



**Dinas a Sir Abertawe**

**Hysbysiad o Gyfarfod**

Fe'ch gwahoddir i gyfarfod

## **Panel Perfformiad Craffu - Addysg**

**Lleoliad:** Cyfarfod Aml-Leoliad - Ystafell Lilian Hopkin, Neuadd y Ddinas / MS Teams

**Dyddiad:** Dydd Iau, 9 Mai 2024

**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, J D McGettrick, F D O'Brien, A J O'Connor

Aelodau Cyfetholedig: Beth Allender a/ac Elizabeth Lee

---

### **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**
- 4 Llythyrau**
- 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 Addysg o Safon (AoS)/ Cymunedau Cynaliadwy ar gyfer Dysgu) PowerPoint**  
Y Cynghorydd Robert Smith (Aelod y Cabinet, Addysg a Dysgu), Helen Morgan Rees (Cyfarwyddwr Addysg) a Louise Herbert Evans (Rheolwr Tîm Cyfalaf)
- 7 Partneriaeth Sgiliau Abertawe - Diweddariad Blynyddol**  
Y Cynghorydd Robert Smith (Aelod y Cabinet, Addysg a Dysgu), Helen Morgan Rees (Cyfarwyddwr Addysg) a David Bawden (Cydylynydd Strategol Sgiliau Addysg)

## 8 Adolygiad diwedd blwyddyn Craffu ar Addysg

Cyfarfod nesaf: 20.06.2024

*Huw Evans*

**Huw Evans**  
**Pennaeth y Gwasanaethau Democrataidd**  
**Dydd Iau, 2 Mai 2024**

---

**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, 18 April 2024 at 4.00 pm**

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

**Councillor(s)**

A Davis  
B Hopkins  
J D McGettrick

**Councillor(s)**

A M Day  
S M Jones  
F D O'Brien

**Councillor(s)**

F M Gordon  
S Joy  
A J O'Connor

**Co-opted Member(s)**

Beth Allender

**Co-opted Member(s)**

Elizabeth Lee

**Co-opted Member(s)**

**Other Attendees**

Dr J Andrews  
R Smith

Bangor University  
Cabinet Member for Education and Skills

**Officer(s)**

Sarah Hughes  
Rhodri Jones  
Helen Morgan-Rees  
Kate Phillips

Team Manager for Education Strategy  
Head of Achievement & Partnership Service  
Director of Education  
Head of Vulnerable Learner Service

**Apologies for Absence**

Councillor(s): None

---

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

Cllr Lyndon Jones and Cllr Mike Day declared a personal interest in Item 6.

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

None

**138 Minutes**

The Minutes of the meetings on the 12 February, 19 February and 22 February 2024 were agreed by the Panel.

**139 Letter/s**

The letter to the Cabinet Member following the Panel meetings on the 19 February and the 22 February 2024 were noted.

**140 Public Questions**

No public questions were received.

**141 Religion, Values and Ethics in Education Briefing**

The Panel thanked Dr Joshua Andrews from Bangor University and Jennifer Harding Richards for attending the Panel and presenting information on Religion, Values and Ethics (RVE) education.

The Panel heard firstly from Dr Andrews about recent research completed into this matter by Bangor University. In 2023, the National Centre for Religious Education at Bangor University undertook research to explore how RVE was embedded within the Curriculum for Wales. Their research included both quantitative and qualitative research methods and included responses from 58 schools. The second part of the research will involve in depth interviews with colleagues from across Wales. Dr Andrews outlined some of the findings from that research so far.

Jennifer Harding Richards then took the Panel through the report provided which covered:

- Legislation
- Bangor University Research
- Swansea Standing advisory council for Religion, Values and Ethics (SACRE)
- RVE support for schools in Swansea
- Resources
- Professional learning
- Partnership working
- National work
- Estyn reports and secondary RVE Audit
- School improvement reports; and
- Suggested next steps.

Councillors asked a number of questions including:

- A number of shortcomings highlighted what is the plan moving forward.
- Number of statutory obligations not being met and it seems that subject is being watered down as part of the humanities curriculum.
- What is the funding breakdown for resources.
- Need to be mindful of pressures on teachers and the monies available for specialist teachers considered.
- Has there been any national research by Education Directors group.
- There needs to be more space in teacher training curriculum for this, are Welsh Government considering this.

