty, adapting their ideas and plans to new circumstances; and as they shape their own careers, they can also make a positive contribution to the wellbeing of others.

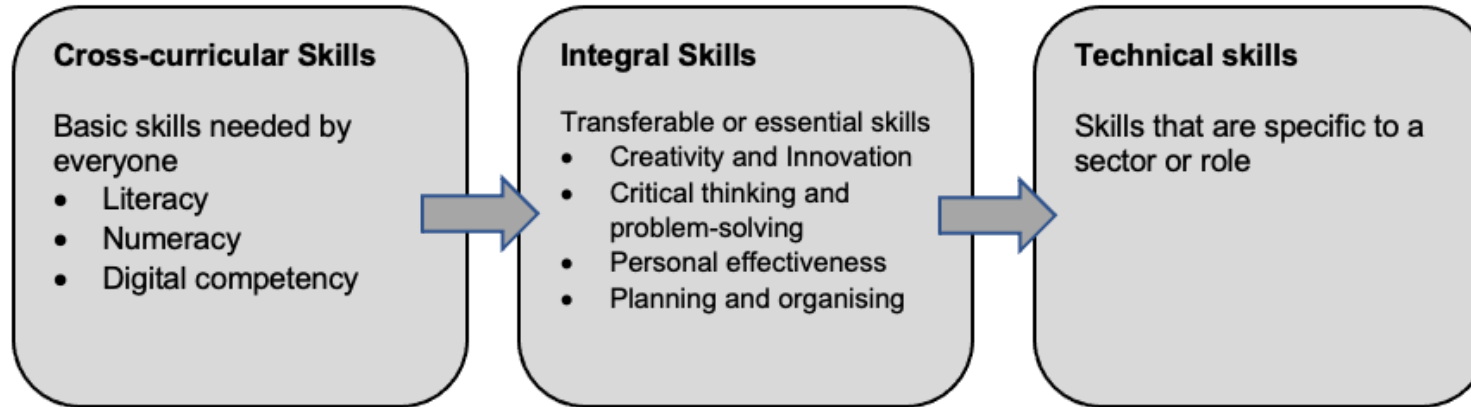
Careers matter, they make a difference to every individual, community, and society. Everyone has a career, even if it takes a winding path and includes many stops, starts and changes of direction. Career is about more than undertaking paid work which may not be possible for some learners. It includes the work they do in the home, in their leisure pursuits and in their voluntary work. It is important to help learners engage with the ideas of career and lifelong learning and to empower them to make sense of, and take control of, their own careers and education to the best of their abilities.

Swansea Bay City Deal is a key driver for the development of vocational provision over the next ten years. A £30 million Swansea Bay City Deal Skills and Talent programme for Southwest Wales has been approved by the UK Government and Welsh Government. Vocational opportunities will be aligned to areas of growth and regional strengths such as the digital, construction, energy, health and wellbeing and smart manufacturing sectors with opportunities for upskilling the current workforce as well as preparing the next generation for jobs of the future in the locality.

- 1.4 Each Swansea school varies in terms of its vocational provision for learners at pre- and post-16 and there are varying degrees of in-house expertise, facilities, and specialised equipment. This strategy seeks to move forward together to map out existing vocational provision and need, to ensure that future planned provision is grounded in a shared vision for sustainable vocational learning in Swansea, and that any investment in accommodation and facilities is consistent within this vision.

## 2. Key definitions and sector reviews

2.1 The development of vocational provision requires a common language and widespread understanding of the distinctions between different types of skill sets. Using terminology from Curriculum for Wales, we can identify the role vocational skills play in the development of the vocational curriculum for Swansea.



2.2 Qualifications Wales consider vocational qualifications to be those qualifications that are awarded and certificated by an ‘awarding body’, taken by learners from the age of 14 upwards, and which **assess knowledge, understanding and/or skills that relate explicitly to the world of work**. There are some ‘grey areas’. One example of these is the Welsh Baccalaureate, which is managed as a ‘general’ qualification. Another example is the Essential Skills suite of qualifications – which are managed as vocational qualifications. There are also ‘general’ qualifications that may also be considered as vocational qualifications – for example, GCSEs and A levels in Health and Social Care. (Qualifications Wales: Vocational Qualifications Strategy).

2.3 At a national level Qualifications Wales are designing new frameworks within vocational areas. Sector reviews have taken place in Health and Social Care (2016), Construction and the Built Environment (2018), Information and Communication Technology (2018) and Engineering, Advanced Manufacturing and Energy (2020). Further reviews will take place for financial services, customer services and retail, travel and tourism and hospitality and catering.