- The Panel would like to revisit this issue in a years' time to see how it is progressing.

A summary of the discussion including in relation to these questions and the Panels views on the matter, will form part of the letter to Cabinet Member following the meeting.

## **142 Hearing the Voices of Children and Young People**

The Panel thanked Councillor Robert Smith (Cabinet Member for Learning and Skills), Helen Morgan Rees (Director of Education), Rhodri Jones (Head of Achievement and Partnership Service) and Sarah Hughes (Head of Education Strategy) for attending the Panel and presenting a written report giving details on how the voices of Children and Young People are considered within Education. The discussion covered:

- The Children's Rights and Human Rights Scheme and the Pupil Manifesto
- Universal Children's Day
- School Councils and beyond
- Partnership and Involvement Team
- Learner Voice in Schools' Quality Assurance and Monitoring
- Education Directorate
- Future workstreams for learner voice and next steps

The Panel raised the following points:

- With regard to the lost voices project, what happens to the information gained and is it fed into what other departments do too.
- Vital that children and young people are involved in shaping their lives and the council priorities.

A summary of the discussion in relation to these questions will form part of the Conveners letter to the Cabinet Member sent following the meeting.

## **143 Education Other Than at School Services Annual Update**

The Panel thanked Councillor Robert Smith (Cabinet Member for Learning and Skills), Helen Morgan Rees (Director of Education) and Kate Phillips (Head of Vulnerable Learners) for attending the Panel and presenting a writing report giving an update on Education Other Than At School Services in Swansea. The discussion covered:

- Background
- Consultation and engagement period
- Further considerations
- Proposed model
- Timeline

The following questions/points were raised by the Panel:

- What will the gatekeeping for the services and how will pupils access it
- The impact of the language used in relation to services needs to be considered carefully. For example, Pupil Referral Unit and alternative curriculum and that better more positive language could be used potentially for example appropriate curriculum.
- The different pathways were highlighted; will that go alongside the continued building of capacity in mainstream.
- How well has the new model been received by staff in the EOTAS services and will there be a net change in staffing.

A summary of the discussion in relation to these questions will form part of the Conveners letter to the Cabinet Member sent following the meeting.

**144 Feedback from Partneriaeth Scrutiny Councillor Group**

The letter was noted by the Panel.

**145 Work Plan for 2023/2024**

The Work Plan for 2023/2024 was noted. All meetings apart from those that require a school visit will have a starting time of 4.30pm from the new municipal year.

The meeting ended at 5.31 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:*  
*e-Mail* [scrutiny@swansea.gov.uk](mailto:scrutiny@swansea.gov.uk)  
*e-Bost:*  
*Date* 30 April 2024  
*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 18 April 2024. The Panel discussed the Religion, Values and Ethics education, voices of children and young people and Education Other Than At School Services.

Dear Cllr Smith,

## **Education Scrutiny Performance Panel – 18 April 2024**

We would like to thank you, Dr J Andrews from Bangor University and the officers from the Education Directorate 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.

### **Religion, Values and Ethics (RVE) Education**

We heard firstly from Dr Andrews about the recent research completed into this matter by Bangor University and then from Swansea's Religion, Values and Ethics Adviser about the work happening in Swansea. In 2023 the National Centre for Religious Education at Bangor University undertook research to explore how RVE was embedded within the Curriculum for Wales. Their research included both quantitative and qualitative research methods and included responses from fifty-eight schools from across Wales. The second part of the research involved in depth interviews with colleagues from across Wales. Dr Andrews outlined some of the findings from that research so far. We also looked at the report provided by Education Directorate giving details of the work done here in Swansea on the matter.

We heard that the research did highlight shortcomings in relation to RVE education in Wales including several areas where statutory obligations are not being met. We felt that it did seem that the teaching of RVE was reduced or even watered down within the

**OVERVIEW & SCRUTINY / TRUSLOW A CHRAFFU**

**SWANSEA COUNCIL / CYNGOR ABERTAWE**

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

**[www.swansea.gov.uk](http://www.swansea.gov.uk) / [www.abertawe.gov.uk](http://www.abertawe.gov.uk)**

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

new curriculum with it has becoming part of the humanities subject area rather than being a standalone subject.

We were concerned about the limited time that is given over to the subject in the curriculum by schools and about the lack of teacher training for new teachers on the matter. We did feel that there also needed to be more space in the initial teacher training for this subject.

We thanked the Religion, Values and Ethics Adviser for her detailed briefing on the subject. We were pleased to hear that Swansea Standing Advisory Council for Religious Education (SACRE) has secured funding to improve the resources available to schools on the subject and that in Swansea we are further ahead than many other local authorities. Although this may be the case, we felt there is a lot more to do to improve RVE in Swansea schools. This is evident from the declining number of pupils who are entered for examinations or taking the subject at GCSE and A 'Level. We understand that SACRE are continuing to investigate this decline. We felt that it was important that we look at this again and will therefore put it into our work programme for next year, especially as it is a statutory requirement.

### **Hearing the voices of children and young people**

We were encouraged to hear about the amount of activity that is taking place not only in education settings but also more widely in the community to engage with and gain the views of young people. We heard that this is completed by both the education directorate and the Partnership and Involvement Team from Social Services. We were pleased to see the different ways in which young people's voices are gathered and then included in decision making here in Swansea. We were particularly interested in how those quiet voices are gained and how they are fed into departments across the council.

We are pleased to see this activity being embedded in the work of the Council and we recognise that it is vital that children and young people engage in shaping both their own lives and the council priorities. The Panel were keen that young people should be invited to participate in the education scrutiny process.

### **Education Other Than At School Services (EOTAS)**

We heard about the review of EOTAS services, including the consultation exercise that took place with the Pupil Referral Unit (PRU) Management Committee, staff at the PRU and learners attending the PRU and/or in receipt of other EOTAS services. We were told that this consultation exercise was crucial in developing the new model.

We heard that the consultation feedback was grouped into what worked well, what did not work with suggestions for improvement. These findings and the proposed new model were shared in a report to Swansea Cabinet in January 2024. We were pleased to hear that as part of the review consideration was also given to data held by the local authority in relation to current, emerging need and future predictions and that the proposal aligned with the Council's corporate plans and commitments.

We understand that it is envisaged that the final staffing structure will be in place by April 2024, with the implementation of the new model proposed for September 2024.



We asked what the gatekeeping for the service will be. We heard that the EOTAS Panel will be the gatekeeper, they will also look at how each 'offer' will be tailored to the meet the young person's needs.

We raised the issue of the impact of the language used in relation to some services and activities like the Pupil Referral Unit and alternative curriculum. We asked if a more positive terminology be used for example 'appropriate' curriculum rather than 'alternative'.

We heard that although there will be a number of different pathways for EOTAS, schools will also continue to build capacity in mainstream alongside that, particularly in the prevention element.

We asked how the new model has been received by staff in the EOTAS services and whether there will be a net change in staffing levels. We heard that there will be a review of job descriptions and roles. It will be about how we use our staff resources rather than the numbers of staff. We were also told that staff have mixed views at present, which is to be expected through the change process.

### **Your Response**

We would welcome your comments on any of the issues raised in this letter but on this occasion do not require a formal response, but we would suggest consideration is given to the language used for EOTAS services and we felt that it would be a good opportunity, as part of the implementation of the new model, to introduce more positive wording where appropriate.

Yours sincerely

**COUNCILLOR LYNDON JONES**

Convener, Education Scrutiny Performance Panel

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

# Agenda Item 7



## Report of the Cabinet Member for Education and Learning

### Education Scrutiny Performance Panel – 9 May 2024

#### Swansea Skills Partnership Annual Update

<b>Purpose:</b>	To update the Scrutiny Panel on the work of Partneriaeth Sgiliau Abertawe (PSA)/Swansea Skills Partnership (SSP).
<b>Content:</b>	An update on the key priorities of the Swansea Skills Partnership.
<b>Councillors are being asked to:</b>	Consider the information provided and give views.
<b>Lead Councillor:</b>	Cabinet Member for Education and Learning
<b>Lead Officer &amp; Report Author:</b>	David Bawden, Strategic Skills Co-ordinator <a href="mailto:David.Bawden@swansea.gov.uk">David.Bawden@swansea.gov.uk</a>