2.4 Following recommendations from the sector reviews and to align with the new Curriculum for Wales there will be a new GCSE offer in 2025 in Construction and the Built Environment, Digital Technology, Engineering and Manufacturing and Health and Social Care. These specific ‘made for Wales’ qualifications will be vocational in nature and further aligned to post-16 frameworks, which are yet to be confirmed.

### 3. Mapping vocational provision in Swansea

3.2 Throughout Swansea vocational qualifications are taken by learners at a number of ages and stages and in a range of settings.

#### Current situation - summary

3.3 **At ages 14 to 16**, learners can take initial vocational qualifications alongside more traditional GCSEs. Sometimes these vocational options are also GCSEs; sometimes they are other qualifications such as BTECs, WJEC L1/2 vocational courses or similar. The courses leading to these qualifications provide an introduction to areas of work, but they do not require the assessment of competence. These qualifications are mostly at Levels 1 and/or 2 and are often taken in conjunction with the Key Stage 4 Welsh Baccalaureate at National and Foundation level. (Adapted from Qualifications Wales: Vocational Qualifications Strategy)

Vocational qualifications in Swansea for 14- to 16-year-olds are delivered in a number of ways

- Vocational courses delivered on school site by school staff, for example Health and Social Care
- Vocational courses delivered on school site by college staff, for example Children's Care and Learning Development
- Vocational courses delivered off site by college staff, for example Engineering and Construction
- Full-time vocational course and work-related experience (Junior Academy) delivered off site by college staff and industry links, for example Landscaping & Horticulture and Hair & Beauty

All Swansea schools deliver some vocational courses by staff within their own setting. This is most common for courses such as Travel and Tourism, Health and Social Care, Children's Care and Learning Development (CCLD) and Sport and Coaching. One school uses staff expertise from Gower College to design and deliver a curriculum in CCLD. These courses are typically delivered for three hours per week.

Gower Junior College is a 'paid for' provision offered by the college to all schools. These courses are offered at the college to make best possible use of facilities, equipment, and staff expertise. Some schools use this as part of their options open to all key stage 4 pupils while others use the provision for learners who, for various reasons, are following an alternative curriculum. Courses offered include Construction, Engineering, Landscaping and Horticulture, Hair and Beauty and Catering and Hospitality.

Coleg Sir Gâr and Neath Port Talbot College are able to deliver vocational programmes to learners who live near county borders. In previous year they have provided construction courses at Bryngwyn Vocational Skills Centre (Coleg Sir Gâr) and Llansamlet Construction Centre (NPTC Group of Colleges). However, no schools currently take up this offer.

In addition, Gower College and Inspire Training are vocational provisions as part of the framework of providers offered to schools through the Cynnydd programme. The Cynnydd project aims to meet the requirements of Specific Objective 2 (To reduce the number of those at risk of becoming NEET, amongst 11–24 year-olds) European Social Fund Operational Programme, by providing several interventions targeted at young people who are identified

as being at the very greatest risk of becoming NEET (Not in Employment, Education or Training). In the case of both these providers, programmes have been developed to introduce learners to a wide range of vocational areas and aid the transition to further vocational training and apprenticeship opportunities within local post-16 settings. The Cynnydd programme will come to an end as of September 2022.

In 2019/2020 a new full time vocational programme was offered to all schools in Swansea as part of Welsh Government's Junior Apprenticeship model. Known as the Junior Academy in Swansea and operating from Gower College's Tŷ Coch campus, this is a four day a week programme for learners. Learners on the programme spend one day a week in their school completing Mathematics, English and other requirements of the statutory curriculum not covered at the college.

The Junior Academy is aimed at young people 14-16 years old who have a very clear idea of the vocational pathway they wish to follow and would benefit from a less traditional route. The programme particularly suits those who are at risk of disengaging with the school system and becoming NEET. There are currently learners from four different secondary schools following vocational pathways in Landscaping & Horticulture and Hair & Beauty. Alongside their studies, each learner takes part in work related opportunities through a range of work readiness activities and sector related experiences. All learners who successfully completed the Junior Academy in 2021 progressed to higher level vocational studies, apprenticeships, or employment. The Junior Academy is very much a partnership project between Gower College and secondary schools with a welfare and progression coordinator responsible for support and progression to suitable pathways upon leaving.

**At age 16-18**, learners' can study either full time or mixed programmes of learning leading to one or more vocational qualifications at Levels 1, 2 or 3. These learners may either be seeking to progress to higher education or directly into employment – although they may not be sure at the outset of their programme. These learners will often also take the post-16 or Advanced Welsh Baccalaureate.

Six of seven sixth forms in Swansea offer level 3 vocational qualifications at subsidiary diploma level (the equivalent to one A-level). These qualifications sit alongside A-levels as part of learning programmes with progression into further vocational studies, apprenticeships, and employment. Two Welsh medium sixth schools offer level 3 vocational qualifications through the medium of Welsh at diploma level in Business, IT and Sport. Class sizes are often small for these subjects however there are larger cohorts studying Health and Social Care and Applied Science (Forensics).

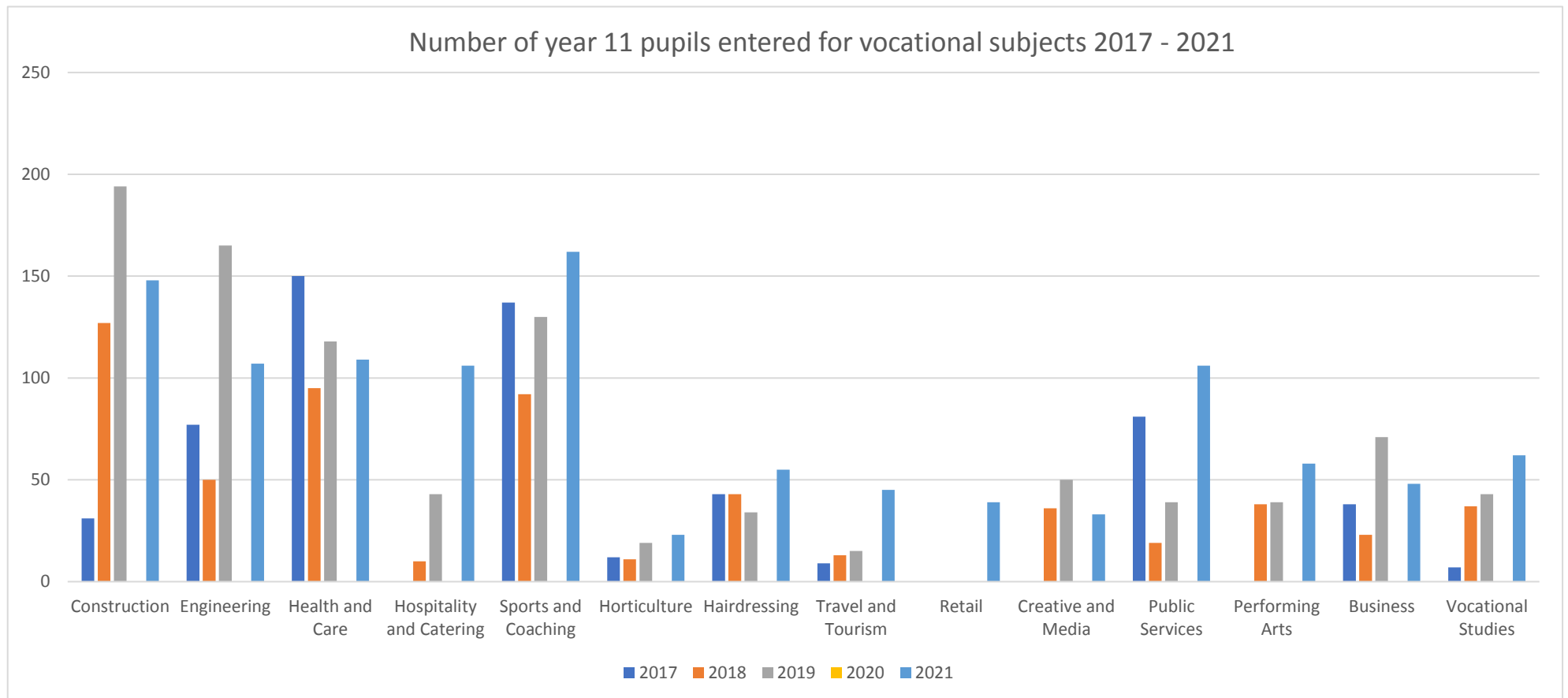
Gower College Swansea and neighbouring FEIs offer a vast range of vocational options at levels 1, 2 and 3 for full diploma (two A-level equivalent) and extended diploma (three A-level equivalent). These courses include those that have been identified by the Regional Learning and Skills Partnership (RLSP) are having skills shortages, for example Health and Social care, Construction and the Built Environment, Digital Technology and Advanced Engineering. Apprenticeships are also offered through Gower College Swansea.