## 1. Background

- 1.1 In June 2018, Cabinet approved a recommendation from the Education Skills Policy Development Committee to establish an effective strategic partnership between local education providers and associated organisations. The partnership aims to make Swansea one of the best places to be educated in the UK with a focus on supporting the wellbeing objective, that every child and young person in Swansea gains the skills and qualifications they need to succeed in life. Purpose and membership of the SSP can be found in the Terms of Reference, **Appendix A** (updated September 2023).
- 1.2 The Educational Scrutiny Performance Panel has received annual updates on the purpose, priorities, and outcomes of the SSP since its conception.

## 2. Briefing and progress update

- 2.1 The SSP is an established strategic education partnership comprising senior representatives from a range of organisations across the area, with the aim of designing destinations for learners by strengthening the links between curriculum and future occupations in Swansea and beyond.

The focus is to support Swansea's corporate plan to improve education and skills with a Designing Destinations Strategy:

*“We will deliver a strategy to support vocational learning, post-16 curriculum collaboration, careers and work-related education. We want schools to engage with community learning champions, employers and other education providers to inspire successful futures for learners.”*

- 2.2 By the end of the academic year 2022/2023, previous workstreams of the SSP were concluded and reported on in the final meeting of the year. Partners were tasked with suggesting fresh workstreams for the next five years. For the academic year 2023/2024, the SSP was refreshed with new Terms of Reference (**Appendix A**), a more streamlined membership group and three new strategic priorities.
- 2.3 The partnership will consider the following strategic priorities during the next five years:
1. Develop stronger collaborative partnerships with employers (Head of Achievement and Partnership)
  2. Develop collaborative partnerships to explore the delivery of 14-16 vocational programmes from a place and provision perspective (Strategic Co-ordinator for Skills)
  3. Establish collaborative partnerships to develop and deliver a wider range of high-quality post-16 programmes (Strategic Co-ordinator for Skills)
- 2.4 Each strategic priority has a sub-group chaired by a local authority officer and consisting of partners' representative/s. Each chair produces sub-group Term of Reference, an action plan and a termly highlight report. Highlight reports are presented to the SSP a week in advance of the termly meetings.
- 2.5 The remainder of this paper will look at each workstream in turn.

**Workstream one: Develop stronger collaborative partnerships with employers.**

- 2.6 This workstream will help learners understand the sorts of jobs and industries that are growing in Swansea and the surrounding area and support them to explore which jobs might be right for them. We want to ensure that all learners are offered experiences, opportunities and skills which can help them decide and discover who they are and who they want to be.
- 2.7 The purpose of this working group is to develop an understanding of the partnerships that currently exist between Swansea schools and its local/regional employers and partners and, where required, build on current practice to ensure that there is a minimum offer across Swansea schools that every learner can access. We recognise Careers and Wales and the Regional Learning and Skills Partnership as key partners for this workstream.
- 2.8 The working group will provide an effective support and challenge mechanism comprising senior representatives from a range of organisations and partners across the area, with the aim of supporting the designing of destinations for learners by strengthening the links between Swansea schools and employers.

2.9 The key activities and deliverables for this workstream are likely to include, but are not limited to:

1. Reviewing and gaining a greater understanding of work schools are currently doing with businesses and industry to support young people with careers and work-related experiences.
2. Developing the priorities, to include, but not limited to:
  - Partner Support:** Strengthen current partnerships and build new partnerships.
  - Experiences of Work:** Establishing and embedding Careers and Work-Related Experiences within our schools that are reflective of employers across the growth sectors
  - Learning Pathways:** Empowering young people to make informed decisions regarding their next steps linking to the other two PSA priority areas.
  - Social Value:** Exploring social value opportunities from Swansea Council contracts building on current practice.
  - Vulnerable Learners:** Targeted programmes informed by labour market intelligence which look to increase the possibility and probability of young people with a variety of barriers and challenges of moving into paid employment, training or education through an enhanced careers and work-related experiences offer.