3.5 **At age 16-18**, traineeships (now known as Jobs Growth Wales plus) are delivered through work-based learning providers, such as Inspire training, where learners take vocational and other qualifications on programmes that combine learning with work experience, normally at Level 1, to prepare learners for progression into an apprenticeship or work.

3.6 **At age 16+**, apprenticeships are delivered through Gower College and other FEIs and work-based learning providers such as Inspire training, where learners are employed as apprentices but also complete a programme of learning and assessment, at Level 2 or Level 3. There are also higher-level apprenticeships for older learners.

**Vocational subject offer**

3.7 The graph below and appendix one shows the range of vocational subjects offered and number of learners completing from 2017-2021 across Swansea (no data available for 2020 due to the impact of Covid). Some learners will choose to study an academic pathway at age 14 followed but a vocational option at post-16. What is a right pathway for one learner may not be the right pathway for another. The greatest number of learners in any specific area are for construction, engineering, health and care and sports and coaching.



#### 4. Five Key priorities

1. We will ensure that vocational education contributes to the breadth of the curriculum at 14 to 16 and 16+ by meeting the vision of Curriculum for Wales and the learning and skills (Wales) measure, 2009, in all schools.
2. We will build stronger partnerships with stakeholders to ensure a collaborative approach to the vocational curriculum, that develops supportive and impartial progression to the next levels of study or training.
3. We will ensure the offer of vocational qualifications at age 14 -19 is fully aligned to employment opportunities made available by the Swansea Bay City Deal now and in the future.
4. We will ensure the delivery of Careers and Work-Related Education (CWRE) at all stages of learning supports the vocational offer at age 14 -19.
5. We will be prepared for the changes to vocational courses as the suite of new qualifications are rolled out from 2025 and 2027.

## Priority One: Breadth of Curriculum

*We will ensure that vocational education contributes to the breadth of the curriculum at 14 to 16 and 16+ by meeting the vision of Curriculum for Wales and the learning and skills (Wales) measure, 2009, in all schools.*

All secondary schools will offer vocational qualifications from age 14 that fulfils the four purposes of Curriculum for Wales and is aligned to the learning and skills measure (2009). That is a minimum of 25 courses offered at age 14, of which at least **three to be vocational** and 30 courses offered at age 16 of which at least **five to be vocational**.

The Curriculum for Wales guidance is a clear statement of what is important in delivering a broad and balanced education. The four purposes are the shared vision and aspiration for every child and young person. In fulfilling these, we set high expectations for all, promote individual and national well-being, tackle ignorance and misinformation, and encourage critical and civic engagement. A school's curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it. (Curriculum for Wales guidance)

The four purposes will be the starting point and aspiration for schools' curriculum design. Ultimately, the aim of a school's curriculum is to support its learners to become:

1. ambitious, capable learners, ready to learn throughout their lives
2. enterprising, creative contributors, ready to play a full part in life and work
3. ethical, informed citizens of Wales and the world
4. healthy, confident individuals, ready to lead fulfilling lives as valued members of society

Over the next three years we will

- Support schools to design and deliver a broad and balanced curriculum that addresses the needs of Curriculum for Wales and the learning and skills (Wales) measure, to include strong vocational provision.
- Ensure there continues to be a suitable range of vocational provision at 14-19 through the medium of Welsh.
- Ensure the quality assurance systems in schools include vocational provision

Partners responsible for implementing these actions

- Swansea Local Authority
- Schools, colleges, and other stakeholders
- Careers Wales
- Local employers
- Regional Learning and Skills Partnership



## Priority Two: Partnerships and progression

*We will build stronger partnerships with stakeholders to ensure a collaborative approach to the vocational curriculum, that develops supportive and impartial progression to the next levels of study or training.*

The offer of vocational qualifications in Swansea will encourage working in an open and collaborative way with key partners and stakeholders. We will make the very best use of local expertise, facilities, and equipment within the region. Well-established partnership working with local post-16 providers will facilitate the smooth transition of learners to post-compulsory education and training.

This priority will sit alongside our priority within the post-16 strategy to work with Careers Wales to support young people to make well informed choices that are right for the individual enabling them to make positive transitions for vocational education. We support Careers Wales as a provider of bilingual, inclusive, impartial careers guidance and coaching for the people of Wales.

We understand that 'where schools engage well and work closely with employers, learners have a better understanding of the world of work and the skills and attributes they need for the future' (Estyn thematic report 'Partnerships with employers in secondary and special schools, 2020). We will support Career Wales' vision and goal to 'To develop our work with employers, training providers and entrepreneurs to understand their skills requirements and opportunities for young people and adults' (Careers Wales, Brighter Futures Strategy).

Over the next three years we will

- Meet with Careers Wales, termly, to monitor advice, information and guidance given to all school leavers.
- Establish a network for CWRE leads in each school to support and develop the vision of Careers Wales strategy: Brighter Futures (2021-2026).
- Ensure there are excellent progression routes within Swansea and the region for learners studying vocational courses.

Partners responsible for implementing these actions

- Swansea Local Authority
- Schools, colleges, and other stakeholders
- Careers Wales
- Local employers
- Regional Learning and Skills Partnership

## Priority Three: Swansea Bay City Deal

*We will ensure the offer of vocational qualifications at age 14 -19 is fully aligned to employment opportunities made available by the Swansea Bay City Deal now and in the future.*

The vocational curriculum in Swansea will address the needs identified by the Swansea Bay City Deal (SBCD) in relation to skills shortage areas, which are:

<b>Construction</b>	New skills for SMART house building and retrofitting (Homes as Power Stations), construction is fundamental for all 8 programmes
<b>Digital</b>	Skills to meet the changing needs of businesses, including Cyber, Artificial Intelligence, Machine Learning and Robotics, the development of digital skills will be imperative for all the City Deal programmes. (Waterfront and Digital District; Yr Egin and the Digital programme)
<b>Energy</b>	Specific engineering skills for offshore wind, tidal and marine energy. (Pembroke Dock Marine; Supporting Innovation and Low Carbon Growth and Homes as Power Stations)
<b>Health and Wellbeing</b>	Technology within health care and digital assimilation (Pentre Awel and Life Science and Wellbeing and Sport)
<b>Smart Manufacturing</b>	New ways of manufacturing using robotics and new technologies based on Industry 4.0. (Pembroke Dock Marine and Supporting Innovation and Low Carbon Growth)

The Skills and Talent programme (of the SBCD) has been designed to support the eight city deal projects and the wider Swansea Bay economy. The programme aims to identify the skills that will be needed within the region in the future and where shortfalls are identified, design and provide training pathways to address them.

Over the next three years we will

- Give priority to these areas when considering requests for assets within schools to be repurposed or developed to enhance vocational provision.
- Give priority to these areas when considering any shared provision between schools or between schools and other partners.
- Work together to submit bids to the Skills and Talent programme where appropriate.

Partners responsible for implementing these actions

- Swansea Local Authority
- Schools, colleges, and other stakeholders
- Regional Learning and Skills Partnership

## Priority Four: Careers and Work-Related Experiences

*We will ensure the delivery of Careers and Work-Related Education (CWRE) at all stages of learning supports the vocational offer at age 14 -19.*

We are committed to the implementation of CWRE as a cross-cutting theme in the Curriculum for Wales for all Swansea's primary and secondary schools and settings. CWRE will make a significant contribution to learners' achievement of the four purposes of learning and the seven wellbeing goals of the Well-being of Future Generations (Wales) Act 2015 which constitute the shared vision for the new curriculum. (Education Wales toolkit for supporting the development of Careers and Work-related Experiences in schools and settings, 2022).

The Education Wales toolkit for supporting the development of Careers and Work-related Experiences in schools and settings (2022) states that

CWRE is not just for the last few years of schooling, nor for a particular group of learners. From early years onwards, every child starts learning about the opportunities and possibilities that learning, work and career can open for them. The primary phase is critical for fostering exploration and discovery, strengthening aspiration and ambition, challenging stereotypes, widening horizons, keeping options open and building resilience. In the secondary phase learners begin to make decisions about subjects and 4 pathways that will influence the rest of their lives. The power of CWRE to motivate and engage learners is related to their perception of the relevance and usefulness of what they are learning to their everyday lives, both now and in the future. These gains depend on learners having a positive, hopeful, and optimistic view of their career possibilities.

All young people need to leave school with a clear idea of the direction they are moving in. They need to know how to realise their plans, and to have the understanding and skills to be adaptable, resilient, and enterprising in managing unexpected change and transitions. It is important that all primary, secondary and special schools, as well as other settings including pupil referral units (PRUs) and those providing education otherwise than at school (EOTAS), embed CWRE as a cross-cutting theme in the whole curriculum.