2.10 To date, the working group has audited all Swansea secondary schools to identify where collaboration and partnerships currently exist between schools and business. This has revealed significant involvement from industry through links with Careers Wales, Gower College, and HE providers. There is scope for this to be strengthened by working with employers to pledge their support and hosting opportunities on a web-based platform.

2.11 The working group has discussed the value of a Swansea pledge from businesses in the local area. We intend to adapt the 'My Choice' webpage as a platform to showcase good practice and signpost schools and other organisations to local and regional businesses.

**Workstream two: Develop collaborative partnerships to explore the delivery of 14-16 vocational programmes from a place and provision perspective.**

2.12 The offer of vocational qualifications in Swansea will encourage opportunities to work 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.

2.13 Vocational qualifications in Wales for 14–16 year olds are changing. From 2027 schools will teach VCSE subjects (Vocational Certificate of Secondary Education) alongside GCSE subjects (General Certificate of Secondary Education).

- 2.14 The purpose of the working group is to be fully prepared for these changes and explore partnership working where this will allow a school to broaden the curriculum offer available to learners and where it is in the best interest of those learners.
- 2.15 The key activities and deliverables are likely to include, but are not limited to:
1. Reviewing and evaluating current provision, facilities, and partnerships.
  2. Giving clear direction to school in support of the local vocational offer for the new suite of VCSEs.
  3. Developing a full understanding and give clear direction on how the new suite of VCSE qualifications can lead to more effective post-16 opportunities.
  4. Ensure that advice, information, and guidance given to schools fully meets the vision for curriculum for Wales and the new 14-16 learner entitlement.
- 2.16 To date, the working group has mapped out vocational provision across Swansea schools and identified where vocational qualifications are delivered in-house or through other providers. Estyn reports over that past year highlight the strength of school curricula and the offer of a broad range of academic and vocational courses to 14-16 year olds.
- 2.17 The sub-group has decided to look at providing support for the changes in 14-16 programmes as part of Curriculum for Wales. These changes will be in effect from 2027 and are:
1. The Full 14-16 Qualifications offer  
<https://www.qualificationswales.org/regulation-reform/reforming/qualified-for-the-future/>
  2. The 14-16 learner entitlement (in Draft)  
<https://www.gov.wales/sites/default/files/consultations/2024-02/14-to-16-statutory-learner-guidance.pdf>
- 2.18 We will work in partnership to ensure that schools have the necessary training, and access to facilities, equipment, and industry expertise to deliver the new set of qualifications. The delivery of this may be within the school premises or with another provider through collaborative working. The working group will discuss fully with schools where facilities are sought to be enhanced on site.
- 2.19 Gower College has recently opened 'The Green Hub' to deliver qualifications in landscaping, horticulture, and eco-construction to 14–16 year olds. This will not only benefit current cohorts, but looking ahead, to develop teaching through the new suite of VCSEs from 2027 onwards.
- 2.20 We have piloted a few events with Swansea University and University of Wales Trinity St David's to introduce young people to engineering and digital health care to support pathways into vocational education.

### **Workstream three: To establish collaborative partnerships to develop and deliver a wider range of high-quality post 16 programmes.**

- 2.21 The purpose of this workstream is to establish effective partnerships to deliver a wider range of post-16 provisions for young people. We want all post-16 learners to be able to access worthwhile qualifications and progress to further learning in education or training, or into employment, as well as widening the choice of courses and improving equality of opportunity.
- 2.22 We aim to fully utilise the experiences gained through online and blended learning during the pandemic, by developing a post-16 delivery model for subjects that may not always be available for learners studying at sixth form or college. Virtual learning environments have the potential to extend the number of subjects offered by a provider while maintaining the quality and rigour of classroom-based teaching. Online models of curriculum delivery can encourage collaboration, reduce the challenge of transport between sites, increase the number of learners studying subjects with lower take-up such as modern foreign languages and increase equity of provision across schools and settings.
- 2.23 The key activities and deliverables are likely to include, but are not limited to:
1. Reviewing and evaluating the post-16 learner voice survey, completed in 2023.
  2. Giving clear direction to the partnership models adopted across Swansea post-16 providers.
  3. Developing an online model of post-16 provision across all providers.
- 2.24 To date, the sub-group has met to discuss key findings of the school's sixth form learner voice survey from 2023. Discussions centred around the feasibility of a wider collaborative model of post-16 provision; however, the challenges of common timetables, shared staffing and transport barriers were considered too great to develop in traditional way.
- 2.25 Therefore, the decision was made to explore a collaborative online delivery model for a few minority A-level subjects, that could be offered across providers in an after-school slot. This was approved by headteachers in October 2023.
- 2.26 The online offer is a collaboration between sixth forms and Gower College for courses to be taught from September 2024. Four courses will be trialled in A-Level Classical Civilisation, Further Mathematics, French and Welsh. The post-16 collaborative offer is dependent on several factors including student take-up, staff engagement, technology, school/ college promotion, and clear communication.