Over the next three years we will

- Work closely with Careers Wales to firmly establish CWRE as a cross-cutting theme of Curriculum for Wales.
- Establish a network for CWRE leads in each school, to support the wider vocational curriculum leading to qualifications at age 14.
- Work alongside primary partners to ensure CWRE is fully embedded from early years onwards.

Partners responsible for implementing these actions

- Swansea Local Authority
- Schools, colleges, and other stakeholders
- Careers Wales

## Priority Five: Changes to vocational qualifications

*We will be prepared for the changes to vocational courses as the suite of new qualifications are rolled out from 2025 and 2027*

We will fully support schools in their preparation for a new suite of vocational qualifications being developed to support Curriculum for Wales. Qualifications currently being taken by 14- to 16-year-olds are being reviewed by Qualifications Wales (QW). These include GCSEs, the Skills Challenge Certificate and other qualifications like BTECs, which are referred to as the wider offer.

### The GCSE offer (vocational in nature)

Swansea will ensure that all teaching staff are prepared for new GCSE frameworks to be introduced in 2025. That is; new made-for-Wales GCSE qualifications in **Construction and the Built Environment, Digital Technology, Engineering and Manufacturing and Health and Social Care.**

### The Wider offer

Swansea will ensure teaching staff are prepared for delivery of the wider offer to be introduced from 2027, these qualifications are more likely to be vocational in nature. The wider offer refers to all non-GCSE qualifications studied by learners aged 14 to 16. QW are looking at qualifications from entry level and up and looking at a wide range of subjects such as the World of Work, Financial Capability, Careers Development, Equality and Diversity, Food Safety, Essential Skills, Sport, and First Aid. To put it into context, there are roughly 1,200 qualifications in this space at present. This part of qualification reform is in its early stages of development.

Over the next three years we will

- Attend and feedback to Qualification Wales through stakeholder engagement opportunities
- Provide timely updates to senior leaders regarding changes to the vocational suite of qualifications from 2025 and 2027
- Ensure, through partnership working, high quality staff training for vocational qualifications

Partners responsible for implementing these actions

- Swansea Local Authority
- Schools, colleges, and other stakeholders
- Qualifications Wales

5. Three-year strategic plan

Priority	Priority aims	Actions	Responsibility	Timescales
1. Breadth of Curriculum  Page 43	To ensure that vocational education contributes to the breadth of the curriculum at 14 to 16 and 16+ by meeting the vision of Curriculum for Wales and the learning and skills (Wales) measure, 2009, in all schools.	1.1 Support schools to design and deliver a broad and balanced curriculum that addresses the needs of Curriculum for Wales and the learning and skills (Wales) measure, to include strong vocational provision.	LA/ Schools/ GCS	Ongoing
		1.2 Ensure there continues to be a suitable range of vocational provision at 14-19 through the medium of Welsh.	LA/ Schools/ GCS	Ongoing
		1.3 Ensure the quality assurance systems in schools include vocational provision	LA/ Schools/ GCS	Ongoing
2. Partnerships and progression	To build stronger partnerships with stakeholders to ensure a collaborative approach to the vocational curriculum, that develops supportive and impartial progression to the next levels of study or training.	2.1 Meet with Careers Wales, termly, to monitor advice, information and guidance given to all school leavers.	LA/ Sixth forms/ GCS	Termly
		2.2 Establish a network for CWRE leads in each school to support and develop the vision of Careers Wales strategy: Brighter Futures (2021-2026).	LA/ schools/ GCS/ Careers Wales	By Nov 2022 and termly
		2.3 Ensure there are excellent progression routes within Swansea and the region for learners studying vocational courses.	LA/ Sixth forms/ GCS	Ongoing