### **Summary**

- 2.27 The refreshed approach to the SSP with new workstreams has seen a strong level of engagement from partners from all organisations. Workstreams have already had a positive impact to support vocational and employability skills, enhance progression opportunities and support learner aspirations.

### **3. Legal implications**

3.1 There are no legal implications.

### **4. Finance Implications**

4.1 There are no finance implications.

### **5. Equality and Engagement Implications**

5.1 This report is for information only and an IIA is not therefore required.

#### **Appendices:**

Appendix A - Swansea Skills Partnership Terms of Reference

# Terms of Reference Partneriaeth Sgiliau Abertawe (PSA) / Swansea Skills Partnership V0.2

## Purpose of Partneriaeth Sgiliau Abertawe

Provide an effective strategic education partnership comprising senior representatives from a range of organisations across the area, with the aim of designing destinations for learners by strengthening the links between curriculum and future occupations in Swansea and beyond.

The main focus will be to support Swansea's corporate plan to improve education and skills with a Designing Destinations Strategy:

*“We will deliver a strategy to support vocational learning, post-16 curriculum collaboration, careers and work-related education. We want schools to engage with community learning champions, employers and other education providers to inspire successful futures for learners.”*

The partnership will consider the following strategic priorities during the next five years:

1. Develop stronger collaborative partnerships with employers (Head of Achievement and Partnership)
2. Develop collaborative partnerships to explore the delivery of 14-16 vocational programmes from a place and provision perspective (Strategic Co-ordinator for Skills)
3. Establish collaborative partnerships to develop and deliver a wider range of high-quality post 16 programmes (Strategic Co-ordinator for Skills)

Each priority will have a sub-group chaired by a local authority officer and consisting of partners' representative/s. Each chair will produce sub-group TOR, an action plan and termly highlight report. Highlight reports will be presented to PSA a week in advance of the termly meetings

## Membership

### Swansea Council

Director of Education - Chair  
Cabinet Member for Education and Learning  
Head of Achievement and Partnership  
Employment and Skills Manager  
Strategic Co-ordinator for Skills  
Senior Economic Regeneration Manager

## Partners

Senior representative from Gower College Swansea  
Suitable representative from University of Wales Trinity St David's (UWTSD)  
Suitable representative from Swansea University  
Senior representative from Careers Wales  
Secondary Schools representatives



# Agenda Item 8



## Report of the Convener Education Scrutiny Performance Panel

### Annual Review of Work 2023/24

<b>Purpose:</b>	As the municipal year ends, it is good practice to reflect on the Panel's work, experience and effectiveness
<b>Content:</b>	A summary of the year's activities is provided
<b>Councillors are being asked to:</b>	a) Reflect on the year's work; and b) Share ideas to improve the effectiveness of Scrutiny
<b>Lead Councillor:</b>	Councillor Lyndon Jones Convener of the Education Performance Panel
<b>Lead Officer &amp; Report Author:</b>	Michelle Roberts, Scrutiny Officer E-mail: michelle.roberts@swansea.gov.uk

#### 1. Background

- 1.1 As this is the final meeting of this municipal year, the Panel is invited to reflect on the year's scrutiny work, experiences and effectiveness. Any ideas that will improve the effectiveness of the scrutiny of education are welcome.
- 1.2 To aid panel members, a summary of the year's work has been included.
- 1.3 Some of the questions the Panel may want to consider:
  - **What has gone well?**
  - **What did not go quite so well?**
  - **Did the Panel's work focus on the right things?**
  - **What have we learnt that will help us with future scrutiny?**

#### 2. Overview

- 2.1 The purpose of the Panel is to provide ongoing challenge to school performance to ensure that pupils in Swansea are receiving high quality education; and the authority is meeting its objectives in relation to improving school standards and pupil attainment.
- 2.2 **What were the lines of inquiry?**

To regularly review school performance including meeting with Head Teachers and Chairs of Governors to ask questions about performance and improvement, focusing on outcomes, provision and leadership. Look at relevant data,

commissioning reviews and anything that impacts on Education in Swansea including, for example, the new curriculum, Additional Learning Needs and Education Other Than at School Services.

2.2 The Panel has a core membership of eleven councillors and two parent governor co-opted members.

### 3. Supporting Data

There have been 12 Panel meetings, with 11 Conveners letters sent to the Cabinet Member. Councillor attendance at the Panel overall for the year has been 67%.

### 4. Education Scrutiny Performance Panel Work Programme for 2023/24

Date	Items to be discussed
<b>Meeting 1</b> 15 Jun 23	<ol style="list-style-type: none"> <li>1. Additional Learning Needs Reform Annual Update (watching brief item)</li> <li>2. New Curriculum for Wales Annual Update (watching brief item)</li> <li>3. Estyn Inspection – progress with recommendations</li> <li>4. Key issues affecting education 2023/24 then discuss draft Work Programme for 2023/24</li> </ol>
<b>Meeting 2</b> 13 Jul 23	<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</li> </ol>
<b>Meeting 3</b> 14 Sep 23	<ol style="list-style-type: none"> <li>1. Looked after Children, support and progress in school</li> <li>2. Following up on the 10 CDC recommendations (referred from Education Cabinet Development Committee)</li> <li>3. Feedback from Partneriaeth Scrutiny Councillor Group</li> </ol>
<b>Meeting 4</b> 19 Oct 23	<p><b>Schools Session and Site Visit 1 – Gorseinon Primary School</b> School Development Plan <i>(Pre-meeting with School Improvement Advisor 18 Oct)</i></p>
<b>Meeting 5</b> 23 Nov 23	<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</li> <li>2. School Improvement Service Annual Update</li> <li>3. Cookery in Schools</li> </ol>
<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 and Cabinet Member Q&amp;A</li> <li>2. Feedback from Partneriaeth Scrutiny Councillor Group</li> </ol>
<b>Meeting 7</b> 18 Jan 24	<p>Introducing the New Curriculum for Wales – a meeting with a Secondary School and its Cluster Primaries – Gowerton Comprehensive School cluster. <i>(Pre-meeting with School Improvement Advisor on 17 Jan)</i></p>
<b>Meeting 8</b> 12 Feb 24	<p>Annual Council Budget as it relates to education matters</p>
<b>Meeting 9</b> 19 Feb 24	<p>School Organisation - Amalgamation of special schools in Swansea</p>

<b>Meeting 10</b> 22 Feb 24	<b>Schools Session 2 – Clydach Primary School</b> School Development Plan. ( <i>Pre-meeting with School Improvement Advisor 20 Feb</i> )
<b>Meeting</b> <del>13 Mar 24</del>	<del>Schools Session and Visit 3 – Bishopston Comprehensive School</del> <b>Postponed until 11 July 2024</b>
<b>Meeting 11</b> 18 Apr 24	<ol style="list-style-type: none"> <li>1. Religion, Values and Ethics Education</li> <li>2. Hearing the Voices of Children and Young People Education Other Than At School services (EOTAS) Annual Update</li> </ol>
<b>Meeting 12</b> 9 May 24	<ol style="list-style-type: none"> <li>1. Quality in Education (QEd) / Sustainable Communities for Learning Update</li> <li>2. Swansea Skills Partnership Annual Update</li> <li>3. End of year review in Education Scrutiny</li> </ol>

## 5.0 The Future Work Programme

- 5.1 The future work programme will be discussed by first Education Scrutiny Performance Panel of the new municipal year 2024/2025 on 20 June 2024.