3. Swansea Bay City Deal	To ensure the offer of vocational qualifications at age 14 -19 is fully aligned to employment opportunities made available by the Swansea Bay City Deal now and in the future.	3.1 Give priority to identified areas when considering requests for assets within schools to be repurposed or developed to enhance vocational provision.	LA	Ongoing
		3.2 Give priority to identified areas when considering any shared provision between schools or between schools and other partners.	LA	Ongoing
		3.3 Work together to submit bids to the Skills and Talent programme where appropriate.	LA/ Sixth forms/ GCS	Ongoing
4. Careers and Work-Related Experiences	To ensure the delivery of Careers and Work-Related Education (CWRE) at all stages of learning supports the vocational offer at age 14 -19.	4.1 Work closely with Careers Wales to firmly establish CWRE as a cross-cutting theme of Curriculum for Wales.	LA/ schools/ GCS/ Careers Wales	By Dec 2022
		4.2 Establish a network for CWRE leads in each school, to support the wider vocational curriculum leading to qualifications at age 14	LA/ schools/ GCS/ Careers Wales	By Nov 2022 and termly
		4.3 Work alongside primary partners to ensure CWRE is fully embedded from early years onwards.	LA/ schools/ GCS/ Careers Wales	By Dec 2022 and termly
5. Changes to vocational qualifications	To be prepared for the changes to vocational courses as the suite of new qualifications are rolled out from 2025 and 2027	5.1 Attend and feedback to Qualification Wales through stakeholder engagement opportunities	LA	Ongoing
		5.2 Provide timely updates to senior leaders regarding changes to the vocational suite of qualifications from 2025 and 2027	LA	Ongoing
		5.3 Ensure, through partnership working, high quality staff training for vocational qualifications	LA/ schools/ GCS/ Careers Wales	Ongoing

**Appendix One: Current vocational curriculum offer 14-16 year olds**

	Construction	Engineering	Health and Care	Hospitality and Catering	Sports and Coaching	Horticulture	Hairdressing	Travel and Tourism	Retail	Creative and Media	Public Services	Performing Arts	Business
Birchgrove	✓			✓	✓								
Bishop Gore	✓				✓	✓		✓			✓	✓	✓
Bishop Vaughan		✓				✓				✓			
Bishopston													
Cefn Hengoed	✓	✓	✓		✓		✓		✓				
Dylan Thomas	✓		✓		✓					✓			
Gowerton	✓			✓									
Morrison	✓	✓	✓	✓						✓		✓	
Olchfa		✓			✓				✓		✓		
Pentrehafod			✓	✓	✓						✓	✓	
Penyrheol	✓						✓						✓
Pontarddulais	✓	✓	✓				✓						
YG Bryn Tawe	✓			✓	✓		✓	✓	✓				
YG Gwyr				✓							✓		

**Current vocational curriculum offer at post-16**

	Business	Performing Arts	Public Services	Creative and Media	Health and Care	Computing	Sport	Hospitality	Engineering	Creative Media	Business	Medical Science	Criminology
Olchfa	✓	✓	✓			✓		✓	✓				✓
Morrison				✓				✓				✓	
Bishop Gore					✓		✓		✓		✓	✓	✓
Gowerton													
YG Bryn Tawe				✓					✓		✓		✓
YG Gwyr										✓			✓
Bishop Vaughan		✓		✓						✓	✓	✓	✓



# Agenda Item 8



Cyngor Sir Gâr  
Carmarthenshire  
County Council



Cyngor Abertawe  
Swansea Council

**PARTNERIAETH**

To:  
**Cllr. Darren Price**  
Chair of Partneriath Joint Committee

Please ask for: **Scrutiny**  
Scrutiny Office Line: **01792 637256**  
e-mail: [scrutiny@swansea.gov.uk](mailto:scrutiny@swansea.gov.uk)  
Date: **01/03/2023**

Dear Councillor Price

## **Partneriath Scrutiny Councillor Group – 13 February 2023**

The Scrutiny Councillor Group would like to thank Ian Altman, Lead Officer, Cressy Morgan, Strategic Adviser and Helen Morgan Rees, Lead Director for attending our meeting, for presenting the information we requested and answering our questions. I am writing to you to reflect on our views from the meeting.

The Lead Director outlined the financial position of Partneriaeth giving us a breakdown of funding streams including the grant funding, the local authority contributions and service level agreements in place. She also reassured the Panel that the governance arrangements are running as set out in the legal agreement, including Joint Committee, Scrutiny and regular stakeholder meetings.

We were interested to hear about the evaluation and impact report that is currently being written, understanding that it will outline areas such as the value for money of Partneriaeth (so far) and that this will be submitted to the Joint Committee in June. We look forward to sight of this once it is available. We noted the 28 members staff were now employed by Partneriaeth which well down on the number employed by ERW.

We also reviewed the Risk Register with Ian Altman noting one amendment which strengthened the comment around the increased risk of priority one and schools not being sufficiently supported in their implementation of the new curriculum. We discussed and were concerned to hear about the risk of the Welsh Government grant funding not coming through on time, because clearly Partneriaeth is dependent on this grant. However, we were reassured to hear that the monies do tend to come through in a timely manner.

We did raise a concern about the impact of the Welsh Government workload pay award and its potential impact on teaching time. We understand there is no detail available at present but we would appreciate being kept up to date as this progresses and informed of the potential impact it will have in our schools.

As outlined in our last letter we agreed to receive an update on the implementation of the six Partneriaeth key priorities, one at each of our meetings. At this meeting we started with Priority One: Curriculum & Assessment, supporting a national curriculum with equity & excellence at its core that sets high standards for all learners. Cressy

Morgan and Ian Altman gave us details on progress with this, including looking at how it flows through the Business Plan and the Professional Learning offer. We discussed how successful cluster working has been in some areas and were shown three examples of this. We do recognise that there are different challenges across the different clusters, so one size will not fit all and that a mixture of universal and bespoke support seems to be most effective. We were pleased to hear that a flexible and agile approach is taken when supporting all clusters.

We also wanted to emphasise the importance of taking all teachers on the journey to implement the New Curriculum for Wales, recognising the prescriptive nature of the old curriculum and the skills required for the New Curriculum, which could be challenging for some who are used to the old system.

The Councillor Group wanted to recognise and thank Partneriaeth staff for their hard work in developing a team working ethos with schools particularly in relation to the introduction of the New Curriculum for Wales.

We would welcome your thoughts on the contents of this letter but on this occasion do not require a formal written response.

Yours sincerely,

**Cllr Lyndon Jones**  
**Chair of Partneriaeth Scrutiny Councillor Group**  
[Cllr.lyndon.jones@swansea.gov.uk](mailto:Cllr.lyndon.jones@swansea.gov.uk)

# Agenda Item 9

## Education Scrutiny Performance Panel DRAFT Work Programme 2023/2024

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

<b>Meeting 9</b> 14 Mar 24 4.00pm	<b>Schools Session and Visit 2 – Bishopston Comprehensive School</b> School Development Plan	
<b>Meeting 10</b> 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
<b>Meeting 11</b> 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)

# Agenda Item 10

## Individual School Estyn Reports 2023/2024 – as of 6 September 2023

### YGG Y Login Fach

**Published today:** [Inspection report Ysgol Gynradd Gymraeg Y Login Fach 2023 \(gov.wales\)](#)

#### **Recommendations:**

R1 Ensure that leadership processes become stable and lead to improvement

R2 Strengthen the role of governors to enable them to act effectively as critical friends

R3 Provide regular opportunities for pupils to apply their numeracy and extended writing skills across the curriculum

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### Parklands Primary School

**Published 19 July 2023:** [Inspection report Parkland Primary School 2023 \(gov.wales\)](#)

#### **Recommendations:**

R1 Further improve the teaching and the learning environment to support the development of pupils' independent learning skills.

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### Bishop Gore Comprehensive School

**Published 29 June 2023** [Inspection report Bishop Gore School 2023 \(gov.wales\)](#)

#### **Recommendations:**

R1 Ensure that teaching provides a sufficiently high level of challenge for all pupils.

R2 Refine self-evaluation so that it focuses on the impact of actions to precisely identify any aspects of teaching and learning that need improvement.

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### St Thomas Primary School

**Published 5 June 2023:** [Inspection report St Thomas Community Primary School 2023 \(gov.wales\)](#)

#### **Recommendations:**

R1 Sharpen self-evaluation to focus more clearly on improving teaching and pupils' learning.

R2 Ensure that feedback and assessment support pupils to make meaningful improvements to their work.

R3 Refine the provision for independent learning across the school to challenge pupils suitably.

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### **Grange Primary School**

**Published 25 May 2023:** [Inspection report Grange Primary School 2023 \(gov.wales\)](#)

#### **Recommendations:**

R1 Sharpen self-evaluation processes to ensure that monitoring activities consistently identify the most important areas for improvement.

R2 Ensure that all teachers provide sufficient and timely feedback to extend pupils' learning.

R3 Ensure that the level of challenge is consistently well matched to pupils' ability in all classes.

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### **Pontlliw Primary School**

**Published 25 May 2023:** [Inspection report Pontlliw Primary School 2023 \(gov.wales\)](#)

#### **Recommendations:**

R1 Improve opportunities for pupils to develop their independent learning skills and make decisions in relation to their learning.

R2 Ensure that members of the governing body play a full part in self-evaluation processes to support the school to identify all strengths and areas for improvement.

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